THE UNIVERSITY OF TEXAS AT DALLAS

Academic Governance
800 West Campbell Road, AD 23, Richardson, TX 75080-3021
Office: (972) 883-6751 FAX: (972) 883-2276

January 10, 2022

TO:	**Academic Senate Members**
FROM:	Academic Governance
	Cyndi Haynes, Secretary to Academic Governance
SUBJECT:	**ACADEMIC SENATE MEETING**

The Academic Senate will meet **Wednesday, January 19, 2022 at 1:00 pm** via MS Teams Meetings**.**

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

COPY TO:

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

* Speaker
** Secretary
*** Vice-Speaker

THE UNIVERSITY OF TEXAS AT DALLAS

Academic Governance
800 West Campbell Road, AD 23, Richardson, TX 75080-3021
Office: (972) 883-6751 FAX: (972) 883-2276

AGENDA
ACADEMIC SENATE MEETING
January 19, 2022 @ 1:00-3:00 PM
via Microsoft Teams

1.	Call to Order, Announcements & Questions	Richard Benson
2.	Approval of the Agenda	Ravi Prakash
3.	Approval of Minutes – November 17, 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. 2022-'23 Undergraduate Course Inventory
    B. 2022-'23 Graduate Course Inventory
    C. 2021-'22 Undergraduate Degree Plans
    D. New Minor in Religious Studies
    E. Eliminating 'MN' Midterm grades
    F. UTDPP 1052 (Final Oral Examinations, Dissertation/Thesis Embargo)
    G. Physics GRE Subject Test

11.	Recommendations from the Committee on Committees	Ravi Prakash
12.	Revision to the A&H Bylaws	Shilyh Warren
13.	Discussion of Proposed Policy on Endowed Chairs, Professorships, and Fellowships – UTDPPxxxx	Serenity King
14.	Implementing Recommendations from the 2018 Task Force on Student Course Evaluations	Karen Huxtable-Jester
15.	Ad hoc committee charge for Review of UTDPP1047 Evaluation of Academic Administrators	Mehrdad Nourani / Serenity King
16.	Sustainability Committee Proposal to address Single-use Plastics on Campus	Dorothee Honhon
17.	Approval of Academic Calendar for 2023	Richard Scotch
18.	Update on Campus Climate Survey	Colleen Dutton
19.	Committee Reports	Bill Hefley
20.	Adjournment	Richard Benson

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
November 17, 2021

Present: *Rafael Martín,* Mohammad Akbar, Ashiq Ali, William Anderson, Poras Balsara, Ashley Barnes, Kurt Beron, Dinesh Bhatia, Patrick Brandt, Adam Chandler, Ovidiu Daescu, Gregory Dess, John Ferraris, Lev Gelb, Mary Beth Goodrich, Erin Greer, Gopal Gupta, Maria Hasenhuttl, William Hefley, Shayla Holub, Karen Huxtable-Jester, Naser Islam, Joseph Izen, Michael Kesden, Tae Hoon Kim, Nanda Kumar, David Lumley, Victoria McCrady, Syam Menon, Sarah Moore, B P Murthi, Syed Naqvi, Simeon Ntafos, Dawn Owens, Elizabeth Pickett, Ravi Prakash, Suresh Radhakrishnan, Vishwanath Ramakrishna, Michael Rebello, Monika Salter, Gayle Schwark, Richard Scotch, Gaurav Shekhar, Stephen Spiro, Lucien Thompson, Shilyh Warren, Regina Ybarra

Visitors: Katrina Adams, Judy Barnes, Sandy Beisel, Lisa Bell, Timothy Bray, Valerie Brunell, Ramaswamy Chandrasekaran, Susan Chizeck, Darren Crone, Mareze Crone, Mareze Crone, Dushanthi Dissanayake, Colleen Dutton, E. Lobarinas, Qin Fang, Frank Feagans, Gene Fitch, Juan González, Debra Greszler, Vinita Hajeri, Edward Harpham, Leigh Hausman, Shella Hayes, Melissa Hernandez-Katz, Julia Hsu, Nancy Juhn, Michael Karich, Serenity King, Jennifer Klunk, Dee Lambert, Carol Lanham, Ingrid London, Kyle McCall, Jennifer McDowell, Mark McKinney, Sarah Moore, Jessica Murphy, Mehrdad Nourani, Sanaz Okhovat, Joseph Pancrazio, Terry Pankratz, Kara Peak, William Pervin, Rena Piper, Imaan Razak Macchiwalla, Carolyn Reichert, Amanda Rockow, Ellen Safley, Elizabeth Samuel, Subha Samuel, Brooke Schafer, Gloria Shenoy, Ryan Short, Scott Simpson, Steven Small, Amanda Smith, Amandeep Sra, Kuei Sun, Karl Van Leeuwen, Mary Jo Venetis, Christine Veras, Roopa Vinay, Josephine Vitta, Shouqiang Wang, Larry Zacharias, Vy Trang, Vicki Carlisle

Absent: Denise Boots, Elizabeth Boyd, Andrea Fumagalli, Shalini Prasad, Christine Veras de Souza

1. **Call to Order, Announcements & Questions – Ravi Prakash**
    Dr. Prakash called the meeting to order at 1:00 pm**.** Dr. Benson and Dr. Musselman were attending an in-person Board of Regents meeting in Austin so, per the by-laws, Dr. Prakash presided over the Academic Senate meeting. Dr. Prakash read a document which contained three announcements provided by Dr. Benson.

    1. Every day, I track the Texas Department of State Health Services dashboard. Please see the link below my "signature." I have been encouraged by the decline in the covid curves for Texas, particularly for Collin and Dallas Counties. This improving trend is reflected in the proactive testing being conducted at UT Dallas. As always, I am grateful for the UTD faculty, staff and students who have done their utmost to keep UTD open and safe throughout the semester. I am particularly grateful to the vast majority who, without complaint and in service to their colleagues, have attended to the random, proactive testing when called. (I took my most recent test on Monday and am happy to report that it came back negative.)

    2. On Monday, we took a huge step forward in our work in biomedical engineering and sciences when we broke ground on a building by the same name that will be jointly operated by UT Dallas and the UT Southwestern Medical Center. Texas Instruments has made a major contribution to the building's funding, which will be located on the UTSW East Campus.

    3. Late afternoon on Wednesday (tomorrow), I will formally request that the first phase of our Arts and Performance Complex (a.k.a. the "Athenaeum") be placed on the UT System Capital Improvement Program (CIP).   I have every reason to believe that the Board of Regents will approve. The most notable part of the Athenaeum (Phase I) will be the Crow Museum of Asian Art.

    Best regards from Austin,

Dick

DSHS Dashboard:
https://tabexternal.dshs.texas.gov/t/THD/views/COVIDCountyTrendsOverTime/COVIDTrends?:isGuestRedirectFromVizportal=y&:embed=y

Dr. Benson will be able to answer any questions at the January 2022 Academic Senate meeting. The Academic Council will meet in December 2021 but there will not be an Academic Senate meeting in December due to commencement ceremonies. The Academic Council December meeting will set the agenda for the January 2022 Academic Senate meeting. If anyone has any questions, they can send them to Dr. Prakash and he will present them to the President at the Academic Council meeting.

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

3. **Approval of the Minutes – October 20, 2021 – Ravi Prakash**
Dr. Prakash called for a motion to approve the minutes. Dr. Syam Menon moved; Dr. BP Murthi seconded. Mr. Ryan Short asked that in the fourth paragraph of the Student Government (SG) section, the SG Academic Affairs chair should be referred to as "Ms. Kanduri." In the third paragraph, Mr. Short requested to use they/them/theirs pronouns, and requested the sixth sentence to be corrected to "their attention." Dr. Prakash called for a motion to approve the minutes with the amendments. Dr. Syam Menon moved. The minutes will reflect these changes. The minutes were unanimously approved.

4. **Speaker's Report – Ravi Prakash**
Speaker Prakash apologized for not ending the Senate and Council meetings in a timely manner. Starting with this meeting, he will do his best to move the discussions along more expeditiously.

On October 22, Dr. Serenity King organized a Lead UTD session with a panel discussion meant to inform new administrators and colleagues stepping into administrative roles about shared governance. The panel consisted of Dean Jessica Murphy, Dean Juan González, University Registrar Jennifer McDowell, CEP Chair Syam Menon, and Speaker Prakash.

On November 4, the Office of Information Technology (OIT) inaugurated the Technology Bar. VP for OIT Frank Feagans reached out to Speaker Prakash and offered to hold an open house for faculty if there is interest.

Speaker Prakash met with Dr. Yvette Pearson (VP of Diversity, Equity, and Inclusion), Dr. Sheryl Skaggs (Chair of the Diversity and Equity Committee), and Dr. Rafael Martín in early November. This meeting was triggered by an email from Dr. Benson about unifying the work of multiple committees (Living Our Values task force and the Diversity and Equity Committee). Dr. Benson would like to initiate a discussion on consolidating the two committees and see how the recommendations and what we have learned from these committees can be combined. Like all other committees, appropriate representation of staff, undergraduate and graduate students, and faculty will be ensured on this committee.

Phi Kappa Phi Society held an induction ceremony on November 8 in the Student Services A building. On November 6, the Hobson Wildenthal Honors College held an in-person event for prospective National Merit scholars and their families.

5. **THECB/SACSCOC/Legislative Updates – Serenity King**
Dr. Serenity King reported there is information in the agenda packet about the Texas Higher Education Coordinating Board (THECB) quarterly meeting in September. This includes the latest Increasing Successful Community Transfer Report. This is a state-wide report that the THECB uses to inform their policy discussions so it may be beneficial for the Senate to look at the report. There is also information about accelerated credentials. There is a lot of financial backing for micro-credentialing/stackable credentials. UT Dallas has put forward a proposal for a grant from the THECB. The Learning Technology Advisory Committee

is working on multiple initiatives including some definitions that update definitions for distance education in Texas. They hope to finish this work in Summer 2022.

Dr. King gave an update in the work of the Texas Transfer Advisory Committee on fields of study (FOS). They started with the business administration and criminal justice FOS. There is good progress on the business administration FOS. This FOS covered 33 CIP codes. Thanks to Dr. Dawn Owens (UT Dallas representative) and her counterparts across the state, the committee will put forward a FOS that will only cover 5 CIP codes and takes out business analytics and actuarial science and does not negatively impact UT Dallas. Dr. Prakash asked what is the climate right now at the THECB regarding the tensions between community colleges and universities caused by the FOS? Dr. King responded that some of the progress may have slipped and some of the progress made by the Improving Transfer Workgroup may have been lost due to time lapsing and retention of members. Dr. Dawn Owens responded that the THECB was open to the recommendations of the business administration FOS committee.

We are starting to look at the legislations that passed in the legislative session and think about implementation. House Bill 1027 is a bill about automatic course fees but there are other parts of the bill that includes information about open information resources, identifying some information that needs to be posted 30 days before the semester begins. We will start some conversations in CUE, Graduate Council, and CEP and will come back to the Senate. Representatives from the Bookstore will need to be invited to these meetings because there are aspects of the bill that are related to the information that the Bookstore collects and student data. This has to be implemented by Fall 2022.

Thanks to Provost Musselman, VP and COS Rafael Martín, VP for Research Joe Pancrazio, VP for Student Affairs Gene Fitch, VP for Development and Alumni Relations Kyle Edgington, and VP of Budget and Finance Terry Pankratz, UT Dallas now has a 3-year university-wide membership to Academic Impressions. This will cover access for all faculty, staff, and students. There will be a series of orientation meetings with Academic Impressions so they can target with units on campus what this membership will bring. They will also present some of the features that are available to the university that are not displayed on website. They do a lot of DEI work, lots of faculty and student success, and leadership development work.

6. **NCFS/TXCFS/FAC Report – Ravi Prakash/Richard Scotch/Shilyh Warren**
Speaker Prakash stated that there is nothing to report. These organizations have not met since the last Senate meeting.

7. **Student Government Report – Ryan Short/Imaan Razak Macchiwalla**
Mr. Short and Ms. Macchiwalla will represent UT Dallas at the UT System Student Advisory Council meeting this weekend in Austin. There will be 4 areas of focus: 1) student safety health and well-being; 2) student academic success; 3) career services; and 4) campus climate. They will meet with the Chancellor and the Executive Vice Chancellor for Academic Affairs to discuss the impact of COVID-19 on students and how the system is reacting. Mr. Short and Ms. Macchiwalla will share the results of these discussions at the January 2022 Senate meeting.

UTD Hack-a-thon was held the past weekend. Student Government worked with OIT to sponsor prizes for student-centered challenges with a focus on campus resources. One of the winners had a project that centered around student organizations and how to better schedule their events.

Cometville has been rescheduled for January 20, 2022, at 3-5pm on the Student Union Mall.

8. **Graduate Student Assembly Report – Kara Peak/Connor Donegan**
Ms. Peak reported that the chairs of the university-wide committees should expect emails from GSA with names of students nominated to serve as student representatives on the committees. It was discovered that some of the committee by-laws were not updated to include language specifying that GSA would nominate graduate student representatives since GSA was recognized as the official governing body for graduate students. GSA will look at the by-laws and will notify the Senate of those that need to be updated. Dr.

Prakash suggested that Ms. Peak follow-up with HOP. After the policy changes are approved by Senate, the next step in the governance process is HOP then President Benson's approval.

GSA requested and was awarded $15,000 to create new graduate student travel awards. They are still working on the application process. These awards will be open to all graduate students and are not limited to conference travel. Dr. Warren asked how the funds would be disbursed to graduate students, i.e., deposited directly into their student accounts, financial aid, or reimbursement after they have traveled. She recommended that GSA speak to Dean González and Graduate Council.

9. **Staff Council Report – Jennifer Klunk/Debra Grezler**
Ms. Klunk reported November 2021 is the 25th anniversary of Staff Council. Staff Council has two active ad hoc committees. The first is a committee to look at the future of remote work. A survey was sent out on Monday, November 1 to gather information on what the experience of working remotely last year was like and how people perceive it going forward. There have been 800 responses so far. The survey will be open until November 19.

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

The Staff Council Fundraising Committee has two events. One is a digital cookbook fundraiser, and the other is the poinsettia, plant, and teddy bear fundraiser.

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 fall 2021 Care Awards nominations closed on October 31. The nominations are with the secret committee.

The next Staff Council meeting is December 8.

10. **CEP Recommendations – Syam Menon**
A. **2021-22 Undergraduate Course Inventory**
Three edits and none involved repeatable courses.

B. **2022-23 Undergraduate Course Inventory**
Edits for multiple repeatable courses and all were related to clarify that topics courses may require additional pre-requisites depending on the specific topic being covered. There was one additional topics course that is repeatable from EPPS.

C. **2021-22 Graduate Course Inventory**
There is one addition, two edits, no repeatable courses.

D. **2022-23 Graduate Course Inventory**
Seventy-five repeatable courses, seventy-four edits, and one additional course. All were related to clarify that topics courses may require additional pre-requisites depending on the specific topic being covered.

E. **New Track-BS-Information Technology and Systems: Cybersecurity Management**
This is a proposal for a new track in the BS Information Technology and Systems: Cybersecurity Management. The track consists of existing courses and is essentially a guide for students who may be interested in related topics. No additional resources are required.

F. **New Tracks-PhD program in Cognition and Neuroscience (i) Systems and Cellular Neuroscience, and (ii) Cognitive Neuroscience**
This is to make explicit that there are two tracks in the PhD program in Cognition and Neuroscience. These tracks have effectively existed since 2015 and this update makes it clear in the degree plan.

G. **Reducing SCH requirements for MS in Human Development and Early Childhood Disorders**
This proposal is for the reduction of SCH from 42 to 39 SCH in the MS in Human Development and Early

Childhood Disorders. This would be accomplished by reducing the number of core courses from 8 to 7. Some advantages are listed in the proposal.

H. Quick Admit Program Catalog Language

This language was put in place last year. This enables us to admit UTD UG students into graduate programs easily. Students with a 3.2 GPA or higher are automatically admitted into the graduate program. The application process is made easier for students with a 3.1-3.32 GPA. This document incorporates this information into the catalog.

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

11. **Discussion of Academic Administrators Evaluation Process – Serenity King/Mehrdad Nourani**
Dr. King announced that UT Dallas was found non-compliant in the last reaffirmation on the SACSCOC principle that requires UT Dallas to conduct evaluations of academic administrators. UT Dallas had suspended the evaluation process. This process has restarted and Dr. Nourani is facilitating the process. The policy has been updated to include staff participation by allowing feedback with a survey. It was recognized that the existing survey questions could be improved with different wording/phrasing and the questions were SACSCOC-heavy. The 2008 reaffirmation was heavy-handed in how the survey questions were phrased. Dr. King proposes that the Senate consider creating a committee of faculty members who look at the faculty questions and determine if there are particular questions that could be/should be reworded. In preparation, Dr. King has communicated with her counterparts at other sister institutions to see what they are doing, looked at what other Texas institutions are doing, and what Georgia Tech, a HEPTAD peer institution that is accredited by SACSCOC in the region, is doing. Both Texas Tech and UNT are very transparent in this process and they publish the results of the reviews on their webpage. Texas Tech has a dashboard and UNT has a very comprehensive report to the Senate. There is still a lot of variability in who gets reviewed at UT Dallas. When UTDPP1047 was written, there were not as many VP positions as we have now, and was more focused on academic administrators. However, the SACSCOC principle includes all administrators (VP for Student Affairs, VP for Diversity, Equity, and Inclusion, etc.). This principle will be included in the upcoming 5th Year Interim SACSCOC report. Dr. King hopes that the institution can have larger conversations about other aspects about this process and policy that we want to change in addition to re-examining the survey questions.

Dr. Nourani is coordinating this process so he receives a lot of feedback about the process. One suggestion came from the staff is for the evaluation survey to be done anonymously. This has been implemented. The second suggestion is the type of questions that faculty respond to. Some of the questions may be loaded, written to lead respondents to reply in a certain way, or some of the questions may not be relevant to the position/administrator who is being reviewed. There are currently 75 administrators that need to undergo review 3 years after their initial appointment then 6 years thereafter if they stay in the same position. Sixty-one of the seventy-five positions are at the school-level and the supervisors are the school deans. Some of the feedback that Dr. Nourani has received from the school deans in the past 3 cycles include comments/suggestions indicating that some of the questions do not help them. There is an opportunity to break down the questions further so more helpful responses can be obtained. Keep in mind that all the questions are descriptive. Some of the other institutions use both quantitative and qualitative questions.

Dr. Prakash asked what is the sense of the Senate regarding the evaluation of all administrators. The senators can email their thoughts to Dr. Prakash. He is supportive of evaluating all administrators since they all serve an academic purpose in some capacity. As for the reporting aspect of the evaluation results of school deans who have been evaluated, the results are that some deans have stepped down from their positions or they are continuing and there is no more information. A more detailed report of the evaluations would allow for greater transparency and be more helpful. Regarding data security and anonymity of the evaluation process, the infrastructure for the online survey related to evaluations of

the Provost and VP for Research was created in an ad hoc fashion by Dr. Rafael Martín and the school-level evaluations were also most likely to be done in the same ad-hoc fashion. This raises some questions about data security. Dr. Prakash proposes that OIT be involved in the development of a uniform platform that can be secure and ensures appropriate access/security to the evaluations. The survey questions can differ for the evaluated administrator. The Senate should look into the recommendation to create a 3+3+3 committee to review the survey questions.

Dr. David Lumley mentioned that there are multiple ways to conduct the evaluations such as a 360-degree review. These can be requested by the administrator being reviewed or others. He has been speaking to Human Resources about using the 360-degree reviews at UT Dallas and they are open to including it in the evaluation process in the next few years. Colleen Dutton would be happy to expedite the implementation of the 360-degree review for the campus but there are limited resources. The campus climate survey will be conducted by Glint and they have the ability to perform 360-degree reviews. The plan is to use this company in the future for these reviews.

Dr. Nourani is aware that some of the schools run external evaluations. They may also be using Qualtrics to ask more in-depth/specific questions besides the survey questions used in UTDPP1047. Regarding the data security issue, the Provost Technology Group has done a good job with the login authentication. No additional information is saved. If the Senate would like to move to a uniform platform, the Provost's Office would welcome it.

Dr. King would like to ensure that UT Dallas consistently follows the policy such as soliciting input from alumni and community leaders in the evaluations. UT System policy specifies academic administrator evaluations, but this policy only serves as a guide for our policy. Academic Impressions may also have a 360-degree evaluation tool available, but she will check to make sure if this is correct.

Dr. Prakash proposed that an ad-hoc committee of 3 faculty + 3 staff + 3 deans, Dr. King, and Dr. Nourani be created. Dr. Patrick Brandt proposed that Dr. Nourani and Dr. King submit a document with details about the committee (nominations, charge, duration of the committee, etc.) for consideration at the December Academic Council and Academic Senate meetings. The Council will nominate the committee member and the Senate will appoint the members. Dr. King requests that she not be appointed to the ad-hoc committee and only provide information to the group. If any Senate members would like to work with Dr. Prakash to narrow down the survey questions and committee charge, contact Dr. Prakash. The committee members are not expected to create survey questions for all levels of administrator evaluations.

12. **Update on Fall Commencement – Judy Barnes**
   For the past year, at the request of President Benson and Provost Musselman, the University Events team has been looking at transitioning to a single university-wide ceremony and dean-led school level ceremonies model. This model has begun to be implemented with the Fall 2021 commencements. There will be a Doctoral Hooding Ceremony and 13 school-level ceremonies including 4 JSOM ceremonies and 3 ECS ceremonies. These 13 ceremonies will be held at two venues during December 15-17, 2021. Rena Piper presented the Fall 2021 commencement schedule. Every student will have 5 tickets. The University Events team will handle all logistics. The schools are responsible for creating the program and getting the students across the stage, i.e., "delivering the show." A handbook is being created that will serve as a guide for future ceremonies. The University Events team will continue to be present at all the ceremonies and handle all the logistics. For the spring 2022 ceremonies, the team is looking at how to streamline the process and implement a university-wide commencement ceremony. The team is looking at proposals and plans for the spring 2022 ceremonies.

   Dr. Joe Izen expressed concern about the President's request for faculty to participate in the ceremonies.

Dr. Prakash emphasized that faculty participation is voluntary. He expressed that faculty who are present and participating at the ceremonies should be recognized by name and included in the ceremony script. Dr. Mary Beth Goodrich proposed that the university provide regalia to the faculty who do not have their own. Judy Barnes has discussed with the Provost. The Provost has asked the schools to set aside funds to provide regalia for the faculty. Renting regalia is also an option.

13. **Update on Campus Climate Survey – Colleen Dutton**
    The campus climate survey target rollout is February 2022. Dr. Meghna Sabharwal and Dr. Greg Dieckmann are the faculty senate representatives on the committee. Glint, an external vendor, will administer the survey. There are five themes that have been identified from stakeholder groups such as ERGs, Diversity and Equity committee, Staff Council, etc. The five themes are diversity, equity, inclusion, and belonging; effectiveness of leadership; growth and retention; recognition; and the theme of communication will run throughout the survey. The committee will meet on November 30 with representatives from Glint and will work with the committee on questions that will fit the themes. The final contract with Glint is in the approval process and may be signed this week. There will be a website created with updates on the survey and survey results. The survey will be open for two weeks in mid-to-end of February. All actively employed faculty and staff, regardless of benefit status, will receive the survey link. Colleen has asked for a standing agenda item at the next several Senate meetings during the survey rollout.

14. **Adjournment – Ravi Prakash**
    There being no further business, Speaker Prakash adjourned the meeting at 2:50pm.

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

1. **THECB**
   A. Committees and [Full Board](#) Meeting Updates (embedded URL)
      1. JSOM's DBA approval by Full Board on January 27, 2022 upon approval from Committee on Academic and Workforce Success (CAWS) during [January 26, 2022 meeting](#) (embedded URL)
      2. Characteristics of Doctoral Programs is no longer a state reporting requirement

2. **SACSCOC**
   A. Updates from Annual Meeting, December 6, 2021
      1. Unacceptable QEP Impact Reports now will result in Monitoring.
      2. Flexibilities Policy Due to Pandemic: Still continue all exempted reporting practices until the COVID-19 pandemic is declared over by the Federal Govt and the language will appear in the Federal Registry.
      3. A workgroup will commence the *Principles* revisions this year. They plan to have the *Principles* for vote at the December 2023 meeting, which will result in what they call a "transitional set of *Principles*" for UT Dallas' 5th year interim report due in March. One consideration is how to incorporate DEI (stand-alone policy, Principle, or spread throughout) and another is how to strengthen shared governance.
      4. Results of local/System peers:
         a. UTPB, UTSA, MD Anderson, and UTHSC-Houston reaffirmed successfully;
         b. UT Arlington placed on Monitoring w/ a report due in 6 months;
         c. Tarrant County College placed on Monitoring w/ a report due in 6 months;
         d. TWU was placed on Monitoring for 12 months;
         e. Dallas College was denied multiple off-campus instructional sites at high schools; and
         f. UTSA President Eighmy was approved as a member of the SACSCOC Board of Trustees for the class of 2024.
   B. UT Dallas SACSCOC Fifth-Year Committees
      1. Faculty Committee Membership
         a. *Syam Menon, JSOM*
         b. *Shilyh Warren, A&H*
         c. *Dinesh Bhatia, ECS*
         d. *Mike Kesden, NSM*
         e. Salena Brody, BBS/NTS
         f. Syed Kaazim Naqvi, IS/NTS
         g. Irina Panovska, EPPS
         h. ATEC TBD
         i. Francesca Filbey, Associate Provost, Faculty Mentoring; BBS

CEP Items for Senate

07 December, 2021

10A.   2022-'23 Undergraduate Course Inventory

10B.   2022-'23 Graduate Course Inventory

10C.   2021-'22 Undergraduate Degree Plans

10D.   New Minor in Religious Studies

10E.   Eliminating 'MN' Midterm grades

10F.   UTDPP1052 (Final Oral Examinations, Dissertation/Thesis Embargo

10G.   Physics GRE Subject Test

Undergraduate Courses to be offered in 2022-2023

COURSE	ARHM	ATEC	BBS	ECS	EPPS	GENS	JSOM	NSMT	HONS	UGRD	TOTAL
Additions	1			1	1		3	4	2		**12**
Removals							5				**5**
Edits	6			26			75	2	1		**110**
Total	**1**	**0**		**27**	**1**		**83**	**6**	**3**		**127**
Repeatable	4			12			17		1		34
Online											0

Additions

ARHM	ECS	EPPS	JSOM	NSM	HONS
RELS 2317	BMEN 1300	EPPS 3100	ACCT 3312	CHEM 2233	HONS 3103
			MECO 4303	CHEM 2237	HONS 3109
			OPRE 4355	~ PHYS 1101	
				~ PHYS 1102	

Removals

JSOM		
FIN 4350		
FIN 4386		
FIN 4387		
ITSS 4342		
OBHR 4370		

Edits

ARHM	ECS			JSOM					HONS
ARTS 3363	BMEN 1208	CE 4v97	EE 4v97	ACCT 2301	BA 4080	FIN 4338	ITSS 4343	OPRE 3312	HONS 3110
ARTS 3382	BMEN 3320	CE 4v98	EE 4v98	ACCT 2302	BA 4081	FIN 4380	ITSS 4353	OPRE 3320	
ARTS 4305	BMEN 3331	CS 1325	MECH 1v95	ACCT 3322	BA 4083	FIN 4395	ITSS 4380	OPRE 3330	**NSM**
PHIL 2304	CE 1100	EE 1202	MECH 2v95	ACCT 3331	BA 4v90	HMGT 3080	ITSS 4v90	OPRE 3333	/ GEOS 2321
PHIL 4v99	CE 1202	EE 3310	MECH 3v95	ACCT 3332	BCOM 1300	HMGT 3301	ITSS 4v95	OPRE 3360	/ PHYS 2125
RELS 3358	CE 3310	EE 3311	MECH 4v95	ACCT 3341	BCOM 3300	HMGT 3310	MECO 4351	OPRE 4310	
	CE 3311	EE 4388	MECH 4v98	ACCT 3350	BCOM 4300	HMGT 4395	MECO 4370	OPRE 4320	
	CE 4388	EE 4399	MSEN 3304	ACCT 4301	BPS 4305	HMGT 4v90	MKT 4332	OPRE 4330	
	CE 4v95	EE 4v95		ACCT 4302	BPS 4307	IMS 4310	MKT 4360	OPRE 4340	
				ACCT 4334	BPS 4395	IMS 4373	MKT 4370	OPRE 4353	
				ACCT 4336	ENTP 4395	IMS 4395	MKT 4395	OPRE 4362	
				ACCT 4337	ENTP 4v90	IMS 4v90	MKT 4v90	OPRE 4395	
				ACCT 4340	FIN 3375	IMS 4v94	OBHR 4v90	OPRE 4v90	
				ACCT 4395	FIN 4320	ITSS 3312	OBHR 4v94	RMIS 3375	
				ACCT 4V80	FIN 4337	ITSS 4301	OPRE 3310	RMIS 4338	

+ Repeatable

ARHM	ECS			JSOM					HONS
ARTS 3363	CE 4v95	EE 4v95	MECH 2v95	ACCT 4V80	# BA 4v90	# HMGT 4v90	ITSS 4v95	# OPRE 4v90	* HONS 3110
ARTS 3382	CE 4v97	EE 4v97	MECH 3v95	BA 4080	* ENTP 4395	# IMS 4v90	# MKT 4v90		
ARTS 4305	CE 4v98	EE 4v98	MECH 4v95	BA 4081	ENTP 4v90	IMS 4v94	# OBHR 4v90		
PHIL 4v99	EE 4399	MECH 1v95	MECH 4v98	BA 4083	* HMGT 3080	# ITSS 4v90	OBHR 4v94		

Core		Online
NSM		
/ GEOS 2321		
/ PHYS 2125		

Legend

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

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 #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * rels2317 (r1) rels2317.2 group_head series_head	RELS 2317 Introduction to Hinduism (3 semester credit hours) An introduction to the family of religious and cultural traditions under the umbrella of Hinduism, their history, major texts, and contemporary practices. (3-0) R **request notes** Adding new areas of study to RELS. **peoplesoft diff:** **RELS 2317 Introduction to Hinduism (3 semester credit hours) An introduction to the family of religious and cultural traditions under the umbrella of Hinduism, their history, major texts, and contemporary practices. (3-0) R** **show fields: rels2317.2** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	ddc130130 2021-11-01 10:19:08 audit: -14470.5 m index: -14470.5 m match_fail

ITEM #10A

RELS 2317 - New Course Additional Information

Prefix	RELS
Number	2317
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	N/A
Requestor	Matthew J. Brown
Preparer	Matthew J Brown
Create_DateTime	2021-10-08 16:44:46
Create_NetID	mxb091000

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * bmen1300 (r1) bmen1300.2 group_head series_head	BMEN 1300 Introduction to Biomedical Engineering Computing (3 semester credit hours) Computer programming in a high-level, block structured language with a focus on bioengineering applications. Basic data types, memory usage, control structures, input/output, functions and parameter passing. Program design and software development methodology. Mechanics of running, testing, and debugging. Pseudo-codes, flowcharts and code efficiency. Programming languages of choice are C++ and Matlab. Programming projects related to biomedical engineering applications. (3-0) S **request notes** Change of BMEN curriculum, replacing CS 1324. Approved by faculty vote 10/2021 **peoplesoft diff:** **BMEN 1300 Introduction to Biomedical Engineering Computing (3 semester credit hours) Computer programming in a high-level, block structured language with a focus on bioengineering applications. Basic data types, memory usage, control structures, input/output, functions and parameter passing. Program design and software development methodology. Mechanics of running, testing, and debugging. Pseudo-codes, flowcharts and code efficiency. Programming languages of choice are C++ and Matlab. Programming projects related to biomedical engineering applications. (3-0) S** **show fields: bmen1300.2** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	lxm162530 2021-10-21 14:23:08 audit: -14416.6 m index: -14416.6 m match_fail

ITEM #10A

BMEN 1300 - New Course Additional Information

Prefix	BMEN
Number	1300
Year Min	2022
School	encs
Dept	encsbien
Curriculum_Fit	major_req
Is Replacement	replace_yes
Replaces	CS 1324
Similar To	-
Reasoning	replacing CS 1324 with BMEN specific course
Requestor	Shalini Prasad
Preparer	Leah Mathison
Create_DateTime	2021-10-21 14:15:14
Create_NetID	lxm162530

req type **course req_id**	**catalog course description**	**request status**	**request metadata**	**actions**
2022-open	add * epps3100 (r1) epps3100.2 group_head series_head	EPPS 3100 Leading for Good (1 semester credit hour) This course focuses on personal development and current policy issues and social challenges to explore the theory and practice of leadership. Through lectures, group discussion, and dialogue with guest speakers, students are encouraged to use their own leadership skills to address pressing social and policy problems. Personal and professional development are also integrated into the curriculum. Credit/No Credit only. Instructor Consent Required. (1-0) R **request notes** Added per dept. **peoplesoft diff:** **EPPS 3100 Leading for Good (1 semester credit hour) This course focuses on personal development and current policy issues and social challenges to explore the theory and practice of leadership. Through lectures, group discussion, and dialogue with guest speakers, students are encouraged to use their own leadership skills to address pressing social and policy problems. Personal and professional development are also integrated into the curriculum. Credit/No Credit only. Instructor Consent Required. (1-0) R** **show fields: epps3100.2** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	ddc130130 2021-11-08 08:39:59 audit: -14409 m index: -14409 m match_fail

ITEM #10A

<div align="center">

EPPS 3100 - New Course Additional Information

</div>

Prefix	EPPS
Number	3100
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	na
Requestor	EPPS
Preparer	Climer
Create_DateTime	2021-11-08 08:32:38
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * [acct3312](r1) acct3312.4 group_head series_head	ACCT 3312 Introduction to Accounting Analytics (3 semester credit hours) This course provides an overview of the foundational data analytics skills for accountants, including digital skills, data structures, and various analytics tools. This course will provide an understanding of the process of extracting, transforming, and loading data and using that data to make accounting decisions. There will be an emphasis on the elements of data visualization. Prerequisites: (ACCT 2301 with a minimum grade of C) and (ACCT 2302 with a minimum grade of C). (3-0) S	phase: approve status: approving audit: 13	kmd023000 2021-11-11 11:25:35 audit: -31.1 m index: -31.1 m match_fail

request notes

New course content not previously offered

peoplesoft diff:

ACCT 3312 Introduction to Accounting Analytics (3 semester credit hours) This course provides an overview of the foundational data analytics skills for accountants, including digital skills, data structures, and various analytics tools. This course will provide an understanding of the process of extracting, transforming, and loading data and using that data to make accounting decisions. There will be an emphasis on the elements of data visualization. Prerequisites: (ACCT 2301 with a minimum grade of C) and (ACCT 2302 with a minimum grade of C). (3-0) S

show fields: acct3312.4

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

ITEM #10A

<div align="center">

ACCT 3312 - New Course Additional Information

</div>

Prefix	ACCT
Number	3312
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	major_req
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	New course content not previously offered
Requestor	Marilyn Kaplan
Preparer	Marilyn Kaplan
Create_DateTime	2021-11-11 10:55:39
Create_NetID	mkaplan

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * meco4303 (r1) meco4303.2 group_head series_head	MECO 4303 Decisions, Behavior and Business Policy (3 semester credit hours) This course introduces the tools of behavioral economics, decision and game theory and applies them to important questions of business and related policies pertaining to market design, regulation and innovation. Prerequisites: (BA 1310 or ECON 2302) and (BA 1320 or ECON 2301). (3-0) Y **request notes** New course content not previously offered **peoplesoft diff:** **MECO 4303 Decisions, Behavior and Business Policy (3 semester credit hours) This course introduces the tools of behavioral economics, decision and game theory and applies them to important questions of business and related policies pertaining to market design, regulation and innovation. Prerequisites: (BA 1310 or ECON 2302) and (BA 1320 or ECON 2301). (3-0) Y** **show fields: meco4303.2** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	mkaplan 2021-11-11 11:18:40 audit: -188.9 m index: -188.9 m match_fail

MECO 4303 - New Course Additional Information

Prefix	MECO
Number	4303
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	major_req
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	New course content not previously offered
Requestor	Marilyn Kaplan
Preparer	Marilyn Kaplan
Create_DateTime	2021-11-11 10:59:36
Create_NetID	mkaplan

req type **course** **req_id**	**catalog** **course** **description**	**request** **status**	**request** **metadata**	**actions**
2022-open	add * opre4355 (r1) opre4355.3 group_head series_head	OPRE 4355 Operations Management in the Healthcare Sector (3 semester credit hours) This course explores the Healthcare Supply Chain and discusses its operations, challenges, and overall costs. Topics include the importance of healthcare delivery and related supply chain processes, sourcing and negotiations, and inventory, while analyzing how priorities are established, how services are organized and delivered, and the factors that influence their cost and quality. Prerequisite: OPRE 3310. (3-0) Y **request notes** New course. **peoplesoft diff:** **OPRE 4355 Operations Management in the Healthcare Sector (3 semester credit hours) This course explores the Healthcare Supply Chain and discusses its operations, challenges, and overall costs. Topics include the importance of healthcare delivery and related supply chain processes, sourcing and negotiations, and inventory, while analyzing how priorities are established, how services are organized and delivered, and the factors that influence their cost and quality. Prerequisite: OPRE 3310. (3-0) Y** **show fields: opre4355.3** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	kmd023000 2021-11-11 10:59:32 audit: -37.8 m index: -37.8 m match_fail

ITEM #10A

<h3 style="text-align:center">OPRE 4355 - New Course Additional Information</h3>

Prefix	OPRE
Number	4355
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	major_req
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	New course content not previously offered elsewhere.
Requestor	Marilyn Kaplan
Preparer	Marilyn Kaplan
Create_DateTime	2021-11-11 10:14:26
Create_NetID	mkaplan

RETURN TO MAIN MENU

req type **course** **req_id**	**catalog** **course** **description**	**request** **status**	**request** **metadata**	**actions**
2022-open	add * chem2233 (r1) chem2233.4 group_head series_head	CHEM 2233 Introductory Organic Chemistry Laboratory (2 semester credit hours) Introduction to the experimental skills associated with organic functional group reactions. This course is designed to reinforce concepts presented in CHEM 2323 and CHEM 2325. Course consists of a hands-on laboratory and a separate associated lecture. Lab fee of $30 required. Prerequisite: CHEM 2323. Corequisite: CHEM 2325. (1-3) S **request notes** Replacing two 1-credit lab courses (CHEM 2123 and CHEM 2125) with one 2-credit lab course **peoplesoft diff:** **CHEM 2233 Introductory Organic Chemistry Laboratory (2 semester credit hours) Introduction to the experimental skills associated with organic functional group reactions. This course is designed to reinforce concepts presented in CHEM 2323 and CHEM 2325. Course consists of a hands-on laboratory and a separate associated lecture. Lab fee of $30 required. Prerequisite: CHEM 2323. Corequisite: CHEM 2325. (1-3) S** **show fields: chem2233.4** • **cat_repeat_units:** 2 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	dieckgr 2021-11-02 15:00:23 audit: -13447.4 m index: -13447.4 m match_fail

ITEM #10A

<h3 style="text-align:center">CHEM 2233 - New Course Additional Information</h3>

Prefix	CHEM
Number	2233
Year Min	2022
School	nsmt
Dept	nsmtchem
Curriculum_Fit	major_req
Is Replacement	replace_yes
Replaces	CHEM 2123, CHEM 2125
Similar To	no
Reasoning	CHEM 2233 will replace the 2-course lab sequence CHEM 2125 and CHEM 2125. It will be composed of a lecture component and a laboratory component.
Requestor	Jeremiah Gassensmith
Preparer	Gregg R. Dieckmann
Create_DateTime	2021-10-28 22:09:39
Create_NetID	dieckgr

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * chem2237 (r1) chem2237.2 group_head series_head	CHEM 2237 Honors Organic Chemistry Laboratory (2 semester credit hours) Introduction to the experimental skills associated with organic functional group reactions. This course is designed to reinforce concepts presented in CHEM 2327 and CHEM 2328. Course consists of a hands-on laboratory and a separate associated lecture. Lab fee of $30 required. Prerequisite: CHEM 2327. Corequisite: CHEM 2328. (1-3) Y **request notes** Replacing two 1-credit lab courses (CHEM 2127 and CHEM 2128) with one 2-credit lab course **peoplesoft diff:** **CHEM 2237 Honors Organic Chemistry Laboratory (2 semester credit hours) Introduction to the experimental skills associated with organic functional group reactions. This course is designed to reinforce concepts presented in CHEM 2327 and CHEM 2328. Course consists of a hands-on laboratory and a separate associated lecture. Lab fee of $30 required. Prerequisite: CHEM 2327. Corequisite: CHEM 2328. (1-3) Y** **show fields: chem2237.2** • **cat_repeat_units:** 2 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	dieckgr 2021-11-02 15:03:41 audit: -13449.4 m index: -13449.4 m match_fail

ITEM #10A

CHEM 2237 - New Course Additional Information

Prefix	CHEM
Number	2237
Year Min	2022
School	nsmt
Dept	nsmtchem
Curriculum_Fit	major_req
Is Replacement	replace_yes
Replaces	CHEM 2127, CHEM 2128
Similar To	no
Reasoning	this course, a 2-credit Honors laboratory course, will replace two 1-credit Honors laboratory courses. It will contain both lecture and lab components.
Requestor	Michael Biewer
Preparer	Gregg R. Dieckmann
Create_DateTime	2021-11-02 14:44:41
Create_NetID	dieckgr

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	reinstate * phys1101 (r10) phys1101.12 group_head series_head	PHYS 1101 (PHYS 1101) College Physics Laboratory I (1 semester credit hour) An algebra-based laboratory course to accompany PHYS 1301. Experiments investigate measurements and statistics; one dimensional and two-dimensional motion; Newton's laws; conservation laws of energy and momentum; rotational motion and oscillations. Lab fee of $30 required. Corequisite: PHYS 1301. (0-3) R **request notes** Reinstated and updated at dept request. **peoplesoft diff: 010126 2020-08-11 dianeb** **PHYS 1101 (PHYS 1101) College Physics Laboratory I (1 semester credit hour) An algebra-based laboratory course to accompany PHYS 1301. Experiments investigate measurements and statistics; one dimensional and two-dimensional motion; Newton's laws; conservation laws of energy and momentum; rotational motion and oscillations. Lab fee of $30 required. Corequisite: PHYS 1301. (0-3) R** **show fields: phys1101.12** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 26	ddc130130 2021-11-04 10:27:03 010126 audit: -177.6 m index: -177.6 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	reinstate * phys1102 (r10) phys1102.12 group_head series_head	PHYS 1102 (PHYS 1102) College Physics Laboratory II (1 semester credit hour) An algebra-based laboratory course to accompany PHYS 1302. Experiments may investigate electrostatics, electric circuits, magnetism, optics, and topics coordinating with PHYS 1302. Lab fee of $30 required. Corequisite: PHYS 1302. (0-3) R **request notes** Reinstated and updated at dept request. **peoplesoft diff: 010127 2020-08-11 dianeb** **PHYS 1102 (PHYS 1102) College Physics Laboratory II (1 semester credit hour) An algebra-based laboratory course to accompany PHYS 1302. Experiments may investigate electrostatics, electric circuits, magnetism, optics, and topics coordinating with PHYS 1302. Lab fee of $30 required. Corequisite: PHYS 1302. (0-3) R** **show fields: phys1102.12** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 26	ddc130130 2021-11-04 10:27:36 010127 audit: -173.4 m index: -173.4 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hons3103 (r1) hons3103.3 group_head series_head	HONS 3103 Honey Bees and Society (1 semester credit hour) Explores topics ranging from the biology of individual bees to how the colony as a superorganism makes decisions. Covers concepts from history through modern agriculture to give a complete view of the importance of honey bees in our culture. Prerequisite: CV Honors students only. (1-0) S **request notes** Reason: Course has been taught over three times as HONS 3199. Note: Please add CV attribute **peoplesoft diff:** **HONS 3103 Honey Bees and Society (1 semester credit hour) Explores topics ranging from the biology of individual bees to how the colony as a superorganism makes decisions. Covers concepts from history through modern agriculture to give a complete view of the importance of honey bees in our culture. Prerequisite: CV Honors students only. (1-0) S** **show fields: hons3103.3** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	vab061000 2021-11-17 10:33:50 audit: -196 m index: -196 m match_fail

ITEM #10A

HONS 3103 - New Course Additional Information

Prefix	HONS
Number	3103
Year Min	2022
School	hons
Dept	hons
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	N/A
Requestor	Valerie Brunell
Preparer	Valerie Brunell
Create_DateTime	2021-10-27 09:24:29
Create_NetID	vab061000

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hons3109 (r1) hons3109.3 group_head series_head	HONS 3109 Liberal Arts (1 semester credit hour) Explores contemporary interdisciplinary topics in the humanities and social sciences. Prerequisite: CV Honors Students only. (1-0) Y **request notes** Reason: Course taught three times as HONS 3199. Note: Please add CV attribute. **peoplesoft diff:** **HONS 3109 Liberal Arts (1 semester credit hour) Explores contemporary interdisciplinary topics in the humanities and social sciences. Prerequisite: CV Honors Students only. (1-0) Y** **show fields: hons3109.3** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	vab061000 2021-11-17 10:34:15 audit: -201.7 m index: -201.7 m match_fail

ITEM #10A

<div align="center">

HONS 3109 - New Course Additional Information

RETURN TO MAIN MENU

</div>

Prefix	HONS
Number	3109
Year Min	2022
School	hons
Dept	hons
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	n/a
Requestor	Valerie Brunell
Preparer	Valerie Brunell
Create_DateTime	2021-10-27 15:21:46
Create_NetID	vab061000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~acct4380~~ <u>acct4v80</u> (r4) acct4v80.8 group_head series_head	ACCT 4V80 Professional Internship in Accounting (1-3 semester credit hours) This course provides students with an opportunity to expand and apply their accounting skills in a professional setting. Students will be required to apply knowledge obtained at the University to a job situation. Credit/No Credit only. Prerequisites: Completion of 12 semester credit hours of upper-division accounting courses with a minimum GPA of 3.0. Certain course exclusions may apply. Instructor consent required. May be repeated for credit (3 semester credit hours maximum). ([1-3]-0) S **request notes** Added INT component (DDC - 09.15.17). **peoplesoft diff: 014372 2017-08-20 ddc130130** ACCT 4V80 Professional Internship in Accounting (1-3 semester credit hours) This course provides students with an opportunity to expand and apply their ~~skills in~~ accounting **skills** in a professional setting. Students will be required to apply knowledge obtained at the University to a job situation. Credit/No Credit only. Prerequisites: ~~Students must have completed~~ **Completion of** 12 **semester credit** hours of ~~upper-level~~ **upper-division** accounting courses with a minimum GPA of 3.0. Certain course exclusions may apply. Instructor consent required. May be repeated for credit (3 semester credit hours maximum). ([1-3]-0) S **repeat reason** Students make complete multiple different internships for a total of 3 credit hours. **show fields: acct4v80.8** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	kmd023000 2021-11-11 09:46:00 014372 audit: -1306.4 m index: -1306.4 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * arts3363 (r9) arts3363.18 group_head series_head	ARTS 3363 Typography, Technology, Image (3 semester credit hours) This Intermediate/Design II course explores the concepts and techniques of design as manifest in history and emerging in contemporary experimental design practices. The course emphasizes the use of technology and explores individual vision, creative variation strategies, and command of the visual language (allowing one to communicate visually, providing content and attitude overtly or covertly). Topics may include typography, graphic design, logos, information design, color theory, as well as composition, 2D, and 3D design. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: ARTS 1316 or ARTS 2316 or ARTS 2348 or ARTS 2350 or ARTS 2380 or ARTS 2381 or ATCM 2301 or ATCM 2302 or instructor consent required. (0-3) Y **request notes** Updated prereqs for new courses **peoplesoft diff: 000770 2018-08-19 ddc130130** ARTS 3363 Typography, Technology, Image (3 semester credit hours) This Intermediate/Design II course explores the concepts and techniques of design as manifest in history and emerging in contemporary experimental design practices. The course emphasizes the use of technology and explores individual vision, creative variation strategies, and command of the visual language (allowing one to communicate visually, providing content and attitude overtly or covertly). Topics may include typography, graphic design, logos, information design, color theory, as well as composition, 2D, and 3D design. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: ARTS 1316 or ARTS 2316 or ARTS **2348 or ARTS** 2350 or ARTS 2380 or ARTS ~~2381.~~ **2381 or ATCM 2301 or ATCM 2302 or instructor consent required.** (0-3) Y **repeat reason** Course content and projects will vary each time ARTS 3363 is taught. **show fields: arts3363.18** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	mlg105020 2021-11-02 08:23:36 000770 audit: -19873.7 m index: -19873.7 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * arts3382 (r5) arts3382.7 group_head series_head	ARTS 3382 Color as Subject (3 semester credit hours) This studio course explores the history of color in art and culture. It provides students in various majors a workshop forum for an intense personal investigation of color as subject, meaning and influence in their selected discipline. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: ARTS 1316 or ARTS 2316 or ARTS 2348 or ARTS 2350 or ARTS 2380 or ARTS 2381 or ATCM 2301 or ATCM 2302 or instructor consent required. (0-3) T	phase: approve status: approving audit: 31	mlg105020 2021-11-02 08:24:22 013767 audit: -15544.8 m index: -15544.8 m match_fail
		request notes		
		Added new courses to prereqs		
		peoplesoft diff: 013767 2014-08-25 slm140530		
		ARTS 3382 Color as Subject (3 semester credit hours) This studio course explores the history of color in art and culture. It provides students in various majors a workshop forum for an intense personal investigation of color as subject, meaning and influence in their selected discipline. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: ARTS 1316 or ARTS 2316 or ARTS **2348 or ARTS** 2350 or ARTS 2380 or ARTS 2381 **or ATCM 2301 or ATCM 2302** or instructor consent required. (0-3) T		
		repeat reason		
		Course content and projects will vary each time this course is taught.		
		show fields: arts3382.7		
		• **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles		

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * arts4305 (r2) arts4305.6 group_head series_head	ARTS 4305 The Art of Graphic Design (3 semester credit hours) This course explores various artistic interpretations of graphic design as an art form. Projects investigate timelines from the idea stage to digital realization to "ready to print" collateral. Topics may include industry guidelines, event materials, outreach strategies, digital marketing, ad campaigns, and brand visual identity. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: ARTS 2315 or ARTS 2348 or ARTS 2380 or ATCM 2301 or ATCM 2302 or instructor consent required. (0-3) T	phase: approve status: approving audit: 31	mlg105020 2021-11-02 08:24:50 015603 audit: -15519.2 m index: -4123.7 m match_fail

request notes

New course.

peoplesoft diff: 015603 2019-08-18 ddc130130

ARTS 4305 The Art of Graphic Design (3 semester credit hours) This course explores various artistic interpretations of graphic design as an art form. Projects investigate timelines from the idea stage to digital realization to "ready to print" collateral. Topics may include industry guidelines, event materials, outreach strategies, digital marketing, ad campaigns, and brand visual identity. May be repeated for credit as topics vary (6 semester credit hours ~~maximum.) Prerequisites: ((ARTS~~ maximum). Prerequisite: ARTS 2315 or ARTS ~~2380) and~~ 2348 or ARTS ~~3363)~~ 2380 or ATCM 2301 or ATCM 2302 or instructor consent required. (0-3) T

repeat reason

Topics vary

show fields: arts4305.6

- **cat_repeat_units:** 6
- **cat_delivery_method:** deliverymethod_100
- **cat_core:**
- **cat_subtitles:** yes_subtitles

RETURN TO MAIN MENU

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ba4080 (r2) ba4080.4 group_head series_head	BA 4080 Participation in Internal Competition (0 semester credit hours) This course is designed to prepare students participating in a Jindal School academic competition. Credit/No Credit only. May be repeated (6 times maximum). Instructor consent required. (2-0) Y **request notes** Submitted by Dr. Kaplan on 11.14.17 via email for summer 2018 (DDC - 11.15.17). **peoplesoft diff: 015460 2018-01-01 ddc130130** BA 4080 Participation in Internal Competition (0 semester credit hours) This course is designed to prepare students ~~participaing~~ participating in a Jindal School academic competition. Credit/No Credit only. May be repeated (6 times maximum). Instructor consent required. (2-0) Y **repeat reason** ok if subtitle differs **show fields: ba4080.4** • **cat_repeat_units:** 0 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	kmd023000 2021-11-11 09:46:16 015460 audit: -1248.4 m index: -1248.4 m match_fail
2022-open	edit * ba4081 (r2) ba4081.4 group_head series_head	BA 4081 Participation in Local Competition (0 semester credit hours) This course is designed to prepare students participating in a local academic competition. Credit/No Credit only. May be repeated (6 times maximum). Instructor consent required. (2-0) Y **request notes** Submitted by Dr. Kaplan on 11.14.17 via email for summer 2018 (DDC - 11.15.17). **peoplesoft diff: 015461 2018-01-01 ddc130130** BA 4081 Participation in Local Competition (0 semester credit hours) This course is designed to prepare students ~~participaing~~ participating in a local academic competition. Credit/No Credit only. May be repeated (6 times maximum). Instructor consent required. (2-0) Y **repeat reason** ok if subtitle differs **show fields: ba4081.4** • **cat_repeat_units:** 0 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	kmd023000 2021-11-11 09:46:27 015461 audit: -1286.5 m index: -1286.5 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ba4083 (r2) ba4083.4 group_head series_head	BA 4083 Participation in National Competition (0 semester credit hours) This course is designed to prepare students participating in a national academic competition. Credit/No Credit only. May be repeated (6 times maximum). Instructor consent required. (2-0) Y **request notes** Submitted by Dr. Kaplan on 11.14.17 via email for summer 2018 (DDC - 11.15.17). **peoplesoft diff: 015463 2018-01-01 ddc130130** BA 4083 Participation in National Competition (0 semester credit hours) This course is designed to prepare students ~~participaing~~ **participating** in a national academic competition. Credit/No Credit only. May be repeated (6 times maximum). Instructor consent required. (2-0) Y **repeat reason** ok if subtitle differs **show fields: ba4083.4** • **cat_repeat_units:** 0 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	kmd023000 2021-11-11 09:46:38 015463 audit: -1155.1 m index: -1155.1 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * [ba4v90](#) (r7) ba4v90.12 group_head series_head	BA 4V90 Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S	phase: approve / status: approving / audit: 30	kmd023000 2021-11-11 09:47:39 000940 audit: -1282.1 m index: -1282.1 m match_fail

request notes

Internship to INT comp type clean up (DDC); only allow 3 SCH max

peoplesoft diff: 000940 2017-08-20 ddc130130

BA 4V90 Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (6 (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S

repeat reason

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

show fields: ba4v90.12

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

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ce4v95 (r5) ce4v95.6 group_head series_head	CE 4V95 Undergraduate Topics in Computer Engineering (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. ([1-9]-0) R **request notes** Updated per dept **peoplesoft diff: 002045 2014-08-24 ddc130130** CE 4V95 Undergraduate Topics in Computer Engineering (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.** ([1-9]-0) R **repeat reason** as topics vary **show fields: ce4v95.6** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-11-03 10:27:18 002045 audit: -15517.6 m index: -15517.6 m match_fail
2022-open	edit * ce4v97 (r4) ce4v97.5 group_head series_head	CE 4V97 Independent Study in Computer Engineering (1-9 semester credit hours) Independent study under a faculty member's direction. 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 **request notes** Updated per dept **peoplesoft diff: 002046 2015-08-23 ddc130130** CE 4V97 Independent Study in Computer Engineering (1-9 semester credit hours) Independent study under a faculty member's direction. 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 **show fields: ce4v97.5** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-11-03 10:27:50 002046 audit: -15511.8 m index: -15511.8 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ce4v98 (r5) ce4v98.6 group_head series_head	CE 4V98 Undergraduate Research in Computer Engineering (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 **request notes** Updated per dept **peoplesoft diff: 002047 2015-08-23 ddc130130** CE 4V98 Undergraduate Research in Computer Engineering (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 **repeat reason** research - exempt **show fields: ce4v98.6** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-11-03 10:28:18 002047 audit: -15511.2 m index: -15511.2 m match_fail
2022-open	edit * ee4399 (r6) ee4399.11 group_head series_head	EE 4399 Senior Honors in Electrical Engineering (3 semester credit hours) For students conducting independent research for honors theses or projects. May be repeated for credit as topics vary. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. (3-0) R **request notes** Updated per dept **peoplesoft diff: 004648 2014-08-24 sxr090100** EE 4399 Senior Honors in Electrical Engineering (3 semester credit hours) For students conducting independent research for honors theses or projects. May be repeated for credit as topics vary. **Additional prerequisites may be required depending on the specific course topic.** Instructor consent required. (3-0) R **show fields: ee4399.11** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-11-03 10:23:10 004648 audit: -15533.4 m index: -15533.4 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ee4v95 (r8) ee4v95.11 group_head series_head	EE 4V95 Undergraduate Topics in Electrical 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. ([1-9]-0) R **request notes** Added prerequisite phrase and removed consent per department **peoplesoft diff: 004596 2014-08-24 ddc130130** EE 4V95 Undergraduate Topics in Electrical Engineering (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). ~~Instructor consent required.~~ **Additional prerequisites may be required depending on the specific course topic.** ([1-9]-0) R **repeat reason** as topics vary **show fields: ee4v95.11** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 30	ddc130130 2021-11-08 08:48:41 004596 audit: -15504.4 m index: -15504.4 m match_fail
2022-open	edit * ee4v97 (r6) ee4v97.8 group_head series_head	EE 4V97 Independent Study in Electrical Engineering (1-9 semester credit hours) Independent study under a faculty member's direction. 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 **request notes** Updated per dept request **peoplesoft diff: 004597 2014-08-24 ddc130130** EE 4V97 Independent Study in Electrical Engineering (1-9 semester credit hours) Independent study under a faculty member's direction. 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 **show fields: ee4v97.8** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-11-03 10:24:41 004597 audit: -15509.1 m index: -15509.1 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ee4v98 (r6) ee4v98.8 group_head series_head	EE 4V98 Undergraduate Research in Electrical Engineering (1-9 semester credit hours) This course may be used as an honors course. 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	phase: approve / status: approving / audit: 31	ddc130130 2021-11-03 10:25:26 004598 audit: -15523.6 m index: -15523.6 m match_fail

EE 4V98 Undergraduate Research in Electrical Engineering (1-9 semester credit hours) This course may be used as an honors course. 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

request notes

Updated per dept request

peoplesoft diff: 004598 2015-08-23 ddc130130

EE 4V98 Undergraduate Research in Electrical Engineering (1-9 semester credit hours) This course may be used as an honors course. 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

repeat reason

research - exempt

show fields: ee4v98.8

- **cat_repeat_units:** 9
- **cat_delivery_method:** deliverymethod_100
- **cat_core:**
- **cat_subtitles:** yes_subtitles

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~entp4300~~ entp4395 (r2) entp4395.5 group_head series_head	ENTP 4395 Capstone Senior Project - Entrepreneurship (3 semester credit hours) This course is intended to complement theory and to provide an in-depth, hands-on experience in all aspects of a real business project. Students will work in teams as consultants on projects of interest to industry and will be involved in specifying the problem and its solution, designing and analyzing the solution, and developing recommended solutions. The deliverables will include reports that document these steps as well as a final project report, including the challenges faced by the team. Teams will also make presentations. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisites: BCOM 4300 and FIN 3320 and OPRE 3310 and Junior or Senior standing and instructor consent required. (3-0) S	phase: approve status: approving audit: 28	kmd023000 2021-11-11 09:49:39 015720 audit: -1339.9 m index: -1339.9 m match_fail

request notes

Added per Dr. Kaplan. Add repeat option for up to 9 SCH - add subtitles, update prereqs

peoplesoft diff: 015720 2020-08-16 ddc130130

ENTP 4395 Capstone Senior Project - Entrepreneurship (3 semester credit hours) This course is intended to complement theory and to provide an in-depth, hands-on experience in all aspects of a real business project. Students will work in teams as consultants on projects of interest to industry and will be involved in specifying the problem and its solution, designing and analyzing the solution, and developing recommended solutions. The deliverables will include reports that document these steps as well as a final project report, including the challenges faced by the team. Teams will also make presentations. **May be repeated for credit as topics vary (9 semester credit hours maximum).** Prerequisites: **BCOM 4300 and FIN 3320 and OPRE 3310 and** Junior or ~~senior~~ Senior standing and instructor ~~consent.~~ consent required. (3-0) S

repeat reason

May be repeated for credit as subtitle differs

show fields: entp4395.5

- **cat_repeat_units:** 9
- **cat_delivery_method:** deliverymethod_100
- **cat_core:**
- **cat_subtitles:** yes_subtitles

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * entp4v90 (r4) entp4v90.13 group_head series_head	ENTP 4V90 Innovation and Entrepreneurship Internship (1-3 semester credit hours) This internship course must be directly related to your concentration or minor in innovation and entrepreneurship. Students gain experience and improve skills through appropriate work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. At the end of the semester, students prepare a presentation describing their work experience and work output. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). JSOM Internship Coordinator and the Innovation and Entrepreneurship Program consent required. ([1-3]-0) Y **request notes** change from LEC to PRA; approved by Kaplan email 12-2-13. Internship to INT comp type clean up (DDC); add repeatability for up to 3 SCH **peoplesoft diff: 014218 2017-08-20 ddc130130** ENTP 4V90 Innovation and Entrepreneurship Internship (1-3 semester credit hours) This internship course must be directly related to your concentration or minor in innovation and entrepreneurship. Students gain experience and improve skills through appropriate work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. At the end of the semester, students prepare a presentation describing their work experience and work output. Credit/No Credit only. **May be repeated for credit (3 semester credit hours maximum).** JSOM Internship Coordinator and the Innovation and Entrepreneurship Program consent required. ([1-3]-0) Y **repeat reason** Students may complete multiple internships for a total of 3 semester credit hours. **show fields: entp4v90.13** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	kmd023000 2021-11-11 09:49:50 014218 audit: -1293.3 m index: -1293.3 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hmgt3080 (r2) hmgt3080.5 group_head series_head	HMGT 3080 Healthcare Management Honors Program Seminar (0 semester credit hours) This is a mandatory course for each PPH member to take during the Fall of their initiation year. The course will be one hour, once per week and will cover seminar topics that are relevant for transitioning students into working professionals in healthcare. Topics will cover: presentation skills, working with difficult people, working in teams, workplace etiquette, professional appearance & communication, leadership scenarios, personality assessment, negotiation, community involvement, alumni relations, and philanthropy. Weekly seminars will be taught by seasoned professionals from business, government, and academia using primarily case study and lecture formats. Credit/No Credit only. May be repeated as topics vary. Department consent required. (0-0) Y **request notes** New course specifically for healthcare management honors students. Add may be repeated for 2022. **peoplesoft diff: 015834 2020-08-16 ddc130130** HMGT 3080 Healthcare Management Honors Program Seminar (0 semester credit hours) This is a mandatory course for each PPH member to take during the Fall of their initiation year. The course will be one hour, once per week and will cover seminar topics that are relevant for transitioning students into working professionals in healthcare. Topics will cover: presentation skills, working with difficult people, working in teams, workplace etiquette, professional appearance & communication, leadership scenarios, personality assessment, negotiation, community involvement, alumni relations, and philanthropy. Weekly seminars will be taught by seasoned professionals from business, government, and academia using primarily case study and lecture formats. Credit/No Credit only. **May be repeated as topics vary.** Department consent required. (0-0) Y **repeat reason** May be repeated as topics vary. **show fields: hmgt3080.5** • **cat_repeat_units:** 0 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 29	kmd023000 2021-11-11 09:53:15 015834 audit: -2518 m index: -2518 m match_fail

RETURN TO MAIN MENU

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hmgt4v90 (r6) hmgt4v90.9 group_head series_head	HMGT 4V90 Healthcare Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S **request notes** Internship to INT comp type cleanup (DDC); 3 SCH max allowed **peoplesoft diff: 013980 2017-08-20 ddc130130** HMGT 4V90 Healthcare Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (~~6~~ (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S **repeat reason** May be repeated for credit when the internship business and/or project is different. **show fields: hmgt4v90.9** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	kmd023000 2021-11-11 09:54:34 013980 audit: -1338.2 m index: -1338.2 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hons3110 (r2) hons3110.9 group_head series_head	HONS 3110 The Addicted Brain (1 semester credit hour) Explores contemporary interdisciplinary topics related to addiction. Focuses on the neural basis of addiction as well as its social and economic impact. Medical and public policy approaches to addiction are discussed. May be repeated for credit as topics vary (2 semester credit hours maximum). Prerequisite: CV Honors students only. (1-0) T **request notes** Reason: Course taught three times as HONS 3199. Note: Please add CV attribute. srr - Removed DIS component per 10-18-17 email from Valerie Brunell. **peoplesoft diff: 015450 2018-08-19 shh160630** HONS 3110 The Addicted Brain (1 semester credit hour) Explores contemporary interdisciplinary topics related to addiction. Focuses on the neural basis of addiction as well as its social and economic impact. Medical and public policy approaches to addiction are discussed. **May be repeated for credit as topics vary (2 semester credit hours maximum).** Prerequisite: CV Honors students only. (1-0) T **repeat reason** topics vary **show fields: hons3110.9** • **cat_repeat_units:** 2 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 28	vab061000 2021-11-17 10:34:42 015450 audit: -1319.9 m index: -1319.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ims4v90 (r6) ims4v90.10 group_head series_head	IMS 4V90 Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S	phase: approve status: approving audit: 30	kmd023000 2021-11-11 09:59:27 013987 audit: -1311.7 m index: -1311.7 m match_fail

request notes

Internship to INT comp type project (DDC); 3 SCH max allowed

peoplesoft diff: 013987 2017-08-20 ddc130130

IMS 4V90 Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (6 (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S

repeat reason

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

show fields: ims4v90.10

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

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ims4v94 (r4) ims4v94.7 group_head series_head	IMS 4V94 Seminar Series in International Management (1-3 semester credit hours) The seminar offers discussion on selected topics and theories in organizational behavior, strategy, and international management. The seminar includes an intensive hands-on approach to doing business in various world regions. Students will learn how organizations operate in a specific region and how they execute their business strategies. The seminar provides an in-depth understanding of socio-economic, political, cultural, institutional, and strategic perspectives in organizational behavior, strategy, and international management. May be repeated for credit as topics or regions vary (9 semester credit hours maximum). Instructor consent required. ([1-3]-0) R	phase: approve status: approving audit: 30	kmd023000 2021-11-11 09:59:45 013880 audit: -1249.3 m index: -1249.3 m match_fail

request notes

Per MK, add instructor consent for 2022.

peoplesoft diff: 013880 2015-08-23 adp130030

IMS 4V94 Seminar Series in International Management (1-3 semester credit hours) ~~Discussion of~~ **The seminar offers discussion on** selected topics and theories in organizational behavior, ~~strategy~~ **strategy, and international management. The seminar includes an intensive hands-on approach to doing business in various world regions. Students will learn how organizations operate in a specific region and how they execute their business strategies. The seminar provides an in-depth understanding of socio-economic, political, cultural, institutional, and strategic perspectives in organizational behavior, strategy,** and international management. May be repeated for credit as topics **or regions** vary (9 semester credit hours maximum). **Instructor consent required.** ([1-3]-0) R

repeat reason

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

show fields: ims4v94.7

- **cat_repeat_units:** 9
- **cat_delivery_method:** deliverymethod_100
- **cat_core:**
- **cat_subtitles:** yes_subtitles

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~mis4v90~~ itss4v90 (r3) itss4v90.5 group_head series_head	ITSS 4V90 ITSS Internship (1-3 semester credit hours) This course is designed to further develop a student's knowledge of information systems through appropriate developmental work experiences in a true organizational setting. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S	phase: approve status: approving audit: 30	kmd023000 2021-11-11 10:02:24 013988 audit: -1320.5 m index: -1320.5 m match_fail

request notes

Internship to INT comp type (DDC); 3 SCH max allowed

peoplesoft diff: 013988 2017-08-20 ddc130130

ITSS 4V90 ITSS Internship (1-3 semester credit hours) This course is designed to further develop a student's knowledge of information systems through appropriate developmental work experiences in a true organizational setting. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (~~6~~ (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S

repeat reason

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

show fields: itss4v90.5

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

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~mis4v95~~ itss4v95 (r2) itss4v95.4 group_head series_head	ITSS 4V95 Seminar Series in Information Systems (1-3 semester credit hours) Discussion of selected topics and theories in information systems. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. ([1-3]-0) R **request notes** Per MK, add instructor consent for 2022. **peoplesoft diff: 013900 2015-08-23 sxr090100** ITSS 4V95 Seminar Series in Information Systems (1-3 semester credit hours) Discussion of selected topics and theories in information systems. May be repeated for credit as topics vary (9 semester credit hours maximum). **Instructor consent required.** ([1-3]-0) R **repeat reason** May be repeated for credit when the subtitle/course topic is different. **show fields: itss4v95.4** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 30	kmd023000 2021-11-11 10:02:43 013900 audit: -1313.6 m index: -1313.6 m match_fail

RETURN TO MAIN MENU

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * mech1v95 (r5) mech1v95.10 group_head series_head	MECH 1V95 Topics in Mechanical Engineering (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary. Additional prerequisites may be required depending on the specific course topic. (9 semester credit hours maximum). Instructor consent required. ([0-9]-[0-9]) R **request notes** meeting pattern: ([0-9], [0-9]) Repeat rationale added per Dr. Ntafos' 10-21-15 email (srr). Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 012593 2016-08-21 hxt151530** MECH 1V95 Topics in Mechanical Engineering (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics ~~vary~~ vary. **Additional prerequisites may be required depending on the specific course topic.** (9 semester credit hours maximum). Instructor consent required. ([0-9]-[0-9]) R **repeat reason** as topics vary **show fields: mech1v95.10** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 11:54:05 012593 audit: -15540.6 m index: -15540.6 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open mech2v95 (r5) mech2v95.8 group_head series_head	edit *	MECH 2V95 Topics in Mechanical Engineering (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. ([0-9]-[0-9]) R **request notes** meeting pattern - ([0-9], [0-9]) Repeat rationale added per Dr. Ntafos' 10-21-15 email (srr). Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 012596 2016-08-21 hxt151530** MECH 2V95 Topics in Mechanical Engineering (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. ([0-9]-[0-9]) R **repeat reason** as topics vary **show fields: mech2v95.8** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 11:54:24 012596 audit: -15506.3 m index: -15506.3 m match_fail
2022-open mech3v95 (r7) mech3v95.11 group_head series_head	edit *	MECH 3V95 Topics in Mechanical Engineering (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary. Additional prerequisites may be required depending on the specific course topic. (9 semester credit hours maximum). ([1-9]-0) R **request notes** change to allow for more efficient registration. Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 012602 2021-08-22 ddc130130** MECH 3V95 Topics in Mechanical Engineering (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics ~~vary~~ **vary. Additional prerequisites may be required depending on the specific course topic.** (9 semester credit hours maximum). ([1-9]-0) R **repeat reason** as topics vary **show fields: mech3v95.11** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 11:55:04 012602 audit: -15505.5 m index: -15505.5 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * [mech4v95](#) (r8) mech4v95.13 group_head series_head	MECH 4V95 Topics in Mechanical Engineering (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary. Additional prerequisites may be required depending on the specific course topic. (9 semester credit hours maximum). ([1-9]-0) R **request notes** change to allow for more efficient registration. Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 012618 2021-08-22 ddc130130** MECH 4V95 Topics in Mechanical Engineering (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics ~~vary~~ vary. **Additional prerequisites may be required depending on the specific course topic.** (9 semester credit hours maximum). ([1-9]-0) R **repeat reason** Topics vary. **show fields: mech4v95.13** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 11:57:09 012618 audit: -15550.5 m index: -15550.5 m match_fail
2022-open	edit * [mech4v98](#) (r5) mech4v98.7 group_head series_head	MECH 4V98 Undergraduate Research in Mechanical Engineering (1-9 semester credit hours) Topics will vary from semester to semester. May be repeated for credit (9 semester credit hours maximum). Instructor consent required. ([1-9]-0) R **request notes** Updated to research component, 12-18-14. Updated on grading basis 10/26/2021JK **peoplesoft diff: 013975 2017-08-20 mkw150130** MECH 4V98 Undergraduate Research in Mechanical Engineering (1-9 semester credit hours) Topics will vary from semester to semester. ~~Credit/No Credit only.~~ May be repeated for credit (9 semester credit hours maximum). Instructor consent required. ([1-9]-0) R **repeat reason** as topics vary **show fields: mech4v98.7** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 30	jak120030 2021-11-04 11:58:30 013975 audit: -15524.1 m index: -15524.1 m match_fail

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * mkt4v90 (r6) mkt4v90.9 group_head series_head	MKT 4V90 Marketing Internship (1-3 semester credit hours) This internship course must be directly related to your major in marketing. Students are expected to complete assignments satisfactorily during the semester and complete the online evaluation at the end of the semester. Information related to assignments or evaluation will be available in the course syllabi. Student must meet internship eligibility guidelines available from the internship coordinator. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) Y	phase: approve status: approving audit: 30	kmd023000 2021-11-11 10:05:03 013989 audit: -1310.7 m index: -1310.7 m match_fail

request notes

Internship to INT comp type (DDC); 3 SCH maximum

peoplesoft diff: 013989 2017-08-20 ddc130130

MKT 4V90 Marketing Internship (1-3 semester credit hours) This internship course must be directly related to your major in marketing. Students are expected to complete assignments satisfactorily during the semester and complete the online evaluation at the end of the semester. Information related to assignments or evaluation will be available in the course syllabi. Student must meet internship eligibility guidelines available from the internship coordinator. Credit/No Credit only. May be repeated for credit **(6 (3** semester credit hours **maximum over 2 semesters). maximum).** Instructor consent required. ([1-3]-0) Y

repeat reason

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

show fields: mkt4v90.9

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

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * obhr4v90 (r6) obhr4v90.9 group_head series_head	OBHR 4V90 Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S	phase: approve status: approving audit: 30	kmd023000 2021-11-11 10:05:41 013993 audit: -1273.3 m index: -1273.3 m match_fail

request notes

Internship to INT comp type (DDC); 3 SCH max allowed

peoplesoft diff: 013993 2017-08-20 ddc130130

OBHR 4V90 Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (6 (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S

repeat reason

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

show fields: obhr4v90.9

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

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * obhr4v94 (r4) obhr4v94.5 group_head series_head	OBHR 4V94 Seminar Series in Management (1-3 semester credit hours) Discussion of selected topics and theories in organizational behavior, strategy and international management. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. ([1-3]-0) R **request notes** Per MK, add instructor consent for 2022. **peoplesoft diff: 013994 2014-08-24 sxh121431** OBHR 4V94 Seminar Series in Management (1-3 semester credit hours) Discussion of selected topics and theories in organizational behavior, strategy and international management. May be repeated for credit as topics vary (9 semester credit hours maximum). **Instructor consent required.** ([1-3]-0) R **repeat reason** May be repeated for credit when the subtitle/course topic is different. **show fields: obhr4v94.5** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 30	kmd023000 2021-11-11 10:05:58 013994 audit: -2530.7 m index: -2530.7 m match_fail

RETURN TO MAIN MENU

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * opre4v90 (r7) opre4v90.13 group_head series_head	OPRE 4V90 Supply Chain Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S **request notes** Internship to INT comp type (DDC). Altered course title; 3 SCH max allowed **peoplesoft diff: 013996 2019-08-18 mkw150130** OPRE 4V90 Supply Chain Management Internship (1-3 semester credit hours) This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. Credit/No Credit only. May be repeated for credit (6 (3 semester credit hours maximum). Instructor consent required. ([1-3]-0) S **repeat reason** May be repeated for credit when the internship business and/or project is different. **show fields: opre4v90.13** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	kmd023000 2021-11-11 10:09:09 013996 audit: -1279.8 m index: -1279.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * phil4v99 (r3) phil4v99.7 group_head series_head	PHIL 4V99 Senior Honors in Philosophy (1-3 semester credit hours) Independent study under a faculty member's direction in fulfillment of the honors capstone requirement. Student will complete a thesis or capstone project following School requirements. Signature of the instructor and secondary reader on proposed project outline required. May be repeated for credit (6 semester credit hours maximum). Prerequisites: PHIL 3321 and instructor consent required. ([1-3]-0) R **request notes** Added PHIL 3321 as prereq to match the prereq of PHIL 4328 (Capstone) **peoplesoft diff: 015248 2018-08-19 ddc130130** PHIL 4V99 Senior Honors in Philosophy (1-3 semester credit hours) Independent study under a faculty member's direction in fulfillment of the honors capstone requirement. Student will complete a thesis or capstone project following School requirements. Signature of the instructor and secondary reader on proposed project outline required. May be repeated for credit (6 semester credit hours maximum). ~~Prerequisite: Instructor~~ **Prerequisites: PHIL 3321 and instructor** consent required. ([1-3]-0) R **repeat reason** Students can create larger projects and spread the work over two semesters. Using the first attempt as a research semester and the second for finishing the project. **show fields: phil4v99.7** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	mlg105020 2021-10-19 13:54:58 015248 audit: -15534 m index: -15534 m match_fail

Graduate Courses to be offered in 2022-2023

COURSE	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSMT	TOTAL
Additions								1	1
Removals									
Edits				5					
Total				5				1	6
Repeatable				5					5
Hybrid									

Addition								
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM
							GEOS 6394

Edit								
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM

+ Repeatable								
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM
			MECH 5V95 MECH 6V29 MECH 6V49 MECH 6V69 MECH 6V89				

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

Edit – Only change was the addition of the "Additional prerequisites may be required" statement requested by RO							
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM
			MECH 5V95 MECH 6V29 MECH 6V49 MECH 6V69 MECH 6V89				

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

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

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * geos6394 (r5) geos6394.6 group_head series_head	GEOS 6394 Time-lapse Seismology (3 semester credit hours) Theory and application for methods of time-lapse monitoring of subsurface changes using seismic waves. Topics include time-lapse rock and fluid physics properties, fluid flow, pressure, temperature and stress changes. Applications include reservoir monitoring, hydrocarbons, groundwater, CO2 injection, earthquakes, ambient seismic noise, and the near-surface environment. Prerequisite: GEOS 6392 or instructor consent required. (3-0) R	phase: approve status: approving audit: 28	ddc130130 2021-11-03 11:04:45 005860 audit: -3013.8 m index: -3013.8 m match_fail

<div align="center">

request notes

</div>

New Course added per dept. Number was previously used but has been inactive for 10years. Removed consent and updated prereq phrase per dept.

<div align="center">

peoplesoft diff: 005860 1988-12-20

</div>

GEOS 6394 Time-lapse Seismology (3 semester credit hours) Theory and application for methods of time-lapse monitoring of subsurface changes using seismic waves. Topics include time-lapse rock and fluid physics properties, fluid flow, pressure, temperature and stress changes. Applications include reservoir monitoring, hydrocarbons, groundwater, CO2 injection, earthquakes, ambient seismic noise, and the near-surface environment. Prerequisite: GEOS 6392 or instructor consent required. (3-0) R

<div align="center">

show fields: geos6394.6

</div>

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

ITEM #10B

GEOS 6394 - New Course Additional Information

Prefix	GEOS
Number	6394
Year Min	2022
School	nsmt
Dept	nsmtgeos
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	na
Requestor	Stern
Preparer	Climer
Create_DateTime	11/3/2021 11:04:45
Create_NetID	ddc130130

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * mech5v95 (r6) mech5v95.12 group_head series_head	MECH 5V95 Topics in Mechanical Engineering (1-9 semester credit hours) Selected topics in mechanical engineering are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. ([1-9]-0) R **request notes** 2/1/21: Changing funding to allow more student enrollment. Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 014561 2021-08-22 ddc130130** MECH 5V95 Topics in Mechanical Engineering (1-9 semester credit hours) Selected topics in mechanical engineering are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). **Additional prerequisites may be required depending on the specific course topic.** ([1-9]-0) R **repeat reason** The course is repeatable because topics vary. The course is not to exceed 9 semester credit hours because organized courses are available to fulfill requirements of degree plan. **show fields: mech5v95.12** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 11:58:52 014561 audit: -3010.9 m index: -3010.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * mech6v29 (r6) mech6v29.13 group_head series_head	MECH 6V29 Special Topics in Dynamic Systems and Control (1-6 semester credit hours) Selected advanced topics in controls and dynamic systems are covered in organized lectures. May be repeated for credit as topics vary. Additional prerequisites may be required depending on the specific course topic. (9 semester credit hours maximum). ([1-6]-0) R **request notes** Correcting course name for uniformity. Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 013712 2017-08-20 ddc130130** MECH 6V29 Special Topics in Dynamic Systems and Control (1-6 semester credit hours) Selected advanced topics in controls and dynamic systems are covered in organized lectures. May be repeated for credit as topics ~~vary~~ **vary. Additional prerequisites may be required depending on the specific course topic.** (9 semester credit hours maximum). ([1-6]-0) R **repeat reason** The course is repeatable because topics vary. The course is not to exceed 9 semester credit hours because organized courses are available to fulfill requirements of degree plan.n. **show fields: mech6v29.13** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 11:59:18 013712 audit: -3004.1 m index: -3004.1 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * mech6v49 (r5) mech6v49.11 group_head series_head	MECH 6V49 Special Topics in Manufacturing and Design Innovation (1-6 semester credit hours) Selected advanced topics in manufacturing and design innovation are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R	phase: approve status: approving audit: 31	jak120030 2021-11-04 12:00:59 013711 audit: -3010.5 m index: -3010.5 m match_fail

request notes

Updated to reflect potential change of course requirements as topics vary. 11-4-21JK

peoplesoft diff: 013711 2014-08-24 ddc130130

MECH 6V49 Special Topics in Manufacturing and Design Innovation (1-6 semester credit hours) Selected advanced topics in manufacturing and design innovation are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). **Additional prerequisites may be required depending on the specific course topic.** ([1-6]-0) R

repeat reason

The course is repeatable because topics vary. The course is not to exceed 9 semester credit hours because organized courses are available to fulfill requirements of degree plan.

show fields: mech6v49.11

- **cat_repeat_units:** 9
- **cat_delivery_method:** deliverymethod_100
- **cat_core:** *null*
- **cat_subtitles:** yes_subtitles

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * [mech6v69](#) (r5) mech6v69.11 group_head series_head	MECH 6V69 Special Topics in Mechanics and Materials (1-6 semester credit hours) Selected topics in mechanics and materials are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R **request notes** Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 013710 2014-08-24 ddc130130** MECH 6V69 Special Topics in Mechanics and Materials (1-6 semester credit hours) Selected topics in mechanics and materials are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R **repeat reason** The course is repeatable because topics vary. The course is not to exceed 9 semester credit hours because organized courses are available to fulfill requirements of degree plan. **show fields: mech6v69.11** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 12:01:23 013710 audit: -2981.5 m index: -2981.5 m match_fail

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * mech6v89 (r5) mech6v89.11 group_head series_head	MECH 6V89 Special Topics in Thermal and Fluid Sciences (1-6 semester credit hours) Selected advanced topics in thermal and fluid sciences are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R **request notes** Updated to reflect potential change of course requirements as topics vary. 11-4-21JK **peoplesoft diff: 013709 2014-08-24 ddc130130** MECH 6V89 Special Topics in Thermal and Fluid Sciences (1-6 semester credit hours) Selected advanced topics in thermal and fluid sciences are covered in organized lectures. May be repeated for credit as topics vary (9 semester credit hours maximum). **Additional prerequisites may be required depending on the specific course topic.** ([1-6]-0) R **repeat reason** The course is repeatable because topics vary. The course is not to exceed 9 semester credit hours because organized courses are available to fulfill requirements of degree plan. **show fields: mech6v89.11** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jak120030 2021-11-04 12:01:51 013709 audit: -2981.4 m index: -2981.4 m match_fail

Undergraduate Program Plan Pages to be Updated in 2021-2022

PAGES	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	SP	UGRD	1st 40	TOTAL
Updated						1						**1**
In Approvals												
In Review												
Approved												
No Change												
Total						1						1

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

IS	
Education	Due to some miscommunication, several mistakes were made during the setup of the 2021 catalog copy for the Education BA and BS. This includes the SCH being incorrectly distributed, and several required courses being left out completely. A revision was sent through in August, but pulled for further review and modification. Attached is the new revision. It shows a comparison of the current live version so that all the changes can be reviewed. Note: These changes were made on a copy of the current Education page. The live catalog copy has not been updated.

A PDF of the latest version without the comparison markings is available on the Registrar's Intranet.

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

School of Interdisciplinary Studies

Education (BA, BS)

UT Dallas offers both a Bachelor of Arts in Education degree (BAED) and a Bachelor of Science in Education degree (BSED) through the School of Interdisciplinary Studies. Each degree emphasizes a broader understanding and wider perspective of the field of education. Becoming a teacher takes preparation and planning. To ensure the highest professional standards, the state of Texas and The University of Texas at Dallas require students to pass a series of rigorous courses, complete extensive fieldwork and demonstrate their knowledge of content and educational expertise on state licensure exams to become fully certified as a highly qualified teacher in Texas. The Teacher Development Center (TDC) at UT Dallas offers all the preparation courses required for teacher certification, including practical classes in curriculum and instruction, educational technology, and classroom management. The TDC interfaces and engages with all academic schools at UT Dallas, as well as 22 area school districts, to assist students as they progress through the Teacher Certification Program.

All BAED and BSED students are required to select a certification focus before their junior year.

BA certification tracks include:

Early Childhood-Grade 6

- **EC-6 Core Subjects**

Grades 4-8

- **4-8 Core Subjects**
- **4-8 English, Language Arts and Reading (ELAR)**
- **4-8 Science**
- **4-8 Social Studies**

Grades 7-12

- **7-12 Social Studies with a concentration in Economics**
- **7-12 Social Studies with a concentration in Geography**
- **7-12 Social Studies with a concentration in Government**
- **7-12 Social Studies with a concentration in History**

BS certification tracks include:

- **4-8 Mathematics**
- **4-8 Science**

Bachelor of Arts in Education with EC-6 Core Subjects

Degree Requirements *(120 semester credit hours)*[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1314 College Algebra

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

~~Select~~**AMS 2341** American Studies for the Twenty-First Century

or **AMS 2300** American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

~~Select~~**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

~~Select~~**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses (see advisor)

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

Select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)

Component Area Option: 6 semester credit hours

~~Select~~**MATH 1316** Trigonometry

or **MATH 2306** Analytic Geometry

STAT 1342 Statistical Decision Making

or **PSY 2317** Statistics for Psychology

Or select any 6 semester credit hours from **Component Area Option Core** courses.(see advisor)[3] ~~(see advisor)~~

II. Major Requirements: ~~72-75~~60 semester credit hours beyond Core Curriculum

Major ~~Preparatory~~Related Courses: ~~0-3 semester credit hours beyond Core Curriculum~~

~~**CLDP 2314** or **PSY 2314** Lifespan Development~~

~~**Foundations: 24 semester credit hours**~~

~~Foundation I: Behavioral and Brain Sciences: 6 semester credit hours~~

~~6 semester credit hours of lower or upper-level **PSY**, **CLDP**, **SPAU**, **NSC**, **CGS** courses~~

~~Foundation II: Interdisciplinary Studies:~~ (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

BIS 3320 The Nature of Intellectual Inquiry

BISED **4306**4693 ~~Strategies~~Student ~~for~~Teaching ~~Diversity in Education~~

~~3 semester credit hour lower- or upper-level course from **AMS**, **GST**, **ISIS**, or **BIS 4V01** course~~Elementary

3 semester credit hour lower- or upper-level **ISIS** course

3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course

~~**General**~~**Foundation** ~~**Education Courses**~~~~**I: 48**~~**Behavioral and Brain Sciences (12** semester credit hours**)**

~~**ED**~~**CLDP** ~~**3314**~~**2314** ~~The~~or ~~American~~**PSY** ~~**Public School**~~

~~**ED 3315**~~**2314** ~~Children's~~Lifespan ~~Literature~~Development[4]

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

6 semester credit hours of lower or upper-level **CGS, CLDP, NSC, PSY,** or **SPAU** courses

Foundation II: Education (12 semester credit hours)

ED ~~**3340**~~**3314** ~~Math~~The ~~Concepts~~American ~~for~~Public ~~Teachers~~School

ED 3315 Children's Literature

ED 3345 Art, Music, and Physical Development Grades EC - 6

ED 4351 ESL for K-12 Teachers

Teaching Techniques (18 semester credit hours)

BIS 4306 Strategies for Diversity in Education

ED 3340 Math Concepts for Teachers

ED 4352 Reading I: Learning to Read

ED ~~**4372**~~**4357** ~~Educational~~Diagnostic ~~Technology~~Reading[5]

ED ~~**4693**~~**4363** ~~Student~~Reading ~~Teaching~~II/ELAR ~~- Elementary~~Methods[5]

~~18 semester credit hours of upper-level~~ **ED** ~~**courses**~~**4V95** Special Topics in Education (~~see~~Topic: ~~advisor~~Exceptional Populations in the General Education Class)

III. ~~Electives~~Certification Requirements and Recommendations: ~~3 - 6~~18 semester credit hours

ED 3342 Classroom Management Grades EC - 6

ED 4343 Science Methods for Grades EC - 6

ED 4344 Mathematics Methods for Elementary Teachers

ED 4345 Social Studies Methods for Grades EC - 6

ED 4372 Educational Technology

ITEM #10C

Guided Electives~~: 1 semester credit hour~~

~~**1010** Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~Electives:~~1010 ~~2-5~~Freshman ~~semester credit hours~~Seminar[1]

2~~-5~~ semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 4-8 Core Subjects

Degree Requirements *(120 semester credit hours)*[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1314 College Algebra

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

~~Select~~**AMS 2341** American Studies for the Twenty-First Century

or **AMS 2300** American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

~~Select~~**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

~~Select~~**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses (see advisor)

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

Select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)

Component Area Option: 6 semester credit hours

MATH 1316 Trigonometry

or **MATH 2306** Analytic Geometry

STAT 1342 Statistical Decision Making

or **PSY 2317** Statistics for Psychology

~~Select~~Or select any 6 semester credit hours from **Component Area Option Core** courses. (see advisor)[3] ~~(see advisor)~~

II. Major Requirements: ~~75~~60 semester credit hours ~~beyond Core Curriculum~~

~~Foundations:~~Major ~~30~~Related ~~semester~~Courses ~~credit hours~~

~~Foundation I: 12 semester credit hours~~

~~12 semester credit hours of lower or upper-level courses from selected Foundation~~

Foundation II: Interdisciplinary Studies: (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

BIS 3320 The Nature of Intellectual Inquiry

BISED **4306**4694 StrategiesStudent forTeaching Diversity in EducationSecondary

3 semester credit hour lower- or upper-level course from **AMS**, **GST**, **ISIS**, or **BIS 4V01** course

3 semester credit hour lower- or upper-level **ISIS** course

3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course

GeneralFoundation Education**I** Courses: 45(12 semester credit hours)

12 semester credit hours of lower or upper-level courses from selected Foundation (see advisor)

Foundation II: Education (12 semester credit hours)

ED 3314 The American Public School

ED 3315 Children's Literature

ED 3340 Math Concepts for Teachers

ED 4351 ESL for K-12 Teachers

Teaching Techniques (18 semester credit hours)

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

ED 3340 Math Concepts for Teachers

ED 4351 ESL for K-12 Teachers

ED 4352 Reading I: Learning to Read

ED 43724357 EducationalDiagnostic TechnologyReading[5]

ED 46934361 StudentClassroom TeachingManagement – ElementarySecondary

18 semester credit hours of upper-level **ED courses**4363 Reading II/ELAR Methods[5]

ED 4V95 Special Topics in Education (**see**Topic: advisorExceptional Populations in the General Education Class)

III. ElectivesCertification Requirements and Recommendations: 318 semester credit hours

BIS 4306 Strategies for Diversity in Education

ED 3371 Curriculum and Instruction in the Natural Sciences

ED 3382 Curriculum and Instruction in Social Studies

ED 4344 Mathematics Methods for Elementary Teachers

ED 4372 Educational Technology

Guided Electives:~~ 1 semester credit hour~~

~~**1010** Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~Electives:~~1010 ~~2~~Freshman ~~semester credit hours~~Seminar[1]

2 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 4-8 English, Language Arts and Reading (ELAR)

Degree Requirements (120 semester credit hours)[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1314 College Algebra

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

~~Select~~**AMS 2341** American Studies for the Twenty-First Century

or **AMS 2300** American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses[3] (see advisor)[3]

Creative Arts: 3 semester credit hours

~~Select~~**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

~~Select~~**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses (see advisor)

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

Select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)

Component Area Option: 6 semester credit hours

Select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: ~~72~~60 semester credit hours ~~beyond Core Curriculum~~

~~Foundations:~~**Major** ~~36~~**Related Courses (18** semester credit hours**)**

BIS 3320 The Nature of Intellectual Inquiry

ED 4694 Student Teaching Secondary

3 semester credit hour lower- or upper-level ISIS course

3 semester credit hour lower- or upper-level ISIS or ISNS course

3 semester credit hour lower- or upper-level course from AMS, GST, ISIS, or BIS 4V01

Foundation I: Arts and Humanities: ~~21~~(12 semester credit hours)

~~**LIT 2350** Close Reading~~

~~**LIT 3330** Linguistics~~

~~or **BIS 4306** Strategies for Diversity in Education~~

LIT 3339 Writing Literary Studies

3 semester credit hour upper-level **HIST** course

3 seemester credit hour upper-level **LIT** course

3 semester credit hour upper-level course from **AHST**, **ARTS**, **COMM**, **CRWT**, **DANC**, **FILM**. **MUSI**, or **THEA**

~~3 semester credit hour upper-level **HIST** course~~

~~3 semester credit hour lower- or upper-level **LIT** course~~

~~3 seemester credit hour upper-level **LIT** course~~

Foundation II: ~~Interdisciplinary~~Education ~~Studies: 15~~(12 semester credit hours

~~**AMS 4300** Oral and Written Communication for the Classroom~~

~~**BIS 3320** The Nature of Intellectual Inquiry~~

~~3 semester credit hour lower- or upper-level course from AMS, GST, ISIS, or BIS 4V01 course~~

~~3 semester credit hour lower- or upper-level ISIS course~~

~~3 semester credit hour lower- or upper-level ISIS or ISNS course~~

~~**General Education Courses: 36 semester credit hours**)~~

ED 3314 The American Public School

ED 3315 Children's Literature

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

ED 4351 ESL for K-12 Teachers

Teaching Techniques (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

ED 4352 Reading I: Learning to Read

ED ~~4372~~4363 ~~Educational~~Reading ~~Technology~~II/ELAR Methods[5]

~~**ED**~~**LIT ~~4693~~2350 ~~Student~~Close ~~Teaching~~Reading**

LIT ~~-~~3330 ~~Elementary~~Linguistics

or ~~ED~~BIS ~~4694~~4306 ~~Student~~Strategies ~~Teaching~~for ~~Secondary~~Diversity in Education

~~12~~3 semester credit ~~hours~~hour ~~of~~lower- or upper-level ~~ED~~LIT ~~courses (see advisor)~~course

III. ~~Electives~~Certification Requirements and Recommendations: ~~6~~18 semester credit hours

ED 3380 Curriculum and Instruction in English

ED 4357 Diagnostic Reading[5]

ED 4361 Classroom Management Secondary

ED 4372 Educational Technology

ED 4V95 Special Topics in Education (Topic: Exceptional Populations in the General Education Class)

Guided Electives:~~ 1 semester credit hour~~

~~1010 Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~Electives:~~1010 ~~5~~Freshman ~~semester credit hours~~Seminar[1]

~~5~~2 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 4-8 Science

Degree Requirements *(120 semester credit hours)*[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

ITEM #10C

Mathematics: 3 semester credit hours

MATH 1314 College Algebra

Or select any 3 semester credit hours from **Mathematics Core** courses[3] (see advisor)

Life and Physical Sciences: 6 semester credit hours

BIOL 2311 Introduction to Modern Biology I[46]

   or **BIOL 1300** Body Systems with Lab

BIOL 2312 Introduction to Modern Biology II[46]

Or select any 6 semester credit hours from **Life and Physical Sciences Core** courses[3] (see advisor)[3]

Language, Philosophy and Culture: 3 semester credit hours

~~Select~~**AMS 2341** American Studies for the Twenty-First Century

   or **AMS 2300** American Popular Culture

   or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

~~Select~~**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

~~Select~~**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses (see advisor)

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

Select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)

Component Area Option: 6 semester credit hours

CHEM 1311 General Chemistry I ~~CHEM 1111~~[6] ~~General Chemistry Laboratory I~~

NATS 1311 The Universe, and Everything Else

or **PHYS 1301** College Physics I ~~PHYS 2125~~[6] ~~Physics Laboratory I~~

Or select any 6 semester credit hours from **Component Area Option Core** courses.~~[3]~~ (see advisor)[3]

II. Major Requirements: ~~54-66~~60 semester credit hours beyond Core Curriculum

Major ~~Preparatory~~Related Courses: ~~0-10~~(18 semester credit hours ~~beyond Core Curriculum~~)

~~GEOS~~BIS ~~1303~~3320 ~~Physical~~The ~~Geology~~[5] and ~~GEOS 1103~~ ~~Physical Geology Laboratory~~

or ~~GEOS 1304~~ ~~History~~Nature of ~~Earth~~Intellectual ~~and Life~~[5] ~~and GEOS 1104~~ ~~History of Earth and Life Laboratory~~

or ~~GEOS 2310~~ ~~Environmental Geology~~[5]Inquiry

~~ISNS~~ED ~~2367~~4694 ~~The~~Student ~~Oceans~~[5]Teaching Secondary

~~ISNS 2359 Earthquakes and Volcanoes~~[5]

~~ISNS 2368 Weather and Climate~~[5]

~~or ISNS 2366 Global Climate Change~~

~~Foundations: 27-29 semester credit hours~~

~~Foundation I: Natural Science and Mathematics: 9-11 semester credit hours~~

~~BIOL 3318 Forensic Biology~~

~~or BIOL 3456 Human Anatomy and Physiology with Lab II~~

~~BIOL 3388 Honey Bee Biology~~

~~or BIOL 3455 Human Anatomy and Physiology with Lab I~~

ISNS 3373 Our Nearest Neighbors in the Sky

~~Foundation II: Interdisciplinary Studies: 18~~3 semester credit ~~hours~~

hour lower- or upper-level ~~AMS 4300~~ISIS ~~Oral and Written Communication for the Classroom~~course

~~BIS 3320 The Nature of Intellectual Inquiry~~

~~BIS 4306 Strategies for Diversity in Education~~

~~NSC 3361 Introduction to Neuroscience~~

3 semester credit hour lower- or upper-level course from **AMS**, **GST**, **ISIS**, or **BIS 4V01**

Foundation ~~course~~

~~3~~I: Natural Science and Mathematics (12 semester credit ~~hour~~hours)

ITEM #10C

NSC ~~lower~~ 3361 ~~or~~ Introduction to Neuroscience

6 semester credit hours of upper-level ~~ISIS~~ BIOL ~~course~~ courses

And choose one from the following:

GEOS 1303 Physical Geology[4,6]

GEOS 1304 History of Earth and Life[4,6]

GEOS 2310 Environmental Geology[4]

~~General~~ Foundation II: Education ~~Courses: 27~~ (12 semester credit hours)

ED 3314 The American Public School

ED 3339 Educational Psychology for Teachers

or PSY 3339 Educational Psychology

ED 4351 ESL for K-12 Teachers

ED 4353 Reading in Secondary Content

Teaching Techniques (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

ED 3371 Curriculum and Instruction in the Natural Sciences

ED 4361 Classroom Management Secondary

ED 4372 Educational Technology

Choose two from the following:

~~ED~~ ISNS ~~4693~~ 2367 ~~Student~~ The ~~Teaching~~ Oceans[4]

or ~~ISNS Elementary~~ 2359 Earthquakes and Volcanoes[4]

~~6~~ ISNS 2368 Weather and Climate[4]

or ISNS 2366 Global Climate Change

III. Certification Requirements and Recommendations: 18 semester credit hours ~~of~~ beyond ~~upper-level~~ Core Curriculum

BIS 4306 Strategies for Diversity in Education

CHEM 1312 General Chemistry II[4]

and CHEM 1112 General Chemistry Laboratory II

ED ~~courses~~ 4V95 Special Topics in Education (~~see advisor~~)

~~III. Electives~~ Topic: ~~12-24~~ Exceptional ~~semester~~ Populations ~~credit~~ in ~~hours~~ the General Education Class)

Guided Electives:~~ 1 semester credit hour~~

~~**1010** Freshman Seminar~~

> **BIS 1100** Interdisciplinary Studies Freshman Seminar[1]

> **UNIV ~~Electives:~~1010** ~~11-23~~Freshman ~~semester credit hours~~Seminar[1]

> ~~11-23~~7 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 4-8 Social Studies

Degree Requirements *(120 semester credit hours)*[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1314 College Algebra[5]

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

Select**AMS 2341** American Studies for the Twenty-First Century

or **AMS 2300** American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

Select**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

HIST 1301 U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses[3] (see advisor)[3]

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)[3]

Social and Behavioral Sciences: 3 semester credit hours

ECON 2301 Principles of Macroeconomics

or **ECON 2302** Principles of Microeconomics

Or select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)[3]

Component Area Option: 6 semester credit hours

Select**ECON 2302** Principles of Microeconomics

STAT 1342 Statistical Decision Making

or **EPPS 2302** Methods of Quantitative Analysis in the Social and Policy Sciences

Or select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: 60 63 semester credit hours beyond

Core Curriculum

Major ~~Preparatory~~Related Courses: ~~0-6~~(18 semester credit hours ~~beyond Core Curriculum~~)

~~**2302** The Global Environment[5]~~

   ~~or **GEOG 2303** People and Place: An Introduction to World Geographic Regions[5]~~

   ~~**HIST 2301** History of Texas[5]~~

~~**Foundations: 30 semester credit hours**~~

   ~~Foundation I: Economic, Political and Policy Sciences: 9 semester credit hours~~

   ~~**ECON 3332** Economic Geography~~

      ~~or **ECON 3337** Economics of Poverty and Inequality~~

      ~~or **ECON 4320** Public Sector Economics~~

   ~~**GEOG 3331** Urban Growth and Structure~~

      ~~or **GEOG 3359** Human Migration and Mobility: Global Patterns~~

      ~~or **GEOG 3370** The Global Economy~~

   ~~**PSCI 3323** American Federalism~~

      ~~or **PSCI 3362** The American Political Institutions~~

   ~~Foundation II: Interdisciplinary Studies: 21 semester credit hours~~

   ~~**AMS 4300** Oral and Written Communication for the Classroom~~

   ~~**AMS 4305** World History for Teachers~~

   BIS 3320 The Nature of Intellectual Inquiry

   ED 4694 Student Teaching Secondary

   3 semester credit hour _lower- or _upper-level ~~**HIST**~~**ISIS** course

   3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course

   3 semester credit hour lower- or upper-level course from **AMS**, **GST**, **ISIS**, or **BIS 4V01** ~~course~~

      ~~3 semester credit hour lower- or upper-level **ISIS** course~~

      ~~3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course~~

~~General~~Foundation ~~Education Courses~~I: ~~27~~Economic, Political and Policy Sciences (12 semester credit hours)

   ECON 3332 Economic Geography

      or **ECON 3337** Economics of Poverty and Inequality[5]

   GEOG 2302 The Global Environment[4]

or **GEOG 2303** People and Place: An Introduction to World Geographic Regions[4]

GEOG 3331 Urban Growth and Structure

or **GEOG 3359** Human Migration and Mobility: Global Patterns

or **GEOG 3370** The Global Economy

PSCI 3323 American Federalism

or **PSCI 3362** The American Political Institutions[5]

Foundation II: Education (12 semester credit hours)

ED 3314 The American Public School

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

ED 4351 ESL for K-12 Teachers

ED 4353 Reading in Secondary Content

Teaching Techniques (18 semester credit hours) beyond Core Curriculum

AMS 4300 Oral and Written Communication for the Classroom

AMS 4305 World History for Teachers

ED 3382 Curriculum and Instruction in Social Studies

ED 4361 Classroom Management Secondary

HIST 2301 History of Texas[4]

3 semester credit hour upper-level **HIST** course

III. Certification Requirements and Recommendations: 18 semester credit hours

BIS 4306 Strategies for Diversity in Education

ED 4372 Educational Technology

ED 4693~~4V95~~ ~~Student~~Special ~~Teaching~~Topics ~~-~~in ~~Elementary~~

or **ED 4694** Student Teaching Secondary

~~6 semester credit hours of upper-level ED courses~~Education (~~see advisor)~~

~~III. Electives~~Topic: ~~15-21~~Exceptional ~~semester~~Populations ~~credit~~in ~~hours~~the General Education Class)

Guided Electives:~~1 semester credit hour~~

~~**1010** Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~**Electives:**~~**1010** ~~20~~~~Freshman~~ ~~semester credit hours~~Seminar[1]

~~17~~8 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 7-12 Social Studies (Economics Concentration)

Degree Requirements _(120 semester credit hours)_[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1325 Applied Calculus I[5, ~~6,~~ 7]

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

~~Select~~**AMS 2341** American Studies for the Twenty-First Century

or **AMS 2300** American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

~~Select~~**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

~~Select~~**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses[3] (see advisor)[3]

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

~~ECON~~GEOG ~~2301~~2303 ~~Principles~~People ~~of~~and ~~Macroeconomics~~[5],Place: An Introduction to World Geographic Regions

Or select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)[3]

Component Area Option: 6 semester credit hours

~~**STAT 1342** Statistical Decision Making~~

~~or **EPPS 2302** Methods of Quantitative Analysis in the Social and Policy Sciences~~

ECON ~~2302~~2301 Principles of ~~Microeconomics~~Macroeconomics[5]

GEOG ~~2302~~ The Global Environment

Or select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: ~~57-66~~60 semester credit hours beyond Core Curriculum

Major ~~Preparatory~~Related Courses: ~~0-9 semester credit hours beyond Core Curriculum~~

~~**ECON 2301** Principles of Macroeconomics[5, 6]~~

~~**ECON 2302** Principles of Microeconomics[5, 6]~~

~~**GEOG 2302** The Global Environment[5]~~

~~**GEOG 2303** People and Place: An Introduction to World Geographic Regions[5]~~

~~**HIST 2301** History of Texas[5]~~

~~**MATH 1325** Applied Calculus I[5, 6, 7]~~

~~**Foundations: 33 semester credit hours**~~

~~*Foundation I: Economic, Political and Policy Sciences:*~~ *(18 semester credit hours*

~~**ECON 3330** Economics of Health~~

~~or **ECON 3337** Economics of Poverty and Inequality~~

~~or **ECON 3381** Economic History~~

~~**ECON 3310** Intermediate Microeconomic Theory~~

~~**ECON 3311** Intermediate Macroeconomic Theory~~

~~**ECON 3312** Money and Banking~~

~~or **ECON 4360** International Trade~~

~~**ECON 4320** Public Sector Economics~~

~~or **ECON 4345** Industrial Organization~~

~~**ECON 4362** Development Economics~~

~~or **ECON 4382** International Finance~~)

~~*II: Interdisciplinary Studies: 15 semester credit hours*~~

~~**AMS 4300** Oral and Written Communication for the Classroom~~

AMS 4305 World History for Teachers

BIS 3320 The Nature of Intellectual Inquiry

ED 4694 Student Teaching Secondary

3 semester credit hour lower- or upper-level **ISIS** course

3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course

~~**General**~~**Foundation** ~~Education Courses~~**I: 24**Economic, Political and Policy Sciences (**12** semester credit hours**)**

ECON 2302 Principles of Microeconomics[4, 5]

ECON 3310 Intermediate Microeconomic Theory[5]

ECON 3311 Intermediate Macroeconomic Theory[5]

ECON 3330 Economics of Health

or **ECON 3337** Economics of Poverty and Inequality[5]

or **ECON 3381** Economic History

ITEM #10C

Foundation II: Education (12 semester credit hours)

ED 3314 The American Public School

ED 3382 Curriculum and Instruction in Social Studies

ED 4353 Reading in Secondary Content

ED 4361 Classroom Management Secondary

Teaching Techniques (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

ED ~~4353 Reading in Secondary Content~~

ED ~~4372~~ Educational Technology

~~ED~~**ECON** ~~4694~~**4320** ~~Student~~Public ~~Teaching~~Sector ~~Secondary~~Economics[5]

or ~~ED~~**ECON** ~~4693~~**4345** ~~Student~~Industrial ~~Teaching - Elementary~~Organization

~~6~~Choose two from the following:

ECON 3312 Money and Banking[5]

ECON 4310 Managerial Economics

ECON 4360 International Trade[5]

ECON 4362 Development Economics[5]

ECON 4382 International Finance[5]

III. Certification Requirements and Recommendations: 18 semester credit hours beyond Core Curriculum

BIS 4306 Strategies for Diversity in Education

ED 4351 ESL for K-12 Teachers

ED 4V95 Special Topics in Education (Topic: Exceptional Populations in the General Education Class)

HIST 2301 History of ~~upper-level~~Texas[4]

STAT ~~ED~~**1342** ~~courses~~Statistical ~~(see~~Decision ~~advisor)~~Making[4]

~~III.~~or ~~Electives:~~**EPPS** ~~12-21~~**2302** ~~semester~~Methods ~~credit~~of ~~hours~~Quantitative Analysis in the Social and Policy Sciences[4]

Guided Electives: ~~1 semester credit hour~~

~~1010~~ Freshman Seminar

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~Electives:~~1010 ~~11-20~~Freshman ~~semester credit hours~~Seminar[1]

~~11-20~~2 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 7-12 Social Studies (Geography Concentration)

Degree Requirements *(120 semester credit hours)*[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1314 College Algebra

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

GEOS 1303 Physical Geology[56]

GEOS 1304 History of Earth and Life[56]

Or select any 6 semester credit hours from **Life and Physical Sciences Core** courses[3] (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

~~Select~~AMS 2341 American Studies for the Twenty-First Century

or AMS 2300 American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

Select**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

Select**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses[3] (see advisor)[3]

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

GEOG 2303 People and Place: An Introduction to World Geographic Regions[5]

Or select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)[3]

Component Area Option: 6 semester credit hours

ECON 2301 Principles of Macroeconomics[5]

GEOG 2302 The Global Environment[5]

Or select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: 52-6160 semester credit hours beyond Core Curriculum

Major PreparatoryRelated Courses: 1-10(18 semester credit hours beyond Core Curriculum)

2301 Principles of Macroeconomics[5]

ECON 2302 Principles of Microeconomics[5]

GEOG 2302 The Global Environment[5]

GEOG 2303 People and Place: An Introduction to World Geographic Regions[5]

ITEM #10C

~~GEOS 1303~~ ~~Physical Geology[5]~~

~~and GEOS 1103 Physical Geology Laboratory~~

~~GEOS 1304~~ ~~History of Earth and Life[5]~~

~~GEOS 2310~~ ~~Environmental Geology[5]~~

~~HIST 2301~~ ~~History of Texas[5]~~

~~Foundations: 27 semester credit hours~~

~~Foundation I: Economic, Political and Policy Sciences: 12 semester credit hours~~

~~GEOG 3359~~ ~~Human Migration and Mobility: Global Patterns~~

~~GEOG 3370~~ ~~The Global Economy~~

~~GEOG 3372~~ ~~Population and Development~~

~~3 semester credit hour upper-level GEOG course~~

~~Foundation II: Interdisciplinary Studies: 15 semester credit hours~~

~~AMS 4300~~ ~~Oral and Written Communication for the Classroom~~

AMS 4305 World History for Teachers

BIS 3320 The Nature of Intellectual Inquiry

ED 4694 Student Teaching Secondary

3 semester credit hour lower- or upper-level **ISIS** course

3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course

~~General~~**Foundation** ~~Education Courses~~**I:** ~~24~~**Economic, Political and Policy Sciences (12** semester credit hours**)**

ECON 2302 Principles of Microeconomics[4]

GEOG 3359 Human Migration and Mobility: Global Patterns

GEOG 3370 The Global Economy

GEOG 3372 Population and Development

Foundation II: Education (12 semester credit hours)

ED 3314 The American Public School

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

ED 4353 Reading in Secondary Content

ED 4361 Classroom Management Secondary

ITEM #10C

Teaching Techniques (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

ED 3382 Curriculum and Instruction in Social Studies

ED 4372 Educational Technology

~~ED~~GEOS ~~4694~~2310 ~~Student~~Environmental ~~Teaching Secondary~~Geology[4]

~~or~~HIST ~~ED 4693~~2301 ~~Student~~History ~~Teaching~~of ~~- Elementary~~Texas[4]

~~6~~3 semester credit ~~hours of~~hour upper-level ~~ED~~GEOG ~~courses (see advisor)~~course

III. ~~Electives~~Certification Requirements and Recommendations: ~~17-26~~18 semester credit hours

BIS 4306 Strategies for Diversity in Education

ED 4351 ESL for K-12 Teachers

ED 4V95 Special Topics in Education (Topic: Exceptional Populations in the General Education Class)

Guided Electives: ~~1 semester credit hour~~

~~1010~~ ~~Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~Electives:~~1010 ~~11-20~~Freshman ~~semester credit hours~~Seminar[1]

~~11-20~~8 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 7-12 Social Studies (Government Concentration)

Degree Requirements (120 semester credit hours)[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

ITEM #10C

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1314 College Algebra

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

Select **AMS 2341** American Studies for the Twenty-First Century

or **AMS 2300** American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

Select **ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

Select **HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses[3] (see advisor)[3]

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses[3] (see advisor)[3]

Social and Behavioral Sciences: 3 semester credit hours

GEOG 2303 People and Place: An Introduction to World Geographic Regions

Or select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)[3]

Component Area Option: 6 semester credit hours

ECON 2301 Principles of Macroeconomics[5]

Or select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: ~~63–66~~60 semester credit hours ~~beyond Core Curriculum~~

Major ~~Preparatory~~Related Courses: ~~0–3~~(18 semester credit hours ~~beyond Core Curriculum~~)

~~**2301** History of Texas[5]~~

~~**Foundations: 39 semester credit hours**~~

~~*Foundation I: Economic, Political and Policy Sciences: 24 semester credit hours*~~

~~**PSCI 3301** Political Theory~~

~~**PSCI 3306** Political Economy~~

~~**PSCI 3310** Managing Government Organizations~~

~~or **PSCI 3362** The American Political Institutions~~

~~or 3 semester credit hour upper-level **PSCI** course~~

~~**PSCI 3323** American Federalism~~

~~or **PSCI 4329** Global Politics~~

~~or **PSCI 4354** Contemporary Political Thought~~

~~or **PSCI 4V99** Senior Honors in Government and Politics~~

~~**PSCI 3327** American Foreign Policy~~

~~or **PSCI 3328** International Relations~~

~~or **PSCI 3333** Political Behavior~~

~~or **PSCI 3350** Comparative Politics~~

~~**PSCI 4364** Civil Rights Law and Society~~

~~or **PSCI 3303** Civil Liberties~~

~~or **PSCI 3322** Constitutional Law~~

~~3 semester credit hour upper-level **ECON** course~~

~~3 semester credit hour upper-level **GEOG** course~~

~~*Foundation II: Interdisciplinary Studies: 15 semester credit hours*~~

ITEM #10C

~~**AMS 4300** Oral and Written Communication for the Classroom~~

AMS 4305 World History for Teachers

BIS 3320 The Nature of Intellectual Inquiry

ED 4694 Student Teaching Secondary

3 semester credit hour lower- or upper-level **ISIS** course

3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course

~~**General**~~**Foundation** ~~**Education Courses**~~**I:** ~~**24**~~**Economic, Political and Policy Sciences (12** semester credit hours**)**

PSCI 3301 Political Theory

PSCI 3306 Political Economy

3 semester credit hour upper-level **ECON** course

3 semester credit hour upper-level **GEOG** course

Foundation II: Education (12 semester credit hours)

ED 3314 The American Public School

ED 3382 Curriculum and Instruction in Social Studies

ED 4353 Reading in Secondary Content

ED 4361 Classroom Management Secondary

Teaching Techniques (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

~~**ED**~~**PSCI 4353**3310 ~~Reading~~Managing Government Organizations

or **PSCI 3362** The American Political Institutions

or 3 semester credit hour upper-level **PSCI** course

PSCI 3323 American Federalism

or **PSCI 4329** Global Politics

or **PSCI 4354** Contemporary Political Thought

or **PSCI 4V99** Senior Honors in ~~Secondary~~Government ~~Content~~and Politics

PSCI 3327 American Foreign Policy

or **PSCI 3328** International Relations

or **PSCI 3333** Political Behavior

or **PSCI 3350** Comparative Politics

PSCI 4364 Civil Rights Law and Society

or **PSCI 3303** Civil Liberties

or **PSCI 3322** Constitutional Law

III. Certification Requirements and Recommendations: 18 semester credit hours beyond Core Curriculum

BIS 4306 Strategies for Diversity in Education

ED 4351 ESL for K-12 Teachers

ED 4372 Educational Technology

ED ~~4694~~4V95 ~~Student~~Special ~~Teaching~~Topics ~~Secondary~~in Education (Topic: Exceptional Populations in the General Education Class)

~~or~~**HIST ~~ED 4693~~2301** ~~Student Teaching - Elementary~~

~~6 semester credit hours~~History of ~~upper-level ED courses (see advisor)~~

~~III. Electives: 12-15 semester credit hours~~Texas[4]

Guided Electives:~~ 1 semester credit hour~~

~~1010~~ ~~Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~Electives:~~1010 ~~11-14~~Freshman ~~semester credit hours~~Seminar[1]

~~11-14~~2 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Arts in Education with 7-12 Social Studies (History Concentration)

Degree Requirements (120 semester credit hours)[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

ITEM #10C

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1314 College Algebra[5]

Or select any 3 semester credit hours from **Mathematics Core** courses (see advisor)

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

Select**AMS 2341** American Studies for the Twenty-First Century

  or **AMS 2300** American Popular Culture

  or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

Select**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

Select**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses[3] (see advisor)[3]

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)[3]

Social and Behavioral Sciences: 3 semester credit hours

GEOG 2303 People and Place: An Introduction to World Geographic Regions

Or select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)

Component Area Option: 6 semester credit hours

ECON 2301 Principles of Macroeconomics

Or select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: ~~63-66~~60 semester credit hours beyond Core Curriculum

Major ~~Preparatory~~Related Courses: ~~0-3~~(18 semester credit hours ~~beyond Core Curriculum~~)

~~**2301** History of Texas[5]~~

~~**Foundations: 39 semester credit hours**~~

~~Foundation I: Economic, Political and Policy Sciences: 12 semester credit hours~~

~~3 semester credit hour upper-level **ECON** course~~

~~3 semester credit hour upper-level **GEOG** course~~

~~3 semester credit hour upper-level **PSCI** course~~

~~3 semester credit hour lower- or upper-level **PSCI** course~~

~~Foundation II: Interdisciplinary Studies: 27 semester credit hours~~

~~**AMS 4300** Oral and Written Communication for the Classroom~~

AMS 4305 World History for Teachers

BIS 3320 The Nature of Intellectual Inquiry

~~**HIST**~~ED ~~3301~~4694 ~~Historical~~Student ~~Inquiry~~Teaching Secondary

~~9 semester credit hours of upper-level **HIST** courses~~

3 semester credit hour lower- or upper-level **ISIS** course

3 semester credit hour lower- or upper-level **ISIS** or **ISNS** course

~~General~~Foundation ~~Education Courses~~I: ~~24~~Economic, Political and Policy Sciences (12 semester credit hours)

3 semester credit hour upper-level **ECON** course

3 semester credit hour upper-level **GEOG** course

3 semester credit hour upper-level **PSCI** course

3 semester credit hour lower- or upper-level **PSCI** course

Foundation II: Education (12 semester credit hours)

ED 3314 The American Public School

ED 3339 Educational Psychology for Teachers

  or **PSY 3339** Educational Psychology

ED 4353 Reading in Secondary Content

ED ~~4372~~4361 ~~Educational~~Classroom ~~Technology~~Management Secondary

Teaching Techniques (18 semester credit hours)

AMS 4300 Oral and Written Communication for the Classroom

ED ~~4694~~3382 ~~Student~~Curriculum ~~Teaching~~and ~~Secondary~~Instruction in Social Studies

~~or~~**HIST** ~~ED 4693~~**2301** ~~Student~~History ~~Teaching~~of ~~- Elementary~~Texas[4]

~~6~~9 semester credit hours of upper-level ~~ED~~**HIST** courses (~~see~~GEOG ~~advisor~~area or disciplinary focus)

III. ~~Electives~~Certification Requirements and Recommendations: ~~12-15~~18 semester credit hours

BIS 4306 Strategies for Diversity in Education

ED 4351 ESL for K-12 Teachers

ED 4372 Educational Technology

ED 4V95 Special Topics in Education (Topic: Exceptional Populations in the General Education Class)

HIST 3301 Historical Inquiry

Guided Electives: ~~**1 semester credit hour**~~

~~**1010** Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~**Electives:**~~**1010** ~~11-14~~Freshman ~~semester credit hours~~Seminar[1]

~~11-14~~2 semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Science in Education with 4-8 Mathematics

Degree Requirements *(120 semester credit hours)*[1]

ITEM #10C

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 2413 Differential Calculus[8]

or **MATH 2417** Calculus I[8]

or **MATH 1325** Applied Calculus I

Or select any 3 semester credit hours from **Mathematics Core** courses[3] (see advisor)[3]

Life and Physical Sciences: 6 semester credit hours

Select any 6 semester credit hours from **Life and Physical Sciences Core** courses (see advisor)

Language, Philosophy and Culture: 3 semester credit hours

~~Select~~**AMS 2341** American Studies for the Twenty-First Century

or **AMS 2300** American Popular Culture

or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

~~Select~~**ARTS 1301** Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

~~Select~~**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses (see advisor)

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

Select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)

Component Area Option: 6 semester credit hours

MATH 2414 Integral Calculus[8]

or **MATH 2419** Calculus II[8]

or **MATH 1326** Applied Calculus II

MATH 2415 Calculus of Several Variables[8]

Or select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: ~~66~~60 - ~~72~~61 semester credit hours beyond Core Curriculum

Major ~~Preparatory~~Related Courses: ~~0-3 semester credit hours beyond Core Curriculum~~

~~**MATH 2312** Precalculus[5]~~

~~**Foundations: 39-42 semester credit hours**~~

~~*Foundation I: Natural Science and Mathematics: 21-24 semester credit hours*~~

~~**MATH 2333** Matrices, Vectors, and Their Application~~

~~or **MATH 2418** Linear Algebra~~

~~**MATH 3303** Introduction to Mathematical Modeling~~

~~**MATH 3305** Foundations of Measurement and Informal Geometry~~

~~or **MATH 3321** Geometry~~

~~**MATH 3307** Mathematical Problem Solving for Teachers~~

~~STAT 3360 Probability and Statistics for Management and Economics~~

~~Two 3-4 semester credit hour upper-level Mathematics or Science courses (see advisor)~~

~~Foundation II: Interdisciplinary Studies:~~ ~~18 semester credit hours)~~

~~AMS 4300 Oral and Written Communication for the Classroom~~

BIS 3320 The Nature of Intellectual Inquiry

~~BIS~~ED ~~4306~~4694 ~~Strategies~~Student ~~for~~Teaching ~~Diversity in Education~~ Secondary

9 semester credit hours of lower- or upper-level **ISNS** courses

~~General~~Foundation ~~Education Courses~~~~I: 27~~Natural Science and Mathematics (12-13 semester credit hours**)**

MATH 2312 Precalculus[4, 5]

MATH 2333 Matrices, Vectors, and Their Application[5]

or **MATH 2418** Linear Algebra[5]

MATH 3303 Introduction to Mathematical Modeling[5]

MATH 3305 Foundations of Measurement and Informal Geometry[5]

or **MATH 3321** Geometry[5]

Foundation II: Education (12 semester credit hours)

ED 3314 The American Public School

ED 3339 Educational Psychology for Teachers

or **PSY 3339** Educational Psychology

ED 4351 ESL for K-12 Teachers

ED 4353 Reading in Secondary Content

Teaching Techniques (18 semester credit hours)

~~ED~~BIS ~~4372~~4306 ~~Educational~~Strategies ~~Technology~~for Diversity in Education

ED ~~4693~~4361 ~~Student~~Classroom ~~Teaching~~Management ~~- Elementary~~Secondary

~~or~~**MATH ED ~~4694~~3307** ~~Student~~Mathematical ~~Teaching~~Problem ~~Secondary~~Solving for Teachers[5]

STAT 3360 Probability and Statistics for Management and Economics[5]

6 semester credit hours of upper-level ~~ED~~Mathematics or Science courses (see advisor)

III. ~~Electives~~Certification Requirements and Recommendations: ~~6~~17-~~12~~18 semester credit hours

AMS 4300 Oral and Written Communication for the Classroom

ED 4344 Mathematics Methods for Elementary Teachers

ED 4372 Educational Technology

ED 4V95 Special Topics in Education (Topic: Exceptional Populations in the General Education Class)

Guided Electives: ~~1 semester credit hour~~

~~**1010** Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

UNIV ~~**Electives:**1010~~ Freshman Seminar[1]

4-~~5~~~~11 semester credit hours~~

~~5-11~~ semester credit hours of lower~~-~~ or upper-level ~~electives~~courses (see advisor)[3]

Bachelor of Science in Education with 4-8 Science

Degree Requirements (120 semester credit hours)[1]

View an Example of Degree Requirements by Semester

Faculty

Professors: George W. Fair, Karen J. Prager, Lawrence J. Redlinger, Erin A. Smith

Professors of Instruction: Jillian Duquaine-Watson, Tonja Wissinger

Associate Professors of Instruction: Kathleen Byrnes, Patricia A. Leek

Assistant Professors of Instruction: Syed Naqvi, Neall Pogue, Azadeh Stark, Larissa Werhnyak

I. Core Curriculum Requirements: 42 semester credit hours[2]

Communication: 6 semester credit hours

COMM 1311 Survey of Oral and Technology-based Communication

RHET 1302 Rhetoric

Or select any 6 semester credit hours from **Communication Core** courses (see advisor)

Mathematics: 3 semester credit hours

MATH 1325 Applied Calculus I

~~or~~ MATH 2413 Differential Calculus[8]

or MATH 2417 Calculus I[8]

Or select any 3 semester credit hours from **Mathematics Core** courses[3] (see advisor)[3]

Life and Physical Sciences: 6 semester credit hours

BIOL 2311 Introduction to Modern Biology I[46]

   or **BIOL 1300** Body Systems with Lab

BIOL 2312 Introduction to Modern Biology II[46]

Or select any 6 semester credit hours from **Life and Physical Sciences Core** courses[3] (see advisor)[3]

Language, Philosophy and Culture: 3 semester credit hours

Select**AMS 2341** American Studies for the Twenty-First Century

   or **AMS 2300** American Popular Culture

   or **HUMA 1301** Exploration of the Humanities

Or select any 3 semester credit hours from **Language, Philosophy and Culture Core** courses (see advisor)

Creative Arts: 3 semester credit hours

SelectArts 1301 Exploration of the Arts

Or select any 3 semester credit hours **Creative Arts Core** courses (see advisor)

American History: 6 semester credit hours

Select**HIST 1301** U.S. History Survey to Civil War

HIST 1302 U.S. History Survey from Civil War

Or select any 6 semester credit hours from **American History Core** courses (see advisor)

Government/Political Science: 6 semester credit hours

GOVT 2305 American National Government

GOVT 2306 State and Local Government

Or select any 6 semester credit hours from **Government/Political Science Core** courses (see advisor)

Social and Behavioral Sciences: 3 semester credit hours

Select any 3 semester credit hours from **Social and Behavioral Sciences Core** courses.[3] (see advisor)

Component Area Option: 6 semester credit hours

MATH 1326 Applied Calculus II

   or **MATH 2414** Integral Calculus[8]

   or **MATH 2419** Calculus II[8]

MATH 2415 Calculus of Several Variables[8]

Or select any 6 semester credit hours from **Component Area Option Core** courses.[3] (see advisor)[3]

II. Major Requirements: ~~54-76~~60 semester credit hours beyond Core Curriculum

Major ~~Preparatory~~Related Courses: ~~0-~~(18 semester credit hours ~~beyond Core Curriculum~~)

~~**CHEM**~~**BIS ~~1311~~3320** ~~General~~The ~~Chemistry~~Nature ~~I[5]~~of ~~and~~Intellectual **~~CHEM 1111~~ ~~General Chemistry Laboratory I[5]~~**Inquiry

~~**GEOS**~~**ED ~~1303~~4694** ~~Physical~~Student ~~Geology[5]~~Teaching ~~and **GEOS 1103** Physical Geology Laboratory~~Secondary

~~or~~**ISNS ~~GEOS 1304~~3373** ~~History~~Our ~~of~~Nearest ~~Earth~~Neighbors ~~and~~in ~~Life[5]~~the ~~and **GEOS 1104** History of Earth and Life Laboratory~~Sky

~~or~~Choose **~~GEOS~~two ~~2310~~**from ~~Environmental~~the ~~Geology[5]~~following:

ISNS 2367 The Oceans~~[5]~~[4]

or **ISNS 2359** Earthquakes and Volcanoes~~[5]~~[4]

ISNS 2368 Weather and Climate~~[5]~~[4]

or **ISNS 2366** Global Climate Change

Foundation I: Natural Science and Mathematics (12 semester credit hours)

NATS 1311 The Universe, and Everything Else~~[5]~~[4]

or **PHYS 1301** College Physics I~~[5]~~[4, 6]

6 semester credit hours of upper-level **BIOL** courses

And choose one from the following:

GEOS 1303 Physical Geology[4, 6]

GEOS 1304 History of Earth and Life**~~PHYS~~**[4, ~~2125~~6]

GEOS 2310 ~~Physics~~Environmental ~~Laboratory I~~Geology~~[5]~~[4]

~~**Foundations: 27-31 semester credit hours**~~

~~*Foundation I: Natural Science and Mathematics: 15-19 semester credit hours*~~

~~**BIOL 3318** Forensic Biology~~

~~or **BIOL 3456** Human Anatomy and Physiology with Lab II~~

~~**BIOL 3388** Honey Bee Biology~~

~~or **BIOL 3455** Human Anatomy and Physiology with Lab I~~

~~**ISNS 3373** Our Nearest Neighbors in the Sky~~

~~Two 3-4 semester credit hour upper-level Mathematics or Science courses (see advisor)~~

Foundation II: ~~Interdisciplinary~~Education ~~Studies:~~(12 semester credit hours

ITEM #10C ~~AMS 4300~~ Oral and Written Communication for the Classroom

~~BIS 3320~~ The Nature of Intellectual Inquiry

~~BIS 4306 Strategies for Diversity in Education~~

~~NSC 3361 Introduction to Neuroscience~~

~~General Education Courses: 27 semester credit hours~~)

ED 3314 The American Public School

ED 3339 Educational Psychology for Teachers

or PSY 3339 Educational Psychology

ED 4351 ESL for K-12 Teachers

ED 4353 Reading in Secondary Content

Teaching Techniques (18 semester credit hours)

BIOL 2281 Modern Biology

CHEM 1311 General Chemistry I[4]

CHEM 1111 General Chemistry Laboratory I[4]

CHEM 1312 General Chemistry II[4, 5]

ED 3371 Curriculum and Instruction in the Natural Sciences

ED 4361 Classroom Management Secondary

NSC 3361 Introduction to Neuroscience

III. Certification Requirements and Recommendations: 18 semester credit hours beyond Core Curriculum

BIS 4306 Strategies for Diversity in Education

CHEM 1112 General Chemistry Laboratory II

ED 4372 Educational Technology

ED ~~4693~~4V95 ~~Student~~Special ~~Teaching~~Topics ~~–~~in ~~Elementary~~

~~or ED 4694 Student Teaching Secondary~~

~~6 semester credit hours of upper-level ED courses~~Education ~~(see advisor)~~

~~III. Electives~~Topic: ~~2-24~~Exceptional ~~semester~~Populations ~~credit~~in ~~hours~~the General Education Class)

Guided Electives~~: 1 semester credit hour~~

~~1010 Freshman Seminar~~

BIS 1100 Interdisciplinary Studies Freshman Seminar[1]

ITEM #10C

UNIV ~~Electives:~~1010 Freshman Seminar[1-23]

3 semester credit hours of upper-level Mathematics or Science courses (see advisor)

~~1-23~~4 semester credit hours of lower- or upper-level ~~electives~~courses (see advisor)[3]

1. Incoming freshmen must enroll and complete requirements of UNIV 1010 and the corresponding school-related freshman seminar course. Students, including transfer students, who complete their core curriculum at UT Dallas must take UNIV 2020.

2. Curriculum Requirements can be fulfilled by other approved courses from institutions of higher education. The courses listed are recommended as the most efficient way to satisfy both Core Curriculum and Major Requirements at UT Dallas.

3. Students are strongly encouraged to take core courses that are closely related to their foundations, concentrations, and career goals.

4. ~~Requires enrollment in corequisite lab course.~~

~~5.~~A required Major course that also fulfills a Core Curriculum requirement. Semester credit hours may be counted in Core Curriculum.

~~6~~5. Indicates a prerequisite class ~~to~~that may be ~~completed~~required before enrolling for upper-division classes.

6. Requires enrollment in corequisite lab course. Lab semester credit hours to be counted in Guided Electives.

7. Preferred course for 7-12 Social Studies (Economics Concentration).

8. Three semester credit hours of Calculus to be used to fulfill Core Requirement with the remaining one semester credit hour to be counted in Guided Electives.

Proposed Minor Program Form
Title: Religious Studies Minor
School: Arts and Humanities

Administrative Unit: History and Philosophy Track

Contact Information: Matthew J. Brown <mattbrown@utdallas.edu>

Date of Request: September 2021

Implementation Date: Fall 2022

Introduction/Description: Religious Studies concerns the academic study of religion—religious practices, institutions, and belief systems. Religion is one of the most ancient and significant of social and cultural formations. Religious Studies examines religion not only from a systematic perspective, but also from historical, contextual, and cultural ones. This minor builds on existing strengths in the School and a small number of new courses to be taught by existing staff.

Academic Focus of the Minor: Religious Studies at UT Dallas is an interdisciplinary field of study involving faculty with primary expertise in history, philosophy, religion, literary and cultural studies, and social sciences. In addition to a diversity of disciplinary and methodological backgrounds, Religious Studies at UT Dallas has a global focus, treating major religious traditions from around the world, including Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Humanism, and others. The interdisciplinary focus of the minor is reflected in the fact that many of the courses are cross-listed.

Job Market for the Minor: Studying religion offers a window into the governing logics of over 85% of the world's population. Religious Studies students understand the past and present cultures of the world while learning how to read closely, think critically, and communicate clearly. These exercises directly develop marketable skills including research competencies, knowledge of ethical standards, ability to work with diverse populations, multicultural competence, experience analyzing problems from different perspectives, and a habit of interpreting data critically. Religious Studies is directly relevant for a variety of fields including those in policy development and implementation, stakeholder relations, community development, international affairs, governance and law, healthcare, education, marketing, therapy and self-enrichment, communications, recruiting, human resources, chaplaincy, and more.

According to the U.S. Bureau of Labor Statistics, the projected employment of clergy is expected to grow 4% between 2019 and 2029. In that same time span, jobs for directors of religious activities and education as well as other religious workers are expected to grow by 3%. Jobs for

community/social service specialists are expected to grow 12%. Counselors are looking at a 13% projected growth and marriage and family therapists are looking at a 22% growth.

Number of Required Semester Credit Hours: 18 (9 upper-level)

Course requirements for the Minor:
Existing courses are listed first.
*Courses marked with an * are new courses being proposed if minor is approved.*

RELS 1302 Introduction to World Religions (TCCNS: PHIL 1304)
RELS 1325 (PHIL 1305) Introduction to Philosophy of Religion (TCCNS: PHIL 2321)
RELS 2314 Introduction to Islam
RELS 2316 Introduction to Christianity
RELS 2318 Introduction to Buddhism
RELS 3315 (PHIL 3353) Atheism, Secularism, and Humanism
RELS 3316 Christian Texts and Traditions
RELS 3331 (HIST 3364) History of American Religion
RELS 3332 (HIST 3363) Religion and Politics in Early America
RELS 3351 (HUMA 3351) Introduction to Islamic Culture
RELS 3358 Contexts: Asian Religion in Literature
RELS 3363 (AHST 3313) Medieval Art
RELS 3365 (AHST 3315) Renaissance Art and Architecture
RELS 3366 (AHST 3316) Baroque Art and Architecture
RELS 3373 (SOC 3333) Religion in Society
RELS 4332 (HIST 4363) Race in American Religion
RELS 4333 (HIST 4342) Islamic Law & Society
RELS 4334 (HIST 4343) Islamic Feminism
RELS 4435 (HIST 4349) Jewish History
RELS 4375 (SOC 4388) Religions in Global Societies
RELS 4390 Topics in Religious Studies
PHIL 3357 Confronting Death
PSY 4325 Death and Dying

RELS 2312 Introduction to Judaism*
RELS 2317 Introduction to Hinduism*
RELS 4315 Sufism in Islam*
HIST 33XX/RELS 3333 History of the Black Church*
HIST 33XX/RELS 3335 The Age of Reform*
THEA 33XX/RELS 3368 Ritual Studies*
THEA 43XX/RELS 4368 Shamans, Healers, and Diviners*

Faculty/Staffing (assign each course to a faculty member):
For the most part, the staffing for the minor does not involve any reassignment of teaching obligations, only the cross-listing of courses already offered or the creation of new course numbers that fall within existing duties. Faculty whose teaching duties will shift as a result of the minor are marked with a †. In most cases these shifts are on the order of 12.5% time (1 course every 2 years) or less.

Rosemary Admiral, PhD: RELS 4333, RELS 4334
Andy Amato, PhD: RELS 1325, RELS 3317
Zafar Anjum, PhD: RELS 2314, RELS 3351, RELS 4315
Ashley Barnes, PhD: RELS 4390
†Matthew J. Brown, PhD: RELS 3315
Jill Cook, M.S.: PSY 4325
Katherine Davies, PhD: PHIL 3357
Mike Farmer, PhD: RELS 4390
†Megan Gray Hering, M.Div: RELS 2316, RELS 3316
Kimberly Hill, PhD: RELS 3333, RELS 3335, RELS 4332
†Carol Cirulli Lanham, Ph.D.: RELS 3373, RELS 4375
†David Patterson, PhD: RELS 2312, RELS 4435
Debra Pfister, PhD: RELS 4435
Songyao Ren, PhD: RELS 2318
†Thomas Riccio, MFA: RELS 3368, RELS 4368
Mark Rosen, PhD: RELS 3363, RELS 3365, RELS 3366
Eric Schlereth, PhD: RELS 3332
†Sabrina Starnaman, PhD: RELS 2318, RELS 3358
†Ben Wright, PhD: RELS 3331

Additional Information:

Estimate of New Content
The impetus for this minor and the associated new courses comes from a multidisciplinary group of faculty in history, philosophy, literature, languages, holocaust studies, arts, and sociology with a shared interest in the study of religion. The majority of courses (both proposed and added in 2021 with the new RELS course prefix) are cross-listed with an establish classes that were already being offered that are simply cross-listed with the new prefix, those previously taught under Topics numbers that are being given their own course numbers, and modified versions of classes previously offered as graduate courses that are being adapted to suit the undergraduate level. None of these is a substantive change or addition to our current curriculum.

The only exceptions to this concern (1) RELS 1302 Introduction to World Religions and (2) the 2000-level Introduction classes to specific religious traditions. (1) has not been offered at UT Dallas, but is commonly taught in Texas in departments of Philosophy (or in combined departments of Philosophy and Religious Studies). We are offering our first two classes under (2) this year, RELS 2314 Introduction to Islam in Fall 2021, taught by the same instructor who teaches the cultural studies class, RELS 3351 (HUMA 3351) Introduction to Islamic Culture, and RELS 2316 Introduction to Christianity in Spring 2022, taught by an Assistant Dean in Arts & Humanities who has an M.Div. The other courses in this category (existing or proposed) are intended to be taught by existing faculty with relevant expertise, with the exception of RELS 2317 Introduction to Hinduism. In the short term, we are considering hiring a part-time instructor to offer RELS 1302 and 2317, to gauge whether there is sufficient demand for hiring to support either area; if we continue to offer these courses, they would be taught by a new hire with their primary appointment in history, philosophy, or literature as appropriate.

Academic Demand for the Minor

Given the various job markets above that are available to Religious Studies Minors, and given the fact that Majors in academic fields that are related to these job markets, both in the School of Arts and Humanities and other UTD Schools, would benefit professionally from the Religious Studies Minor, it lends itself to their educational and career interests.

In Fall 2021, A&H offered its first 4 courses under the new RELS course prefix. 61 students signed up for RELS-numbered courses, despite the fact that these courses do not count towards a minor or any degree program or in most cases (except RELS 1325/PHIL 1305) towards the core. Counting enrollment in courses cross-listed with RELS, the total enrollment was 275 (across 4 courses, 3 of which were cross-listed).

UT Dallas has more than 50 active religious student organizations, including large groups for Christian, Muslim, and Atheist/Skeptic/Humanist students. Additionally, students are connected with A&H centers that offer religious studies courses (Ackerman Center for Holocaust Studies, Center for Values, and Center for Asian Studies).

Furthermore, most of the courses for this minor have already been taught with enrollment at full or nearly full, indicating student interest in this subject. This minor and the associated new prefix organize the courses so that the students who are interested in the topic, and who are enrolling in these courses, can easily identify the other religious studies courses and delve deeper in their studies.

As a kind of barometer of student interest, a one-question survey was sent to some students to gauge their interest in this minor. Of the 83 students who responded 64 students indicated that they were "extremely interested" or "somewhat interested" in the minor. One of the students was so excited about the minor that he emailed back with the following statement:

> "As someone who has an interest in many different subjects, it has been difficult to choose a minor. However, I would have definitely chosen Religious Studies if it had been available." - History major, junior

Some alumni even voiced their support of this minor:

> "As a freshman in engineering, I was challenged by my humanities professor to not just get a degree, but an education. I would have loved a religious studies minor as a structured way to help me become both an engineer and someone well educated in an area deeply important to me." - Mechanical Engineering alum, class of 2019

> "During my time at UTD, I would have loved the opportunity to take classes for a Religious Studies minor. College was such a great time for broadening horizons and understanding more about various worldviews-- the chance to learn in an academic setting from an instructor alongside other interested students would have been an invaluable asset to me and to my peers." - ATEC alum, class of 2016

ITEM #10D

"As a graduate of the School of Arts and Humanities at UT Dallas, I would have been very interested in a Religious Studies minor. Many of the classes I completed engaged with the history and literature of various religious traditions and I firmly believe a Religious Studies minor would have provided an excellent supplement to my degree." - History alum, undergraduate class of 2013 and graduate class of 2015

ITEM #10E

Grading Scale

UT Dallas uses the following grade scale for all undergraduate students.

Grade	Description	Grade Points per Semester Hour
A+		4.000
A	Excellent	4.000
A-		3.670
B+		3.330
B	Good	3.000
B-		2.670
C+		2.330
C	Fair	2.000
C-		1.670
D+		1.330
D	Poor	1.000
D-		0.670
F	Failure	0.000
I		Incomplete
CR		Credit
~~MN~~		~~Midterm Grade: not enough information to provide a grade~~
NC		No Credit

Mid-Term Grades

Students are issued mid-term grades to apprise them of their progress within the semester. Mid-term grades are important for advising and retention purposes, therefore it is vital that the grades accurately reflect academic progress. These grades are not a part of the permanent record and will not

appear on academic transcripts. ~~Some classes will only issue a grade of credit or no credit at mid-term~~.

~~'MN' grade is used for midterm grading only. It signifies that the instructor does not have enough information on a particular student to determine a midterm grade. It may not be used for final grading purposes~~.

ITEM #10F

Policy on Procedures for Completing a Graduate Degree - UTDPP1052

Policy Statement

1. PROGRAM OF STUDIES: Each student admitted to a Graduate Program will have a specific program of studies, outlined in the current graduate catalog that is agreed to in consultation with the appropriate committee, graduate advisor or administrator for that degree program. Students enrolled in Master's degree programs must have a completed "Program of Studies/Degree Plan" filed in and approved by the Office of the Dean of Graduate Education prior to the student's registration for his or her 19th semester credit hour in the degree program. The form will be completed and revised, if necessary, each semester under the guidance of the student's graduate advisor. For each student enrolled in a doctoral degree program, the academic advisor in consultation with the student, will prepare and submit a completed and updated "Milestones Agreement Form" annually to the office of the Dean of Graduate Education. The completed form will define academic milestones and timeline required to earn the doctoral degree and the progress being made by the student in meeting each requirement.
   1. Exception: Common Master's Program: In those Graduate Programs where a common program of studies is prescribed for all Master's students, differing only in elective courses comprising less than one-third of the total required degree semester credit hours, the Graduate Program can file a model "Program of Studies" with the Office of the Dean of Graduate Education. Any student wishing to deviate from that approved model Program of Studies must file an Individual Program of Studies developed and approved by the appropriate committee or administrator for that program prior to the student's registration for his or her 19th degree semester hour taken at UT Dallas.
   2. Exception: Common Doctoral Core: In those Graduate Programs where a common doctoral core is prescribed for all students, differing only by the area of specialization chosen, the Graduate Program can file a model "Program of Studies" with the Office of the Dean of Graduate Education. Any student wishing to deviate from that approved model Program of Studies must file an Individual Program of Studies developed and approved by the appropriate committee or administrator for that program prior to the student's registration for his or her 50th degree semester hour taken at UT Dallas.
   3. Additional Master's Degrees: Students wishing to earn additional Master's degrees at UT Dallas must develop an approved Program of Studies through the Program offering that degree prior to enrolling in additional courses. The only limitation is that more than one-half of the semester credit hours for any master's degree earned at UT Dallas must be satisfied by new coursework. Additional credits may be accepted from the previous degree upon the approval of the Dean of Graduate

Education. In no case will credits counted for a previous degree be allowed to exceed one-half the total hours required for the additional Master's degree program.

4. Graduation Under a Particular Catalog: Provided the requisite courses continue to be offered, the student is bound by the course work requirements of the catalog in force at the time of admission, within a six-year limit for the completion of the Master's degree and ten years for the doctoral degree. With the approval of the Dean of Graduate Education the student may elect to be bound by the catalog in force at the time the student applies for graduation. This regulation applies to specific course work and the number of semester credit hours for the academic degrees set forth in the catalog. All other requirements will change or be continued with the issuance of new graduate catalogs.

2. TRANSFER CREDIT: To qualify for transfer credit, the grade earned in the course must be a B or better and the course must not be a correspondence, extension or pass/fail course. UT Dallas awards academic credit for non-credit coursework not originating from the institution only in instances in which signed agreements are on file as outlined in the Graduate Catalog. Petitions for transfer of credit must be prepared by the Graduate Program and submitted for approval by the program faculty and the School Associate Dean of Graduate Studies. Petitions may be approved at the time of the student's first enrollment; however, no actual acceptance of transfer credit will occur until after the student has completed 9 semester credit hours of courses at UT Dallas with a grade point average of at least 3.0. Petitions for transferring courses taken before enrolling as a graduate student at UT Dallas must be submitted prior to filing the Program of Studies. Petitions for transfer credit must be accompanied by a copy of the student's transcript showing the course(s) in question.

   1. No more than 25% of the total requirement of a Master's degree may be transfer credits. Some degree programs have more restrictive transfer of credit requirements.
   2. Doctoral Degree: A Master's degree or its equivalent may be transferred from another university for up to 36 semester hours of credit towards a doctoral degree.
   3. Non-Degree Students: No more than 15 semester credit hours taken as a Non-Degree Student may be subsequently transferred to a degree program at UT Dallas. No petition is necessary for any of this coursework to be included in a student's Program of Studies.
   4. Exceptions: Exceptions to these transfer policies may be granted only on petition to the Dean of Graduate Education. Such a petition could be for the program of an individual student or for the model Program of Studies (See "Exceptions" on page 1 of this policy).

3. DEGREE REQUIREMENTS: The student will complete the course work degree requirements when he or she completes the previously filed program of studies with acceptable grades.

   1. Required Semester Credit Hours: The minimum required semester credit hours in a Program of Studies required for the degree will be those shown in the catalog applicable to the student at the time of his or her admission or readmission to the program. In no case will a student be allowed to graduate with less than 30

approved graduate semester credit hours (including approved graduate transfer credit hours) for the Master's degree.

2. Required Grade Point Average: In order to qualify for graduation, students must maintain a 3.0 grade point average in their degree program's core courses. However, individual programs may have more stringent grade point requirements in selected courses, which must be satisfied for graduation. The minimum acceptable University grade point average for graduation is 3.0 for all graduate courses taken at UT Dallas. Students changing graduate programs may petition the Graduate Dean to qualify for graduation if their cumulative grade point average is below a 3.00.

3. Research Involving Animal or Human Subjects
   1. Research Involving the Use of Animals (UTDPP1014): Any student who intends to conduct research, (whether funded or not funded) which would involve animals must obtain permission from the Institutional Animal Care and Use Committee (IACUC). Permission to use an animal in research must be obtained prior to ordering, bringing to campus or housing on campus an animal. The required form to request approval may be obtained from the Office of Research Compliance.
   2. Research Involving Human Subjects (UTDPP1035): Any student who intends to conduct research, on or off campus, in partial or complete fulfillment of a course requirement, thesis or dissertation, which would involve human beings as subjects must obtain permission, prior to undertaking the research, from the University's Institutional Review Board for the Protection of Human Subjects (IRB). Any research activity, including but not limited to surveys, questionnaires, interviews, standardized and non-standardized tests, and/or simple research experiments, which include the participation of human beings, regardless of age of participant, must have approval from the IRB. The required forms to request approval may be obtained from the Office of Research Compliance.

4. Admission to Doctoral Candidacy: The research potential and ability of each doctoral student to both understand and integrate coursework and relevant scholarship will be evaluated before a student can be admitted formally to doctoral candidacy. The format of this evaluation, hereafter referred to as a qualifying examination, varies amongst the degree programs, and can be obtained from the student's Graduate Program Office. A student failing the Qualifying Examination is terminated as a doctoral student in that program unless a two-thirds majority of the examining committee vote that a second examination be permitted. All committee members should have all the evidence of the student's academic record and Qualifying Examination performance prior to this vote. The second must be taken no sooner than two months after the student receives the written results of the first examination, and no later than one year after the first examination. Students failing the second examination will not be allowed to pursue a doctoral degree in that program. **Under no circumstances will a third examination be allowed**. The student will have advanced to candidacy when the student has

1. passed the qualifying examination,
2. been assigned an approved Supervising Committee, and
3. satisfied any other Program or School candidacy requirements.: Candidacy must be achieved before a student is eligible to enroll in dissertation courses.

4. THESIS AND DISSERTATION REQUIREMENT
   1. Outcome of the Thesis or Dissertation:
      1. Dissertation: The dissertation must demonstrate an independent research competence on the part of the candidate that substantially adds to knowledge in the candidate's field with respect either to its intellectual substance or professional practice. The dissertation should be of such standard as to warrant publication in peer reviewed journals or scholarly books or monographs or equivalent.
      2. Master's Thesis: The Master's thesis should integrate relevant scholarship and demonstrate research competence, including the potential to add to knowledge in the student's field with respect to either its intellectual substance or professional practice.
      3. MFA Thesis: The MFA thesis project must demonstrate aesthetic and technical competence that integrates coursework and demonstrates an intellectual synthesis of the work in context. The MFA thesis project, as the culminating project of a terminal degree, should be of such standard as to warrant individual exhibition, festival screening, or the equivalent.
   2. Dissertation Proposal: Content: The Dissertation Proposal should be prepared by the student in consultation with the student's Supervising Committee. The proposal should include:
      1. A tentative title of the dissertation describing the topic as accurately and briefly as possible.
      2. The background of the research, the hypotheses to be tested or concepts to be explored, and the methodology to be employed. It should also address the relationship of the proposed work to existing work in the field, at UT Dallas or elsewhere, its intended outcome, and its contribution to the field.
      3. A schedule of the remaining research activities, including major completion milestones.
      4. A set of up to five "key words" to assist in establishing the Data Base on Theses and Dissertations.
   3. Dissertation Proposal: Approval: The proposal should be prepared by the student in consultation with the student's Supervising Professor, who will approve the document before its submission to the appropriate committee or administrator for that Department or Program. After its approval at the Department, Program, School, or Interdisciplinary Degree Committee level, the proposal will then be forwarded to the Dean of Graduate Education, together with the Department's or Program's nominations for Supervising Professor and members of the Supervising Committee and the anticipated time of completion. To allow the Supervising Committee the opportunity to guide the development of the project, the Dissertation Proposal must be approved in a semester prior to the one in which the Final Oral Examination will be held.

4. Supervising Committee: General: The recommended Supervising Committee for the student is submitted by the appropriate committee or administrator for that Department or Program to the Dean of Graduate Education for approval. Subsequent changes in membership must also be subject to approval by the appropriate committee or administrator for that Department or Program, and in, turn the Dean of Graduate Education. Individuals qualified for service on the Supervising Committee will be voting members of the General Faculty (as defined by The University of Texas at Dallas *Handbook of Operating Procedures*), Adjunct Faculty, Clinical Faculty, Professors of Instruction, Professors of Practice, Distinguished Scholars in Residence, Emeritus Faculty, Research Professors, Research Scientists, Senior Lecturers, or Visiting Faculty who hold the highest earned degree in the field or fields concerned or exhibit an equivalent record of accomplishment. In addition to the Master's and doctoral degree membership composition as defined in sections 4 and 5 below, additional members outside the General Faculty may serve with the special approval of the Dean of Graduate Education. Members of the Supervising Committee will also be members of the Examining Committee. (*In the case of Adjunct Faculty, a General Faculty member will be appointed to co-chair the Supervising Committee).

5. Supervising Committee: Master's Degree with Thesis: Appointment of a Master's thesis Supervising Committee consisting of at least three members is a function of the degree program expected to confer the student's degree. Additional members may be appointed. All appointments must be approved by the Dean of Graduate Education. The appropriate committee or administrator of the program in consultation with the student, will nominate:

    1. the Chair, who serves as the supervisor of the research, will ordinarily be a voting member of the General Faculty holding the rank of Professor, Associate Professor, or Assistant Professor. Adjunct Faculty, Clinical Faculty, Professors of Instruction, Professors of Practice, Distinguished Scholars in Residence, Emeritus Faculty, Research Professors, Research Scientists, Senior Lecturers, or Visiting Faculty who hold the highest earned degree or exhibit an equivalent record of accomplishment in the field or fields of the research or aesthetics may be appointed as Chair if he/she receives a 2/3 majority recommendation of the Professors of the academic discipline and approval of the Academic Dean of the School offering the degree.
    2. at least two voting members of the General Faculty from the graduate degree program expected to confer the student's degree; and
    3. if necessary, a third representative appointed by the appropriate committee or administrator for that discipline.

    Any school varying from the above procedures in constituting Supervising Committees must have had prior approval from the Dean of Graduate Education.

6. Supervising Committee: Doctoral Degree: Appointment of a Doctoral dissertation Supervising Committee consisting of at least four members is a function of the

degree program expected to confer the student's degree. Additional members may be appointed. All appointments must be approved by the Dean of Graduate Education. The appropriate committee or administrator of the program, in consultation with the student, will nominate:

1. the Chair, who serves as the supervisor of the research, will ordinarily be a voting member of the General Faculty holding the rank of Professor, Associate Professor, or Assistant Professor. Adjunct Faculty, Clinical Faculty, Professors of Instruction, Professors of Practice, Distinguished Scholars in Residence, Emeritus Faculty, Research Professors, Research Scientists, Senior Lecturers, or Visiting Faculty who hold the highest earned degree or exhibit an equivalent record of accomplishment in the field or fields of the research or aesthetics may be appointed as Chair if he/she receives a 2/3 majority recommendation of the Professors of the academic discipline and approval of the Academic Dean of the School offering the degree.
2. not less than three voting members of the General Faculty, from the graduate degree program expected to confer the student's degree; and
3. if necessary, a fourth representative appointed by the appropriate committee or administrator for that discipline.

Schools varying from the above procedures in constituting Supervising Committees must have had prior approval from the Dean of Graduate Education.

5. SUPERVISION: The Supervising Committee will meet with the candidate soon after the Dean of Graduate Education has approved membership of the Committee. The intention of this initial meeting should be to discuss potential problem areas in the proposal and to establish a procedure that the Committee wishes to adopt to follow the research to a successful conclusion, e.g., the frequency and format of contact between candidate and Committee. The Supervising Committee must meet at least once annually, assess the student's progress, and send a report on that progress to the appropriate committee or administrator for that program and to the Dean of Graduate Education. This report should describe any problems which have the potential to delay the research beyond its anticipated completion date. A copy of this report must also be sent to the student. The student can request a meeting of the Supervising Committee through a written request to the appropriate committee or administrator for that program. The appropriate committee or administrator for that program will be responsible for convening such a meeting, generally within two weeks of the student's request, unless this timing is impossible owing to the absence of the Supervising Professor. No more than one student-initiated meeting can be called within an academic year. Provision for coverage of leaves of absence of either students or committee members will have been discussed at the initial meeting of the Supervising Committee. Any arrangements for surrogate supervision or changes in the student's plans will be communicated to the appropriate committee or administrator for that program, in writing, with a copy to the Dean of Graduate Education. Because of the relationship between the student and the Supervising Committee, committee members on leave of absence or who have left their positions with the university may be given permission to remain on the committee by the Dean of

Graduate Education. However, they must agree to be active participants in supervisory activities and to be present for the final examination. If this is not possible, the committee member must be replaced and a new member of the General Faculty must be submitted for approval.

1. Manuscript Preparation: Style and format requirements have been established for theses and dissertations prepared at UT Dallas. Prior to submitting manuscripts, candidates should consult the *Dissertation and Thesis Formatting Guide* which can be obtained from http://www.utdallas.edu/dept/graddean/dgIndex.htm.

2. Committee Approval of the Manuscript: Approval of the thesis or dissertation to go forward for examination can only be given after the members have considered the entire manuscript. Members of the committee who do NOT agree that the manuscript is examinable, whether in the majority or not, should inform the Department Head or program administrator immediately, and in writing, so that such objections may be discussed with the Supervising Professor and the candidate.

3. Independent Research Competence: The dissertation must demonstrate an independent research competence on the part of the candidate that substantially adds to knowledge in the candidate's field with respect either to its intellectual substance or professional practice. The dissertation should be of such standard as to warrant publication in peer reviewed journals or scholarly books or monographs or equivalent.

4. Submission of the Final Draft of the Thesis or Dissertation: Once the candidate has, in the judgment of the Supervising Professor, prepared an examinable thesis/dissertation manuscript, it should be distributed to the other members of the Supervising Committee, allowing them a minimum of two weeks to review the document. After reading the document, a majority of the Supervising Committee members must agree that the document is ready to be defended before a request for a Final Oral Examination may be submitted and an examination date scheduled. The Final Oral Examination must be scheduled in at least one semester after the semester in which the Dissertation Proposal was approved. Committee members should ensure that the manuscript is complete, has been rigorously proofread (preferably by a professional proofreader), and meets scholarship standards for theses or dissertations. The student then submits a copy of the dissertation and the Request for Final Oral Examination form, signed with no more than one dissenting vote by the Supervising Committee members to the Office of the Dean of Graduate Education, which shall approve the scheduling of the Final Oral Examination. Members of the committee who do NOT agree that the manuscript is examinable should inform the appropriate committee or administrator for that program immediately, and in writing, so that such objections may be discussed with the Supervising Professor and the candidate. The Final Oral Examination cannot be scheduled until a resolution has been reached with, at most, one dissenting vote.

5. Submission of Final Approved Thesis or Dissertation: Students must submit a final approved, electronic version of their dissertation/thesis to the Office of Graduate Education. An electronic version of the dissertation/thesis will be held by the library and available to the public. An electronic copy may also be

submitted to UMI/ProQuest who will make it publically available in hard copy and on the web. Information about required format and the submission process can be found at https://graduate.utdallas.edu/current_students/dissertation_and_thesis/.

6. FINAL ORAL EXAMINATION
   1. Examining Committee: The Dean of Graduate Education, will appoint the Examining Committee. The membership of the Examining Committee will include all members of the Supervisory Committee plus a non-voting representative appointed by the Dean of Graduate Education. The representative serves as the Chair of the Examining Committee. An examiner external to the University may also be appointed by the Dean of Graduate Education on the recommendation of a member of the Supervising Committee or the candidate.
   2. Conducting the Examination: Formal arrangements, such as time and place for the Final Oral Examination, are made by the appropriate committee or administrator for that program, in consultation with the candidate and the Examining Committee, and with the approval of the Dean of Graduate Education. The examination will be conducted by the Chair of the Dissertation Committee in a manner appropriate to the material presented, and in accordance with current University regulations. The discussion will primarily focus on the candidate's research, although aspects of the general field in which it was conducted may also be covered
   3. Attendance Requirements for the Final Oral Examination:
      1. Final Oral Examinations may be either held in person or remotely.
      2. For in person examinations The the doctoral candidate and all members of the Examining Committee must be physically present on campus for the examination to be valid. If one member of the dissertation committee (aside from the chair) cannot attend in person, a written petition for exemption may be submitted to the Dean of Graduate Education. If a member of the Examining Committee is absent without a written exemption from the Dean of Graduate Education, or if more than one member of the Examining Committee is absent, then the Chair of the Examining Committee shall not hold the defense. The defense shall be rescheduled in consultation with the candidate and the Examining Committee, and with the approval of the Dean of Graduate Education.
      3. For remote examinations, the doctoral candidate and all members of the Examining Committee must attend online. If one member of the dissertation committee (aside from the chair) will be absent from the defense, a written petition for exemption may be submitted to the Dean of Graduate Education. If a member of the Examining Committee is absent without a written exemption from the Dean of Graduate Education, or if more than one member of the Examining Committee is absent, then the Chair of the Examining Committee shall not hold the defense. The defense shall be rescheduled in consultation with the candidate and the Examining Committee, and with the approval of the Dean of Graduate Education.

3. Any examination varying from the above requirements must have had prior approval from the Dean of Graduate Education.

4. The final oral examination shall be conducted in three phases.
   1. Phase I. The candidate will make a formal public presentation of the research at the UT Dallas campus. That presentation is open to the public, and members of the audience may ask questions. The Supervising Professor will chair this phase and supervise the questioning.
   2. Phase II. Following the public presentation, the candidate will be examined by the members of the Examining Committee. This part of the examination is not open to the public. Depending upon the school's policy, other members of the faculty may also attend that part of the examination. This portion of the examination will be chaired by the representative of the Dean of Graduate Education. Video, and/or audio recording is prohibited during this phase of the examination, whether conducted in person or remotely.
   3. Phase III. After the completion of the oral examination, the Examining Committee will vote on the results of the Final Oral Examination The committee will reach agreement on one of the five possible outcomes listed below with no more than one dissenting vote. If the committee cannot reach agreement on one of the options, then the candidate will have failed the oral examination and the manuscript will not be accepted. Video, and/or audio recording is prohibited during this phase of the examination, whether conducted in person or remotely.
      1. Passed the oral examination and manuscript accepted,
      2. Passed the oral examination and manuscript accepted pending specified revisions,
      3. Second oral examination required, but manuscript accepted or accepted with specified revisions,
      4. Major revisions of the manuscript and a second final oral examination required,
      5. Oral examination failed, manuscript not accepted and the committee recommends dismissal from the program.: Following the vote of the Examining Committee, the Dean's representative shall complete the Examination Report, to be forwarded to the Dean of Graduate Education.
5. Procedures concerning Acceptance, Specified and Major revisions, and Failure are as follows:
   1. Accepted - The committee agrees that the dissertation is acceptable either without any revisions, or with minor revisions such as corrections of typographical errors or changes of a minor editorial nature. It is the Supervising Professor's responsibility to ensure that such corrections are made. The final corrected and approved copies of the dissertation must be submitted to the Office of the Dean of Graduate Education within the same semester. If the final approved copy is not submitted within the semester, the results of the examination will be changed to Accepted

Pending Specified Revisions and will be dealt with as specified under that result.

2. Accepted Pending Specified Revisions - The Committee agrees that the dissertation is acceptable pending changes, which may include insertions or deletions. Such changes would be of the kind which do not radically modify the development/argument of the dissertation but which go beyond minor revisions. The practical criterion will be that the committee is able to specify such changes with precision. It is the responsibility of the Supervising committee to certify that all such changes have been made. If the final approved copy is not submitted by the end of the semester following the examination, the results of the examination will be changed to Referred Pending Major Revisions and will be dealt with as specified under that result.

3. Referred Pending Major Revisions - The Committee agrees that the dissertation requires substantive changes in order for the dissertation to be acceptable. Detailed reasons for this decision must be supplied by the Chair of the Examining committee to the Dean of Graduate Education, the appropriate committee or administrator for that program, and the candidate concerned. These recommendations on required changes must be approved by all members of the Committee. The committee reconvenes within a period not to exceed twelve months to conduct a second Final Oral Examination. This second attempt on the Final Oral Examination will be the final attempt by the student. If the Final Oral Examination and the written manuscript are not *graded within the* Accepted category, the student is dismissed from the program.

4. Failure - If the majority of the Examining Committee votes for failure of the oral and the non-acceptance of the manuscript, the student will be dismissed from the program. In no case will a third oral be given.

6. Registration During Manuscript Revision: Regardless of the revisions to be made, the student will be required to register for three credit hours and pay fees until the revisions are accepted by the Office of the Dean of Graduate Education.

7. Impact of revisions upon time limit for degree completion: The ten-year time limit for completion of the degree is still in effect while these revisions are being completed.

8. Publication of dissertations and theses: Public availability of a dissertation or thesis may, upon request to the Dean of Graduate Education, be delayed for up to 2 years to allow time for publication in scholarly journals, books, or equivalent, or to meet academic publisher restrictions, or because of patent related activities.Intellectual property right protection: In order to protect patent or other intellectual property rights, the Dean of Graduate Education may, upon request, delay for a period of one year the binding, distribution, and/or publication in microfilm of the dissertation.

7. REGISTRATION REQUIREMENTS

1. Examinations or Proposal Presentation: A student must be registered for at least three semester credit hours of graduate course work during the semester in which any major degree examination, such as the Qualifying Examination or

comprehensive exam is taken, or during the semester in which the proposal is submitted for approval.

2. Procedures are outlined in the Graduate Catalog - Continuous Enrollment for Thesis or Dissertation: Once a student has enrolled in thesis or dissertation unless a leave of absence has been granted, that student must maintain continuous enrollment (not necessarily for thesis or dissertation) of at least three semester hours during consecutive long semesters until the final approved copy of the manuscript has been submitted to Office of the Dean of Graduate Education.

3. Enrollment During the Semester of Graduation: Doctoral students must be enrolled in at least 1 credit hour in the semester in which they graduate, unless they have submitted a final approved dissertation/thesis to the Office of the Dean of Graduate Education before the priority deadline published by the Office of Graduate Education, for that semester. Students who do not meet the priority deadline must enroll in at least 1 semester credit hour in the second 8-week session of that semester. Enrollment for 1 semester credit hour in the final semester is only allowed once. However, the individual degree program may require more than 1 credit hour be taken during the graduation semester.

8. TIME LIMITS: All requirements for a graduate degree, including transfer of credit must be completed within the specified time period. Students exceeding the specified time limit will not be eligible for their degree and will be dismissed from that graduate program. An approved leave of absence will not alter the time limits placed on graduate degrees.

   1. Master's Degree: All requirements for the Master's degree must be completed within one six-year period. Work over six years old, whether done at this University or elsewhere, will not count towards the Master's degree except through the petition process described in the "Time Limit: Exceptions" section.

   2. Doctoral Degree: All requirements for the Doctoral degree must be completed within one ten-year period. Work over ten years old, whether done at this University or elsewhere, will not count towards the Doctoral degree except through the petition process described in the "Time Limit: Exceptions" section. Students whose master's degrees are accepted for full credit toward a Ph.D. must complete all requirements for the doctoral degree within one eight-year period. Work exceeding these limits, whether done at this university or elsewhere, will not count towards the degree.

   3. Exceptions — Course Work: The time limits affecting course work taken early in a graduate program can be waived only when a student can demonstrate to the appropriate committee or administrator for that program that:

      1. the substantive material in the course is still relevant to the curriculum and,
      2. the student still retains a substantial grasp of the material taught in the course.

      In such case, the acceptability of the course work in the student's Program of Studies must be approved by the Dean of Graduate Education upon the recommendation of the appropriate committee or administrator for that program.

4. Exceptions — Research: The time limits can be waived only for research extending beyond the prescribed limits and only in exceptional cases where the student, Supervising Professor, and the appropriate committee or administrator for that program can demonstrate that:
   1. substantial progress has been made in the research effort and the student can successfully complete the thesis or dissertation within a two term extension, including the summer term, and
   2. a schedule to complete the research has been developed including major milestones of accomplishments. In such a case, the acceptability of the plan to finish the research must be approved by the Dean of Graduate Education upon the recommendation of the appropriate committee or administrator for that program.
5. Procedures Prior to Graduation: An Application for Graduation must be filed during the semester of graduation on or before the date stipulated in the Academic Calendar.

Policy History

- Revised: 1990-05-15
- Revised: 1992-03-01
- Revised: 1992-11-01
- Revised: 1997-06-24
- Editorial Amendments: 1998-02-02
- Editorial Amendments: 2000-09-01
- Revised: 2000-12-15
- Revised: 2006-12-13
- Revised: 2008-12-02
- Revised: 2010-12-17
- Revised: 2013-09-13
- Revised: 2016-06-09
- Editorial Amendments: 2016-11-11
- Revised: 2017-03-09
- Revised: 2017-07-05
- Revised: 2018-05-31
- Editorial Amendments: 2018-12-05
- Revised: 2019-04-02
- Revised: 2019-08-01
- Revised: 2019-10-10
- Revised: 2020-11-16
- Revised: 2021-03-24

Policy Links

- Permalink for this policy: https://policy.utdallas.edu/utdpp1052
- Link to PDF version: https://policy.utdallas.edu/utdpp1052/makepdf

ITEM #10F

- Link to printable version: https://policy.utdallas.edu/utdpp1052/makeprint

ITEM #10G

Graduate Catalog Language
(https://catalog.utdallas.edu/now/graduate/programs/nsm/physics)

Admission Requirements

The Graduate Physics Program seeks students who have a BS degree in Physics or closely related subjects from a university or college, and who have superior skills in quantitative and deductive analysis. Official scores from the GRE General Test ~~(verbal and quantitative) and the GRE Subject Test in Physics~~ are required for both Master of Science and doctoral programs. For the doctoral program, a score from the GRE subject test in Physics is also recommended (but not required) to aid in assessing, in combination with grades, recommendations, and experience, an applicant's preparedness for graduate studies in Physics. Decisions on admission are made on an individual basis. However, as a guide, a combined score on the verbal and quantitative parts of the GRE General Test of 308, with at least 155 on the quantitative part, is advisable based on past experience with student success in the program.

ITEM #10G

Request from Physics Department to change Subject GRE from "required" to "recommended" in the graduate admission requirements:

The justifications for this request are as follows:

1. Some applicants may simply not apply because of the requirement.
2. More importantly, the GRE subject test is one of a number of factors that are used in weighing whether or not an applicant is suitable for enrollment in the PhD program. Research experience is valued. Letters from instructors are valued. The student's GPA is considered and weighted. The Department felt that a subject requirement would eliminate students who otherwise have the wherewithal to succeed in graduate school but simply may not show up well on the subject exam.

There is no intent to change the requirement for the GRE general test. This change, if approved, will also necessitate a change in the catalog language and also on the admissions page.

ITEM #12

SCHOOL OF ARTS AND HUMANITIES
BYLAWS

1.0   Preamble.

1.1   Purpose. The purpose of the School of Arts and Humanities Bylaws ("Bylaws") is to provide guidance to the faculty regarding their various duties and responsibilities and to provide information to the University Administration on the administration, operation and organization of the School of Arts and Humanities ("A&H") at the University of Texas at Dallas ("UT Dallas").

1.2   Terminology. The following terminology shall be used throughout the Bylaws and is defined as follows:

1.2.1   Faculty. The A&H Faculty shall consist of all persons appointed at least half time for a term of at least nine (9) months during the current academic year to one of the following positions:

1.2.1.1 Full, Associate, or Assistant Professor (tenured/tenure-track)

1.2.1.2 Senior Lecturer I, II, Distinguished Senior Lecturer, and Part-time Senior Lecturer (non-tenure track)

1.2.1.3 Full, Associate, or Assistant Visiting Professor (non-tenure track)

1.2.1.4 Full, Associate, or Assistant Adjunct Professor (non-tenure track)

1.2.1.5 Full, Associate, or Assistant Clinical Professor (non-tenure track)

These terms are defined more fully in The University of Texas System Rules and Regulations of the Board of Regents Rule: 31001 ("Rule 31001").

1.2.1.5.1   Senior Lecturer. Per the UTDallas Faculty Senate General Standards and Procedures: Peer Review of Non-Tenure Track Faculty ("Faculty Senate") at UTDallas, "Senior Lecturer" will be understood to be a non-tenure track person employed on at least a renewable annual contract with a teaching requirement of 24 workload points in organized courses or a non-tenure track person appointed as a Senior Lecturer at least half time or with administrative duties. Senior Lecturers may be hired for up to a three (3) year contract term. This policy does not apply to ordinary "Lecturers," who are hired to teach specific courses on a course-by-course basis.[1]

1.2.1.5.1.1 Senior Lecturer I. Term used for teachers who will augment and complement regular teaching faculty and whose teaching experience and qualifications must meet the SACSCOC requirements for all courses taught. Senior Lecturer I is generally an initial appointment.

1.2.1.5.1.2 Senior Lecturer II. Term used for teachers who will augment and complement regular teaching faculty and whose teaching experience and qualifications meet the SACSCOC

---

1. These definitions reflect established usage at U T Dallas. With respect to the Faculty Senate, Senior Lecturer I at U T Dallas corresponds to "Lecturer" in the Rules. Senior Lecturer I and II are divisions of "Senior Lecturer" in the Rules, and "Lecturer" corresponds to a position that would presumably be subcategory of "Lecturer" in the rules.

requirements for all courses taught. Senior Lecturer II signifies a record of excellence relative to their assignments.

      1.2.1.5.1.3 Distinguished Senior Lecturer. Term used for teachers who will augment and complement the regular teaching faculty and whose teaching experience and qualifications demonstrate extraordinary service and performance. Senior Lecturer III faculty meet the SACSCOC requirements for all courses taught.

      1.2.1.5.1.4 Part-time Senior Lecturer. Term used for teachers with less than a 50% appointment who will augment and complement regular teaching faculty and whose teaching experience and qualifications meet the SACSCOC requirements for all courses taught.

    1.2.1.6   Full, Associate or Assistant Visiting Professor. A non-tenure track temporary appointment of persons either visiting from other institutions where they hold similar ranks or who are brought to A&H on a trial basis. Such appointments are limited to two (2) years.

    1.2.1.7   Full, Associate, or Assistant Adjunct Professor. A non-tenure track appointment used when a qualified person from business, industry, government, private practice, or another institution of higher education may be teaching a course or participating in the teaching of a course in A&H. Appointment shall not exceed the term of one (1) academic year. If A&H deems the position beneficial, the lecturer faculty member may be offered reappointment to a lecturer faculty position in accordance with the Texas Education Code Section 51.943.

    1.2.1.8   Full, Associate, or Assistant Clinical Professor. A non-tenure track position designating full-time or part-time service on the faculty while involved in a professional clinical experience program. Appointment shall not exceed the term of three (3) years and shall terminate upon expiration of the stated period of appointment without notification of nonrenewal. If A&H deems the position beneficial, the clinical faculty member may be offered reappointment in accordance with the Texas Education Code Section 51.943.

1.2.2   Rules of Order. All meetings within A&H shall be conducted according to Robert's Rules of Order.

1.2.3   Voting Faculty. The voting faculty shall consist of all tenured and tenure track faculty, the Dean, and the Associate Deans. Other members of the voting faculty include: faculty appointed half-time or more who hold the rank of Regental Professor, Professor, Associate Professor, Instructor, Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, and Senior Lecturer.

Non-voting faculty include those with the following titles: Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor; Clinical Instructor, and Instructor (less than half-time appointments); Lecturer; Adjunct Professsor, Adjunct Associate Professor, Adjunct Assistant Professor; Professor Emeritus and Associate Professor Emeritus; and Research Scientists and Research Associates holding appointments outside the classified pay plan of the University.

The Dean shall only vote in matters where there is a tie of the voting faculty.

ITEM #12

All non-voting faculty may attend all A&H faculty meetings and participate in discussions, except when the faculty meets in executive session or when matters subject to privacy protection are under consideration.

2.0   FACULTY

2.1   Faculty. The term faculty is fully defined in Section 1.2.1 above.

2.2 Powers and Responsibilities. Consistent with the policies of UT Dallas, the whole voting faculty shall establish:

2.2.1   Procedures for election of faculty representatives to School Committees,

2.2.2   Approval of proposed administrative appointments such as Associate Deans in the School,

2.2.3   Amendments to Governance documents such as the School By-laws,

2.2.4   Educational policy for A&H,including without limitation, approval of academic programs, curricula, and requirements for degrees or certificates offered by the school,

2.2.5   Strategic Plan for A&H

2.2.6   Such other procedures and policies as may be from time to time necessary or desirable for the governance of A&H.

2.2.7 Recognizing the specific research and creative contributions of the tenure-track faculty, the following areas shall be limited to voting by that portion of the voting faculty in tenure-line faculty positions:

   2.2.7.1   Standards and procedures for the appointment, promotion, and tenure of faculty,

2.3   Maintenance of High Academic Standards Required. All faculty assume responsibility for the maintenance of high standards of scholarship and teaching, for the conscientious performance of their assigned duties and for observance of the regulations and policies established by the Regents of the University of Texas System. All faculty share the obligation to treat students and colleagues with courtesy and dignity, while individual members of the tenure track faculty accept additional responsibility for the conduct of the affairs of A&H and UT Dallas by service to UT Dallas, the discipline and profession of which they are members.

2.4 Meetings and Voting

2.4.1 Faculty Meetings. The A&H faculty will generally meet on the second Wednesday afternoon in August, October, November, February, March, and April of each school year. All faculty are invited to attend. In the event student associations are formed to represent undergraduate students and graduate students, each such student association may have one (1) representative attend faculty meetings in conformity with Section 1.2.3 above.

2.4.2 Faculty Tenure Voting Meetings. In conformity with the policies and procedures in the university policy memorandum 75-III 22-3, the Dean convenes an above-rank subunit of the faculty for the purpose of reviewing and voting on a recommendation for tenure and/or promotion of individual members of the regular faculty.

2.4.3 Extraordinary Faculty Meetings. Extraordinary meetings of the faculty may be called by the Dean, acting on his/her own initiative or in response to a request or requests from a regular faculty member or members.

2.4.4 Quorum. A quorum in all the above meetings consists of a simple majority of the eligible voting faculty.

2.4.5 Agenda. A written agenda for each faculty meeting will be sent to all faculty members from the office of the Dean at least one week in advance of each meeting. The agenda includes but is not limited to approval of the minutes of the previous meeting as submitted and/or amended, reports from the Dean and the Associate Deans, and new business.

Items may be submitted for the agenda in writing to the Dean's office ten (10) days prior to any faculty meeting by any faculty member. Items so placed on the agenda would be considered under the category of new business.

2.4.6 Faculty Meeting Chair and Parliamentarian. The Dean will chair faculty meetings unless he/she selects a faculty member to chair a meeting in his/her absence. The voting faculty may elect a Parliamentarian to serve as authority on all matters pertaining to meeting conduct under Robert's Rules of Order at the beginning of each school year. Should any so elected Parliamentarian be absent from a faculty meeting, one of the Associate Deans may serve as Parliamentarian for said faculty meeting.

2.4.7 Faculty Meeting Motions. Motions can be placed before the faculty only by A&H voting faculty. All motions must be seconded by a faculty member, may be discussed by all faculty and any student representatives present, and will be voted upon only by voting faculty. All motions may be proposed for amendment under Robert's Rules of Order during discussion by faculty.

2.4.8 Voting Methods. All motions, either original or as amended, may be voted upon by voice, show of hands, or secret ballot. If no request is made by faculty, voting shall be by voice vote. No proxy votes are permitted.

Discussion of a motion can be ended, if a call to put the previous question is made and seconded and if two-thirds of the voting faculty so decides.

2.4.9 Faculty Meeting Minutes. Minutes will be kept of all faculty meetings and these minutes will record discussion of issues and action taken by the faculty. These minutes will be distributed to the faculty by the Dean's office with the agenda for the next meeting.

Minutes of the previous faculty meeting will be approved as submitted and/or amended at the start of the next regular faculty meeting.

The Dean may appoint a secretary (either from the faculty or from the Dean's staff) to record the minutes of the meetings.

3.0   ADMINISTRATIVE OFFICERS

3.1 Dean

The Dean of the school is appointed by and serves at the pleasure of the president of the university. The Dean is a tenured member of the faculty, with the rank of full professor. The Dean reports directly to the provost of the university.

1   The Dean has final responsibility for administration of the school, including preparation and
2   execution of the budget; approval of all personnel actions; scheduling of courses and assignment
3   of duties to members of the faculty; leadership of the faculty on issues of educational policy and
4   programs; appointment, discipline, and removal of staff and administrators within the school;
5   recommendation to the provost of *ad hoc* committees for review of tenure and promotion cases;
6   annual review of the performance of faculty; and representation of the interests of A&H both within
7   UT Dallas and externally.
8
9   The Dean may delegate responsibilities to other officers of the school. Initial appointment of the
10   three principal officers, the Associate Deans, requires approval by majority vote at a regular
11   meeting of the faculty before it becomes effective. When these positions become vacant, the
12   Dean notifies the faculty of their pendency, and any member may indicate interest in appointment.
13
14   3.2 Associate Dean for Graduate Studies
15
16   The Associate Dean for Graduate Studies is a tenured member of the faculty, who reports directly
17   to the Dean and assumes the following special responsibilities:
18
19   (1) organization of the graduate course schedule each semester, with the assistance of the
20   program coordinators and the administrative committee,
21   (2) preparation of the arts and humanities section of the university's graduate catalog,
22   (3) representation of the interests of the graduate program both within the university and
23   externally,
24   (4) administration of the graduate program, including admission of students as well as
25   general oversight of advising and student progress through their degree plans,
26   (5) the appointment, assignment, and general training of teaching assistants, and
27   (6) leadership in maintaining high academic standards and in developing the intellectual and
28   artistic quality of the graduate program.
29
30   3.3 Associate Dean for Undergraduate Studies
31
32   The Associate Dean for Undergraduate Studies is generally a tenured member of the faculty, who
33   reports directly to the Dean and assumes the following special responsibilities:
34
35   (1) administration of the undergraduate programs, including oversight of both lower- and
36   upper-division advising and instruction as well as student progress through their degree
37   plans, including oversight of evaluation of nontenure-track faculty,
38   (2) preparation of the arts and humanities section of the university's undergraduate catalog,
39   (3) organization of the undergraduate course schedule each semester, with the assistance of
40   the program coordinators and the administrative committee,
41   (4) representation of the interests of the undergraduate programs both within the university
42   and externally, and
43   (5) leadership in maintaining high academic standards and in developing the intellectual and
44   artistic quality of the undergraduate programs.
45
46   3.4   Associate Dean for the Arts
47
48   The Associate Dean for the Arts is generally a tenured member of the faculty, who reports directly
49   to the Dean and assumes the following special responsibilities:
50
51   (1) administration of the VPA Events Office as well as oversight of staff and student employees
52   attached to the program
53   (2) oversight of VPA spaces and equipment
54   (3) initial planning and the general coordination of the school's VPA events,
55
56   3.5   Other Officers

3.5.1   Program Coordinators

With the advice of the faculty in History and Philosophy, Literature, and Visual and Performing Arts, the Dean shall appoint program coordinators in each field for a three-year, renewable term of service. The program coordinators are generally tenured or tenure-track faculty and will hold the appropriate terminal degree. Program coordinators will receive an administrative stipend. Program coordinator responsibilities include organization of the history, philosophy, literature, and visual and performing arts courses including the course schedules each semester; curricular planning, including attendance at meetings of the Curriculum Committee, when one is in operation; and preparation of SACSSOC reports, in collaboration with the Associate Deans, the Dean, and relevant University personnel. The program coordinator's decisions on these matters will be supported by the Associate Deans of Graduate and Undergraduate Studies and the Dean. Program coordinators may not serve on the Executive Committee during their service as coordinators.

3.5.2   Additional Officers

With the advice and consent of the school's Executive Committee, the Dean may appoint additional administrative officers deemed useful to the management of the school.

4.0 STANDING AND SPECIAL COMMITTEES

4.1 Executive Committee

The Executive Committee consists of the Dean, the Associate Deans, six (6) tenured or tenure-track faculty members, two (2) from each of the three (3) general sections of the school (Art & Performance / Aesthetic Studies, Literary Studies, and Historical Studies / History of Ideas).

The faculty representatives are chosen by open nomination and paper ballot (at the first faculty meeting of the year) for two-year nonrenewable terms, with membership staggered so that three sitting members leave the committee and three new members join it each year. A person nominated for the committee must consent to the nomination either orally, if present, or in writing, if not.

The committee is chaired by the Dean and meets at least monthly during the regular academic year. It serves as the principal advisory body for both the faculty and the Dean in their educational mission.

The committee assumes the duties of the school's previous budget and planning, nominating, and development committees. Thus its responsibilities include:

(1) advising the Dean on strategic planning and general budgetary issues for the school,
(2) considering proposals from section meetings regarding curricular matters and, when appropriate, assisting in the preparation of motions on academic policy or curricular matters for full deliberation and vote in faculty meetings,
(3) considering proposals from section meetings regarding personnel and hiring and, when necessary, recommending priorities among such proposals,
(4) proposing the membership of search committees as well as other school committees for which this document does not provide election,
(5) developing public-relations and fundraising programs for the school, in particular identifying appropriate programmatic grant proposals,
(6) identifying and recommending new members of the school's advisory board, and
(7) developing guidelines for the administration of any school-wide research programs or research awards.

ITEM #12

4.2 Administrative Committee

The Administrative Committee consists of the Dean and the three (3) Associate Deans.

The committee is chaired by the Dean and meets regularly at his or her discretion to advise and assist the Dean in both long-range planning and the day-to-day administration of the school's activities. These meetings may include Assistant Deans and other administrative personnel at the discretion of the Associate Deans and Dean.

The committee also assumes the following responsibilities:

(1) review of the scheduling of undergraduate and graduate courses to ensure proper balance in curricular offerings and effective course scheduling,
(2) oversight of the application of the guidelines for all school-wide core courses,
(3) review of and advice concerning the school's sections in the annual university catalog, and
(4) consideration of space, equipment, and facilities in order to establish priorities for the school in each of these areas.

4.3 Faculty Personnel Review Committee

With the advice and consent of the A&H Executive Committee, the Dean appoints six (6) tenured professors, one (1) full and one (1) Associate professor from each of the three (3) sections of the school, to the Faculty Personnel Review Committee. They serve for two-year nonrenewable terms, with membership staggered so that three sitting members leave the committee and three new members join it each year. Members of the executive and administrative committees may not serve simultaneously on this committee.

The Dean chairs the committee, and its tasks are those specified in the university's policy memorandum UTDPP 1064:

Annually the full professors on the FPRC (or if the Dean prefers, a meeting of all the school's full professors) will consider the files of all Associate professors to determine whether or not to recommend the appointment of *ad hoc* committees to review them for promotion to full professorships.

The committee shall not consider the teaching evaluations (organized by the committee on effective teaching) of Non-Tenure Track Faculty ("NTTF"), which review process is addressed in Section 6 below.

The committee proposes the membership for all *ad hoc* committees undertaking reviews for reappointment, tenure, and/or promotion of tenured and tenure-track faculty members, including periodic performance evaluation (PPE") of tenured faculty.

Meeting separately from the Dean, the FPRC reviews all applications for Special Faculty Development Assignments ("SFDA") and then makes its recommendations to the Dean. The criteria for the committee's evaluations and recommendations are in written form and open to the faculty after the decision process is complete.

4.4 Graduate Studies Committee

With the advice and consent of the school's executive committee, the Dean appoints six (6) tenured and tenure-track faculty members, two (2) from each of the three (3) sections of the school, to the graduate studies committee (GSC). They serve for three-year terms, with membership staggered so that the three longest-serving members leave the committee and

three new members join it each year. In addition, there is one elected student representative from the graduate program.

The Associate Dean for Graduate Studies chairs the committee, which is responsible for:

    (1) oversight of all graduate programs for conformity with regulations established by the university and by the school faculty,

    (2) advising the Associate Dean of graduate studies on admission, discipline, and dismissal of graduate students,

    (3) approval of graduate student portfolio, thesis, and dissertation proposals,

    (4) advising the Associate Dean on the appointment, assignment, and training of teaching assistants, and

    (5) recommendations to the faculty for improvements in the structure, operation, courses, and development of the graduate program.

4.5 Committee on Effective Teaching

The committee on effective teaching, mandated by the university policy memorandum UTDPP 1006, consists of five (5) tenured faculty members, one (1) from each of the three (3) sections of the school plus the Associate Deans for graduate and undergraduate studies. With the approval of a majority of the executive committee, the Dean appoints the three (3) faculty members for two-year nonrenewable terms, with membership staggered so that one sitting member leaves the committee and one new member joins it each year. Of these three (3) members, the one serving longest will serve as chair.

The committee is to promote excellence in teaching across the school, and in compliance with the policy memorandum and earlier practice, it:

    (1) gathers comprehensive data on teaching responsibilities and prepares an annual report to the Dean on teaching effectiveness,

    (2) develops and administers a procedure for evaluation of teaching, one using written objective standards that include course evaluations, teaching load contributions, the diversity of courses taught, course development and administration, as well as graduate . supervision and service on honors, portfolio, casebook, and dissertation committees,

    (3) develops mechanisms for faculty members to comment on their evaluations and to provide information they feel is pertinent to the process of teaching evaluation,

    (4) consults with graduate and undergraduate students on teaching and classroom issues, and

    (5) constitutes, along with one representative each from the graduate and undergraduate students, a special committee to consider nominations and make recommendations for the school's teaching awards to the Dean.

4.6   Special Committees. From time to time there may exist a need for Special Committees. The Dean shall appoint faculty to said special committees which may consist of tenured, tenure-track, and non-tenure track faculty depending on the purpose of each of said special committees. When the service of each of said special committees has been completed, said special committee shall be disbanded unless it is determined by a two-thirds vote of the voting faculty at a regular faculty meeting that said special committee should become a regular standing committee. At that faculty meeting, the continued purposes of said committee shall be determined.

5.0 STANDARDS AND PROCEDURES FOR APPOINTMENT OF TENURE TRACK FACULTY

According to UTDPP 1057, these are the procedures all Schools must follow to make these appointments (practice specific to A&H has been included where necessary):

1   (1) Approval of academic positions by the Executive Vice President and Provost (Provost) at
2   the request of the School Dean.

3   (2) Submission of search plan including documentation of compliance with affirmative action
4   procedures to the Provost by the School Dean and formation of search committee, appointed by
5   the Dean with the advice of the Executive Committee, of three (3) to five (5) members, with one
6   (1) of these to be in a program outside of the one in which the hire is proposed. The Chair shall
7   be a tenured faculty member.

8   (3) Approval of the search plan by the Provost.

9   (4) Evaluation of applicants and identification of preferred candidates by the Search
10 Committee.

11 (5) Interviews conducted with preferred candidates.

12 (6) Vote of the faculty of the concerned school or department(s) on the recommendation of the
13 ad hoc committee.

14 (7) The vote should follow the same procedures as for promotion and tenure
15 recommendations, and the voting faculty should include all appropriate rank tenure-track in the
16 school or department(s) in which the appointment will be made.

17 (8) Recommendation for appointment by the Search Committee and summary report of
18 compliance with University affirmative action procedures added to candidate's file and file
19 forwarded to the School Dean.

20 (9) Recommendation by the School Dean added to the candidate's file and file forwarded to the
21 Committee on Qualifications (CQ).

22 (10) CQ forwards file including its recommendation to the Provost.

23 Because of the vicissitudes of the hiring process, alternate candidates may be recommended for
24 appointment through the process outlined above.

25 If the Provost approves the recommended appointment, the candidate's file and request for
26 appointment will be forwarded to the President.

27 All applicant files will originate in the Office of the Provost. Applications sent directly to the Search
28 Committee will be forwarded to the Office of the Provost for initial processing although the Search
29 Committee may retain copies of pertinent information. After initial processing, the Office of the
30 Provost will forward the applicant file to the Search Committee.

31 An applicant file will be created when a letter of interest or a curriculum vita has been received from
32 an applicant. Copies of all correspondence between the Search Committee and the applicant,
33 letters requesting recommendations, and responses must be part of the applicant's file. No one
34 may remove items from the file. Search Committee recommendations regarding the applicant are
35 to be based solely on information in the official file.

36
37 **6.0   STANDARDS AND PROCEDURES FOR INITIAL APPOINTMENT OF NON-TENURE**
38 **TRACK FACULTY**
39
40   6.1   Special Committee. The Dean shall appoint a Special Committee to consider the
41   appointment of any NTTF required for the teaching, administrative, and service needs of A&H.
42
43   6.2   Special Committee Composition. The Special Committee so established shall consist of
44   three (3) faculty members as follows: one (1) tenured/tenure-track faculty members in the track
45   the NTTF member will be serving within; one (1) Associate Dean; and one (1) NTTF member of
46   higher rank, if available, already serving within the track. The search committee will recommend
47   a candidate and an initial hiring rank to the Dean; program faculty will be given the opportunity to
48   comment on this recommendation prior to any formal job offer.
49

6.3   Procedure. The Special Committee shall review all applications according to the needs of A&H and the track.   Upon review completion, the Special Committee shall make its recommendations to the Dean; the Dean will call a vote on these recommendations by the program voting faculty; and the Dean shall make his/her recommendations to the Provost for the hire of NTTF. The Dean and/or the Provost shall be responsible for determining whether the SACSCOC requirements have been met for the proposed teaching assignment(s) of all NTTF.

7.0   STANDARDS AND PROCEDURES FOR PROMOTION OF NON-TENURE TRACK FACULTY

7.1   Promotion Review Request. Non-tenure track faculty ("NTTF") may be reviewed for promotion each time their employment contract term is up for renewal at UTDallas.

7.2   Promotion Review Faculty Committee. A Promotion Review Faculty Committee ("PRFC"), appointed by the Dean for each NTTF member requesting review, will review the credentials of said NTTF member.

   7.2.1 Committee Composition. The special faculty committee will consist of three (3) faculty members. The composition of each committee shall consist of at least one (1) tenured or tenure-track faculty member and at least one (1) higher-ranked NTTF within the area of study being reviewed, where available.

   7.2.2 Committee Selection Process. Each ;NTTF member requesting review will submit five (5) names of possible committee members to the Dean. Within ten (10) days after submission, the Dean will appoint two (2) committee members from the list so submitted in addition to at least one (1) tenured or tenure-track faculty member whose name may or may not be on the list submitted by the NTTF member. Further, at least one (1) committee member must be a NTTF member of higher rank than the NTTF member under promotion review.

7.4   Evaluation Procedure. The evaluation procedure administered by the special faculty committee shall consist of three (3) elements: (a) peer-reviewed research and academic achievement; (b) teaching effectiveness; and (c) university citizenship.   Contracts will specify the duties of NTTF in terms of the proportion of effort expected under each of these categories.

   7.4.1 Peer-Reviewed Research and Academic Achievement. Peer-reviewed research and academic achievement are not required of NTTF as part of their normal assigned responsibilities at UTDallas. However, NTTF have the same standing to seek funding for, and to pursue, independent funded research as other faculty. Even though this element is not required, if present, it may be noted in peer reviews.

   Evidence of research and academic achievements can include publication in peer-reviewed journals; monographs which contribute to advancing knowledge or its utilization in the resolution of societal problems; development of widely adopted clinical or educational techniques or programs which advance the quality of life; presentations at professional gatherings; literary publications, performances, and visual and other artistic contributions in regional and national exhibitions.

   The lack of any peer-reviewed research and academic achievement shall not be considered in preventing any NTTF from receiving promotion as this element is not a required element for promotion of NTTF under the Faculty Senate.

   7.4.2 Teaching Effectiveness. Teaching effectiveness is not to be measured solely in terms of teaching in organized courses. It also includes the ability and willingness to develop new courses and to teach a wide variety of courses. The PRFC should consider the importance of such courses taught to instructional programs and the development of innovative teaching

methods. Teaching also extends to curriculum development and student advisement. To this
end, the PRFC shall review the following in determiningg teacher effectiveness:

    7.4.2.2   Teaching Portfolio consisting of:
- Course syllabi for up to the three (3) most current years
- Examples of teaching materials
- Student evaluations from the three (3) most current years
- Written statements and/or letters by faculty and/or students
- All other materials selected by the NTTF under review

    7.4.2.3   Teaching narrative statement by NTTF member between 1-3 pages in length.

    7.4.2.4   PRFC reports of classroom observation. Specifically, at least two (2) of the three (3) PRFC members will conduct independent classroom observations for the duration of at least thirty (30) minutes and up to one (1) hour in length for each observation. The proposed classroom observation form is attached to these Bylaws as Appendix 1.

    7.4.2.5   Upon completion of the in-class observation, the NTTF member may request and the observer must provide an oral review of fifteen (15) to thirty (30) minutes in length at the mutual convenience of the NTTF member and observer, which shall occur in no event more than five (5) days after the classroom observation.

    7.4.3 University Citizenship. Administrative duties, service on committees, research, professional service, and clinical or outside professional service that enhances instructional skills may be areas considered by the PRFC.

7.5   Written Recommendation by PRFC. The PRFC shall make its written recommendation to the Dean within 45 days of the committee appointment date, but in no event later than March 31 in the year the NTTF member requests promotion review.

7.6   Faculty Vote. After the special faculty committee recommendation report is submitted to the Dean on or before March 31 in any school year, the above-rank voting faculty shall vote on the written recommendation at the April faculty meeting of the same school year.

7.7   Dean's Written Recommendation. The Dean shall make his/her written recommendation report to the Provost of UT Dallas based on the teaching portfolio, written recommendation report of the special faculty committee, and the faculty vote.

8.0   REVISION AND AMENDMENT OF GOVERNANCE PROCEDURES

These Bylaws may be revised or amended via motions placed on the agenda of regular faculty meetings by the procedures outlined above and carried by a simple majority vote of voting faculty members.

Such revisions or amendments shall be approved by the Dean and the academic senate and, if so approved, shall be incorporated into these Bylaws.

Copies of these Bylaws as accepted by the faculty and approved by the Dean and as subsequently revised or amended and approved are made available to the faculty by the Dean's office.

ITEM #12

SCHOOL OF ARTS AND HUMANITIES
BYLAWS

1.0   Preamble.

1.1   Purpose. The purpose of the School of Arts and Humanities Bylaws ("Bylaws") is to provide guidance to the faculty regarding their various duties and responsibilities and to provide information to the University Administration on the administration, operation and organization of the School of Arts and Humanities ("A&H") at the University of Texas at Dallas ("UT Dallas").

1.2   Terminology. The following terminology shall be used throughout the Bylaws and is defined as follows:

1.2.1   Faculty. The A&H Faculty shall consist of all persons appointed at least half time for a term of at least nine (9) months during the current academic year to one of the following positions:

1.2.1.1 Full, Associate, or Assistant Professor (tenured/tenure-track)

1.2.1.2 Senior Lecturer I, II, Distinguished Senior Lecturer, and Part-time Senior Lecturer (non-tenure track)

1.2.1.3 Full, Associate, or Assistant Visiting Professor (non-tenure track)

1.2.1.4 Full, Associate, or Assistant Adjunct Professor (non-tenure track)

1.2.1.5 Full, Associate, or Assistant Clinical Professor (non-tenure track)

These terms are defined more fully in The University of Texas System Rules and Regulations of the Board of Regents Rule: 31001 ("Rule 31001").

1.2.1.5.1   Senior Lecturer. Per the UTDallas Faculty Senate General Standards and Procedures: Peer Review of Non-Tenure Track Faculty ("Faculty Senate") at UTDallas, "Senior Lecturer" will be understood to be a non-tenure track person employed on at least a renewable annual contract with a teaching requirement of 24 workload points in organized courses or a non-tenure track person appointed as a Senior Lecturer at least half time or with administrative duties. Senior Lecturers may be hired for up to a three (3) year contract term. This policy does not apply to ordinary "Lecturers," who are hired to teach specific courses on a course-by-course basis.1

1.2.1.5.1.1 Senior Lecturer I. Term used for teachers who will augment and complement regular teaching faculty and whose teaching experience and qualifications must meet the SACSCOC requirements for all courses taught. Senior Lecturer I is generally an initial appointment.

1.2.1.5.1.2 Senior Lecturer II. Term used for teachers who will augment and complement regular teaching faculty and whose teaching experience and qualifications meet the SACSCOC requirements for all courses taught. Senior Lecturer II signifies a record of excellence relative to their assignments.

---

1. These definitions reflect established usage at U T Dallas. With respect to the Faculty Senate, Senior Lecturer I at U T Dallas corresponds to "Lecturer" in the Rules. Senior Lecturer I and II are divisions of "Senior Lecturer" in the Rules, and "Lecturer" corresponds to a position that would presumably be subcategory of "Lecturer" in the rules.

1.2.1.5.1.3 Distinguished Senior Lecturer. Term used for teachers who will augment and complement the regular teaching faculty and whose teaching experience and qualifications demonstrate extraordinary service and performance. Senior Lecturer III faculty meet the SACSCOC requirements for all courses taught.

1.2.1.5.1.4 Part-time Senior Lecturer. Term used for teachers with less than a 50% appointment who will augment and complement regular teaching faculty and whose teaching experience and qualifications meet the SACSCOC requirements for all courses taught.

1.2.1.6 Full, Associate or Assistant Visiting Professor. A non-tenure track temporary appointment of persons either visiting from other institutions where they hold similar ranks or who are brought to A&H on a trial basis. Such appointments are limited to two (2) years.

1.2.1.7 Full, Associate, or Assistant Adjunct Professor. A non-tenure track appointment used when a qualified person from business, industry, government, private practice, or another institution of higher education may be teaching a course or participating in the teaching of a course in A&H. Appointment shall not exceed the term of one (1) academic year. If A&H deems the position beneficial, the lecturer faculty member may be offered reappointment to a lecturer faculty position in accordance with the Texas Education Code Section 51.943.

1.2.1.8 Full, Associate, or Assistant Clinical Professor. A non-tenure track position designating full-time or part-time service on the faculty while involved in a professional clinical experience program. Appointment shall not exceed the term of three (3) years and shall terminate upon expiration of the stated period of appointment without notification of nonrenewal. If A&H deems the position beneficial, the clinical faculty member may be offered reappointment in accordance with the Texas Education Code Section 51.943.

1.2.2 Rules of Order. All meetings within A&H shall be conducted according to Robert's Rules of Order.

1.2.3 Voting Faculty. The voting faculty shall consist of all tenured and tenure track faculty, the Dean, and the Associate Deans. Other members of the voting faculty include: faculty appointed half-time or more who hold the rank of Regental Professor, Professor, Associate Professor, Instructor, Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, and Senior Lecturer.

Non-voting faculty include those with the following titles: Visiting Professor, Visiting Associate Professor, Visiting Assistant Professor; Clinical Instructor, and Instructor (less than half-time appointments); Lecturer; Adjunct Professsor, Adjunct Associate Professor, Adjunct Assistant Professor; Professor Emeritus and Associate Professor Emeritus; and Research Scientists and Research Associates holding appointments outside the classified pay plan of the University.

The Dean shall only vote in matters where there is a tie of the voting faculty.

All non-voting faculty may attend all A&H faculty meetings and participate in discussions, except when the faculty meets in executive session or when matters subject to privacy protection are under consideration.

ITEM #12

2.0   FACULTY

   2.1   Faculty. The term faculty is fully defined in Section 1.2.1 above.

   2.2 Powers and Responsibilities. Consistent with the policies of UT Dallas, the whole voting faculty shall establish:

   2.2.1   Procedures for election of faculty representatives to School Committees,

   2.2.2   Approval of proposed administrative appointments such as Associate Deans in the School,

   2.2.3   Amendments to Governance documents such as the School By-laws,

   2.2.4 Educational policy for A&H,including without limitation, approval of academic programs, curricula, and requirements for degrees or certificates offered by the school,

   2.2.5 Strategic Plan for A&H

   2.2.6 Such other procedures and policies as may be from time to time necessary or desirable for the governance of A&H.

   2.2.7 Recognizing the specific research and creative contributions of the tenure-track faculty, the following areas shall be limited to voting by that portion of the voting faculty in tenure-line faculty positions:

      2.2.7.1   Standards and procedures for the appointment, promotion, and tenure of faculty,

   2.3   Maintenance of High Academic Standards Required. All faculty assume responsibility for the maintenance of high standards of scholarship and teaching, for the conscientious performance of their assigned duties and for observance of the regulations and policies established by the Regents of the University of Texas System. All faculty share the obligation to treat students and colleagues with courtesy and dignity, while individual members of the tenure track faculty accept additional responsibility for the conduct of the affairs of A&H and UT Dallas by service to UT Dallas, the discipline and profession of which they are members.

   2.4 Meetings and Voting

    2.4.1 Faculty Meetings. The A&H faculty will generally meet on the second Wednesday afternoon in August, October, November, February, March, and April of each school year. All faculty are invited to attend. In the event student associations are formed to represent undergraduate students and graduate students, each such student association may have one (1) representative attend faculty meetings in conformity with Section 1.2.3 above.

    2.4.2 Faculty Tenure Voting Meetings. In conformity with the policies and procedures in the university policy memorandum 75-III 22-3, the Dean convenes an above-rank subunit of the faculty for the purpose of reviewing and voting on a recommendation for tenure and/or promotion of individual members of the regular faculty.

    2.4.3 Extraordinary Faculty Meetings. Extraordinary meetings of the faculty may be called by the Dean, acting on his/her own initiative or in response to a request or requests from a regular faculty member or members.

2.4.4 Quorum. A quorum in all the above meetings consists of a simple majority of the eligible voting faculty.

2.4.5 Agenda. A written agenda for each faculty meeting will be sent to all faculty members from the office of the Dean at least one week in advance of each meeting. The agenda includes but is not limited to approval of the minutes of the previous meeting as submitted and/or amended, reports from the Dean and the Associate Deans, and new business.

Items may be submitted for the agenda in writing to the Dean's office ten (10) days prior to any faculty meeting by any faculty member. Items so placed on the agenda would be considered under the category of new business.

2.4.6 Faculty Meeting Chair and Parliamentarian. The Dean will chair faculty meetings unless he/she selects a faculty member to chair a meeting in his/her absence. The voting faculty may elect a Parliamentarian to serve as authority on all matters pertaining to meeting conduct under Robert's Rules of Order at the beginning of each school year. Should any so elected Parliamentarian be absent from a faculty meeting, one of the Associate Deans may serve as Parliamentarian for said faculty meeting.

2.4.7 Faculty Meeting Motions. Motions can be placed before the faculty only by A&H voting faculty. All motions must be seconded by a faculty member, may be discussed by all faculty and any student representatives present, and will be voted upon only by voting faculty. All motions may be proposed for amendment under Robert's Rules of Order during discussion by faculty.

2.4.8 Voting Methods. All motions, either original or as amended, may be voted upon by voice, show of hands, or secret ballot. If no request is made by faculty, voting shall be by voice vote. No proxy votes are permitted.

Discussion of a motion can be ended, if a call to put the previous question is made and seconded and if two-thirds of the voting faculty so decides.

2.4.9 Faculty Meeting Minutes. Minutes will be kept of all faculty meetings and these minutes will record discussion of issues and action taken by the faculty. These minutes will be distributed to the faculty by the Dean's office with the agenda for the next meeting.

Minutes of the previous faculty meeting will be approved as submitted and/or amended at the start of the next regular faculty meeting.

The Dean may appoint a secretary (either from the faculty or from the Dean's staff) to record the minutes of the meetings.

3.0   ADMINISTRATIVE OFFICERS

3.1 Dean

The Dean of the school is appointed by and serves at the pleasure of the president of the university. The Dean is a tenured member of the faculty, with the rank of full professor. The Dean reports directly to the provost of the university.

The Dean has final responsibility for administration of the school, including preparation and execution of the budget; approval of all personnel actions; scheduling of courses and assignment of duties to members of the faculty; leadership of the faculty on issues of educational policy and programs; appointment, discipline, and removal of staff and administrators within the school; recommendation to the provost of *ad hoc* committees for review of tenure and promotion cases;

annual review of the performance of faculty; and representation of the interests of A&H both within UT Dallas and externally.

The Dean may delegate responsibilities to other officers of the school. Initial appointment of the three principal officers, the Associate Deans, requires approval by majority vote at a regular meeting of the faculty before it becomes effective. When these positions become vacant, the Dean notifies the faculty of their pendency, and any member may indicate interest in appointment.

3.2 Associate Dean for Graduate Studies

The Associate Dean for Graduate Studies is a tenured member of the faculty, who reports directly to the Dean and assumes the following special responsibilities:

(1) organization of the graduate course schedule each semester, with the assistance of the program coordinators and the administrative committee,
(2) preparation of the arts and humanities section of the university's graduate catalog,
(3) representation of the interests of the graduate program both within the university and externally,
(4) administration of the graduate program, including admission of students as well as general oversight of advising and student progress through their degree plans,
(5) the appointment, assignment, and general training of teaching assistants, and
(6) leadership in maintaining high academic standards and in developing the intellectual and artistic quality of the graduate program.

3.3 Associate Dean for Undergraduate Studies

The Associate Dean for Undergraduate Studies is generally a tenured member of the faculty, who reports directly to the Dean and assumes the following special responsibilities:

(1) administration of the undergraduate programs, including oversight of both lower- and upper-division advising and instruction as well as student progress through their degree plans, including oversight of evaluation of nontenure-track faculty,
(2) preparation of the arts and humanities section of the university's undergraduate catalog,
(3) organization of the undergraduate course schedule each semester, with the assistance of the program coordinators and the administrative committee,
(4) representation of the interests of the undergraduate programs both within the university and externally, and
(5) leadership in maintaining high academic standards and in developing the intellectual and artistic quality of the undergraduate programs.

3.4   Associate Dean for the Arts

The Associate Dean for the Arts is generally a tenured member of the faculty, who reports directly to the Dean and assumes the following special responsibilities:

(1) serving as program coordinator for Arts and Performance,
(2) organization of the Art and Performance program and courses, including the Art and Performance undergraduate course schedule each semester,

(1) administration of the VPA Events Office as well as oversight of staff and student employees attached to the program
(2) oversight of VPA spaces and equipment
(3) initial planning and the general coordination of the school's VPA events,
(4) representing the interests of the undergraduate Art and Performance programs both within the university and externally, and
(4) leadership in maintaining high academic standards and in developing the intellectual and

1   ~~artistic quality of the undergraduate programs in the arts.~~
2
3   3.5   Other Officers
4
5   3.5.1   Program Coordinators
6
7   With the advice of the faculty in History and Philosophy, Literature, and Visual and Performing
8   Arts ~~historical studies and literary studies~~, the Dean shall appoint program coordinators in each
9   field for a three-year, renewable term of service. The program coordinators are generally tenured
10   or tenure-track faculty and will hold the appropriate terminal degree. Program coordinators will
11   receive an administrative stipend. Program coordinator responsibilities include organization of
12   the history, philosophy, literature, and visual and performing arts courses including the course
13   schedules each semester; curricular planning, including attendance at meetings of the Curriculum
14   Committee, when one is in operation; and preparation of SACSSOC reports, in collaboration with
15   the Associate Deans, the Dean, and relevant University personnel. The program coordinator's
16   decisions on these matters will be supported by the Associate Deans of Graduate and
17   Undergraduate Studies and the Dean. Program coordinators may not serve on the Executive
18   Committee during their service as coordinators.
19
20   3.5.2   Additional Officers
21
22   With the advice and consent of the school's Executive Committee, the Dean may appoint
23   additional administrative officers deemed useful to the management of the school.
24
25
26   **4.0 STANDING AND SPECIAL COMMITTEES**
27
28   4.1 Executive Committee
29
30   The Executive Committee consists of the Dean, the Associate Deans, six (6) tenured or tenure-
31   track faculty members, two (2) from each of the three (3) general sections of the school (Art &
32   Performance / Aesthetic Studies, Literary Studies, and Historical Studies / History of Ideas).
33
34   The faculty representatives are chosen by open nomination and paper ballot (at the first faculty
35   meeting of the year) for two-year nonrenewable terms, with membership staggered so that
36   three sitting members leave the committee and three new members join it each year. A person
37   nominated for the committee must consent to the nomination either orally, if
38   present, or in writing, if not.
39
40   The committee is chaired by the Dean and meets at least monthly during the regular academic
41   year. It serves as the principal advisory body for both the faculty and the Dean in their educational
42   mission.
43
44   The committee assumes the duties of the school's previous budget and planning, nominating,
45   and development committees. Thus its responsibilities include:
46
47   (1) advising the Dean on strategic planning and general budgetary issues for the school,
48   (2) considering proposals from section meetings regarding curricular matters and, when
49   appropriate, assisting in the preparation of motions on academic policy or curricular
50   matters for full deliberation and vote in faculty meetings,
51   (3) considering proposals from section meetings regarding personnel and hiring and, when
52   necessary, recommending priorities among such proposals,
53   (4) proposing the membership of search committees as well as other school committees
54   for which this document does not provide election,
55   (5) developing public-relations and fundraising programs for the school, in particular
56   identifying appropriate programmatic grant proposals,

(6) identifying and recommending new members of the school's advisory board, and
(7) developing guidelines for the administration of any school-wide research programs or research awards.

4.2 Administrative Committee

The Administrative Committee consists of the Dean and the three (3) Associate Deans.

The committee is chaired by the Dean and meets regularly at his or her discretion to advise and assist the Dean in both long-range planning and the day-to-day administration of the school's activities. These meetings may include Assistant Deans and other administrative personnel at the discretion of the Associate Deans and Dean.

The committee also assumes the following responsibilities:

(1) review of the scheduling of undergraduate and graduate courses to ensure proper balance in curricular offerings and effective course scheduling,
(2) oversight of the application of the guidelines for all school-wide core courses,
(3) review of and advice concerning the school's sections in the annual university catalog, and
(4) consideration of space, equipment, and facilities in order to establish priorities for the school in each of these areas.

4.3 Faculty Personnel Review Committee

With the advice and consent of the A&H Executive Committee, the Dean appoints six (6) tenured professors, one (1) full and one (1) Associate professor from each of the three (3) sections of the school, to the Faculty Personnel Review Committee. They serve for two-year nonrenewable terms, with membership staggered so that three sitting members leave the committee and three new members join it each year. Members of the executive and administrative committees may not serve simultaneously on this committee.

The Dean chairs the committee, and its tasks are those specified in the university's policy memorandum UTDPP 1064:

Annually the full professors on the FPRC (or if the Dean prefers, a meeting of all the school's full professors) will consider the files of all Associate professors to determine whether or not to recommend the appointment of *ad hoc* committees to review them for promotion to full professorships.

The committee shall not consider the teaching evaluations (organized by the committee on effective teaching) of Non-Tenure Track Faculty ("NTTF"), which review process is addressed in Section 6 below.

The committee proposes the membership for all *ad hoc* committees undertaking reviews for reappointment, tenure, and/or promotion of tenured and tenure-track faculty members, including periodic performance evaluation (PPE") of tenured faculty.

Meeting separately from the Dean, the FPRC reviews all applications for Special Faculty Development Assignments ("SFDA") and then makes its recommendations to the Dean. The criteria for the committee's evaluations and recommendations are in written form and open to the faculty after the decision process is complete.

4.4 Graduate Studies Committee

With the advice and consent of the school's executive committee, the Dean appoints six (6) tenured and tenure-track faculty members, two (2) from each of the three (3) sections of the

1   school, to the graduate studies committee (GSC). They serve for three-year terms, with
2   membership staggered so that the three longest-serving members leave the committee and
3   three new members join it each year. In addition, there is one elected student representative
4   from the graduate program.
5
6   The Associate Dean for Graduate Studies chairs the committee, which is responsible for:
7
8   (1) oversight of all graduate programs for conformity with regulations established by the
9   university and by the school faculty,
10   (2) advising the Associate Dean of graduate studies on admission, discipline, and dismissal
11   of graduate students,
12   (3) approval of graduate student portfolio, thesis, and dissertation proposals,
13   (4) advising the Associate Dean on the appointment, assignment, and training of teaching
14   assistants, and
15   (5) recommendations to the faculty for improvements in the structure, operation, courses,
16   and development of the graduate program.
17
18 4.5 Committee on Effective Teaching
19
20   The committee on effective teaching, mandated by the university policy memorandum UTDPP
21   1006, consists of five (5) tenured faculty members, one (1) from each of the three (3) sections of
22   the school plus the Associate Deans for graduate and undergraduate studies. With the approval
23   of a majority of the executive committee, the Dean appoints the three (3) faculty members for
24   two-year nonrenewable terms, with membership staggered so that one sitting member leaves the
25   committee and one new member joins it each year. Of these three (3) members, the one serving
26   longest will serve as chair.
27
28   The committee is to promote excellence in teaching across the school, and in compliance with
29   the policy memorandum and earlier practice, it:
30
31   (1) gathers comprehensive data on teaching responsibilities and prepares an annual report
32   to the Dean on teaching effectiveness,
33   (2) develops and administers a procedure for evaluation of teaching, one using written
34   objective standards that include course evaluations, teaching load contributions, the
35   diversity of courses taught, course development and administration, as well as graduate
36   . supervision and service on honors, portfolio, casebook, and dissertation committees,
37   (3) develops mechanisms for faculty members to comment on their evaluations and to
38   provide information they feel is pertinent to the process of teaching evaluation,
39   (4) consults with graduate and undergraduate students on teaching and classroom issues,
40   and
41   (5) constitutes, along with one representative each from the graduate and undergraduate
42   students, a special committee to consider nominations and make recommendations for the
43   school's teaching awards to the Dean.
44
45   4.6   Special Committees. From time to time there may exist a need for Special Committees.
46   The Dean shall appoint faculty to said special committees which may consist of tenured, tenure-
47   track, and non-tenure track faculty depending on the purpose of each of said special committees.
48   When the service of each of said special committees has been completed, said special committee
49   shall be disbanded unless it is determined by a two-thirds vote of the voting faculty at a regular
50   faculty meeting that said special committee should become a regular standing committee. At that
51   faculty meeting, the continued purposes of said committee shall be determined.
52
53 **5.0 STANDARDS AND PROCEDURES FOR APPOINTMENT OF TENURE TRACK FACULTY**
54
55   According to UTDPP 1057, these are the procedures all Schools must follow to make these
56   appointments (practice specific to A&H has been included where necessary):

(1) Approval of academic positions by the Executive Vice President and Provost (Provost) at the request of the School Dean.

(2) Submission of search plan including documentation of compliance with affirmative action procedures to the Provost by the School Dean and formation of search committee, appointed by the Dean with the advice of the Executive Committee, of three (3) to five (5) members, with one (1) of these to be in a program outside of the one in which the hire is proposed. The Chair shall be a tenured faculty member.

(3) Approval of the search plan by the Provost.

(4) Evaluation of applicants and identification of preferred candidates by the Search Committee.

(5) Interviews conducted with preferred candidates.

(6) Vote of the faculty of the concerned school or department(s) on the recommendation of the ad hoc committee.

(7) The vote should follow the same procedures as for promotion and tenure recommendations, and the voting faculty should include all appropriate rank tenure-track in the school or department(s) in which the appointment will be made.

(8) Recommendation for appointment by the Search Committee and summary report of compliance with University affirmative action procedures added to candidate's file and file forwarded to the School Dean.

(9) Recommendation by the School Dean added to the candidate's file and file forwarded to the Committee on Qualifications (CQ).

(10) CQ forwards file including its recommendation to the Provost.

Because of the vicissitudes of the hiring process, alternate candidates may be recommended for appointment through the process outlined above.

If the Provost approves the recommended appointment, the candidate's file and request for appointment will be forwarded to the President.

All applicant files will originate in the Office of the Provost. Applications sent directly to the Search Committee will be forwarded to the Office of the Provost for initial processing although the Search Committee may retain copies of pertinent information. After initial processing, the Office of the Provost will forward the applicant file to the Search Committee.

An applicant file will be created when a letter of interest or a curriculum vita has been received from an applicant. Copies of all correspondence between the Search Committee and the applicant, letters requesting recommendations, and responses must be part of the applicant's file. No one may remove items from the file. Search Committee recommendations regarding the applicant are to be based solely on information in the official file.

6.0   STANDARDS AND PROCEDURES FOR INITIAL APPOINTMENT OF NON-TENURE TRACK FACULTY

6.1   Special Committee. The Dean shall appoint a Special Committee to consider the appointment of any NTTF required for the teaching, administrative, and service needs of A&H.

6.2   Special Committee Composition. The Special Committee so established shall consist of three (3) faculty members as follows: one (1) tenured/tenure-track faculty members in the track the NTTF member will be serving within; one (1) Associate Dean; and one (1) NTTF member of higher rank, if available, already serving within the track. The search committee will recommend a candidate and an initial hiring rank to the Dean; program faculty will be given the opportunity to comment on this recommendation prior to any formal job offer.

6.3   Procedure. The Special Committee shall review all applications according to the needs of A&H and the track.   Upon review completion, the Special Committee shall make its recommendations to the Dean; the Dean will call a vote on these recommendations by the program voting faculty; and the Dean shall make his/her recommendations to the Provost for the hire of NTTF. The Dean and/or the Provost shall be responsible for determining whether the SACSCOC requirements have been met for the proposed teaching assignment(s) of all NTTF.

7.0   STANDARDS AND PROCEDURES FOR PROMOTION OF NON-TENURE TRACK FACULTY

7.1   Promotion Review Request. Non-tenure track faculty ("NTTF") may be reviewed for promotion each time their employment contract term is up for renewal at UTDallas.

7.2   Promotion Review Faculty Committee. A Promotion Review Faculty Committee ("PRFC"), appointed by the Dean for each NTTF member requesting review, will review the credentials of said NTTF member.

7.2.1 Committee Composition. The special faculty committee will consist of three (3) faculty members. The composition of each committee shall consist of at least one (1) tenured or tenure-track faculty member and at least one (1) higher-ranked NTTF within the area of study being reviewed, where available.

7.2.2 Committee Selection Process. Each ;NTTF member requesting review will submit five (5) names of possible committee members to the Dean. Within ten (10) days after submission, the Dean will appoint two (2) committee members from the list so submitted in addition to at least one (1) tenured or tenure-track faculty member whose name may or may not be on the list submitted by the NTTF member. Further, at least one (1) committee member must be a NTTF member of higher rank than the NTTF member under promotion review.

7.4   Evaluation Procedure. The evaluation procedure administered by the special faculty committee shall consist of three (3) elements: (a) peer-reviewed research and academic achievement; (b) teaching effectiveness; and (c) university citizenship.   Contracts will specify the duties of NTTF in terms of the proportion of effort expected under each of these categories.

7.4.1 Peer-Reviewed Research and Academic Achievement. Peer-reviewed research and academic achievement are not required of NTTF as part of their normal assigned responsibilities at UTDallas. However, NTTF have the same standing to seek funding for, and to pursue, independent funded research as other faculty. Even though this element is not required, if present, it may be noted in peer reviews.

Evidence of research and academic achievements can include publication in peer-reviewed journals; monographs which contribute to advancing knowledge or its utilization in the resolution of societal problems; development of widely adopted clinical or educational techniques or programs which advance the quality of life; presentations at professional gatherings; literary publications, performances, and visual and other artistic contributions in regional and national exhibitions.

The lack of any peer-reviewed research and academic achievement shall not be considered in preventing any NTTF from receiving promotion as this element is not a required element for promotion of NTTF under the Faculty Senate.

7.4.2 Teaching Effectiveness. Teaching effectiveness is not to be measured solely in terms of teaching in organized courses. It also includes the ability and willingness to develop new courses and to teach a wide variety of courses. The PRFC should consider the importance of such courses taught to instructional programs and the development of innovative teaching

1   methods. Teaching also extends to curriculum development and student advisement. To this
2   end, the PRFC shall review the following in determiningg teacher effectiveness:
3
4   7.4.2.2   Teaching Portfolio consisting of:
5   •   Course syllabi for up to the three (3) most current years
6   •   Examples of teaching materials
7   •   Student evaluations from the three (3) most current years
8   •   Written statements and/or letters by faculty and/or students
9   •   All other materials selected by the NTTF under review
10
11   7.4.2.3   Teaching narrative statement by NTTF member between 1-3 pages in length.
12
13   7.4.2.4   PRFC reports of classroom observation. Specifically, at least two (2) of the three
14   (3) PRFC members will conduct independent classroom observations for the
15   duration of at least thirty (30) minutes and up to one (1) hour in length for each
16   observation. The proposed classroom observation form is attached to these Bylaws
17   as Appendix 1.
18
19   7.4.2.5   Upon completion of the in-class observation, the NTTF member may request and
20   the observer must provide an oral review of fifteen (15) to thirty (30) minutes in length
21   at the mutual convenience of the NTTF member and observer, which shall occur in
22   no event more than five (5) days after the classroom observation.
23
24   7.4.3 University Citizenship. Administrative duties, service on committees, research,
25   professional service, and clinical or outside professional service that enhances instructional
26   skills may be areas considered by the PRFC.
27
28   7.5   Written Recommendation by PRFC. The PRFC shall make its written recommendation to the
29   Dean within 45 days of the committee appointment date, but in no event later than March 31
30   in the year the NTTF member requests promotion review.
31
32   7.6   Faculty Vote. After the special faculty committee recommendation report is submitted to the
33   Dean on or before March 31 in any school year, the above-rank voting faculty shall vote on
34   the written recommendation at the April faculty meeting of the same school year.
35
36   7.7   Dean's Written Recommendation. The Dean shall make his/her written recommendation
37   report to the Provost of UT Dallas based on the teaching portfolio, written recommendation
38   report of the special faculty committee, and the faculty vote.
39
40
41   **8.0   REVISION AND AMENDMENT OF GOVERNANCE PROCEDURES**
42
43 These Bylaws may be revised or amended via motions placed on the agenda of regular faculty
44 meetings by the procedures outlined above and carried by a simple majority vote of voting faculty
45 members.
46
47 Such revisions or amendments shall be approved by the Dean and the academic senate and, if so
48 approved, shall be incorporated into these Bylaws.
49
50 Copies of these Bylaws as accepted by the faculty and approved by the Dean and as subsequently
51 revised or amended and approved are made available to the faculty by the Dean's office.

ITEM #13

Endowed Chairs, Professorships, and Fellowships – UTDPPxxxx

Policy Statement

Rule 60202 Endowment Academic Positions of The University of Texas System's Board of Regents, *Rules and Regulations*, and The University of Texas at Dallas' policies, UTDBP3034 University Endowment Policy and UTDBP3004 Gifts and Grants from Private Philanthropic Sources govern the effective management of endowed chairs, professorships, and fellowships.

This policy defines the purpose, establishment, oversight, and administration regarding the appointment based on the faculty's exemplary and/or rising scholarship accomplishment to hold the endowed academic position, the length of the appointment and reappointment if appropriate, the allocation of available resources and how these resources would be used, and the periodic review/evaluation of the individual holding the appointment.

Endowed chairs, professorships, and fellowships enrich the academic environment by building high-quality faculty talent through teaching, mentoring, and research or creative activities, and service to the University. These endowed academic positions are also crucial for recruiting and retaining the highest-quality faculty at the University and in turn, attracting the brightest students.

Definitions

Endowed Academic Positions – Endowment agreements will establish the endowed academic positions and outline conditions or restrictions such as specified positions, length of appointment and/or reappointment if appropriate, selection criteria, and fund distribution.

Endowed Chair/Professorship – A faculty position will be supported by an endowment from which distributions are dedicated to reasonable salary support (as determined by institutional policy), salary supplementation, research support, and/or other professional support of a faculty member, subject to the endowment agreement criteria. The holder will normally be a faculty member who has had a distinguished career, and in general, the holder will have been recognized for their distinguished achievements in teaching; research or creative activities; and service to the University, the profession, and the intellectual field nationally and/or internationally. Endowed chairs, including Distinguished University Chair, Distinguished Chair, and Chair, and endowed professorships would be awarded to tenured faculty at the rank of professor. An associate professor or an untenured faculty member may be appointed as Fellow of a Chair or Professorship. Except in extraordinary circumstances, the holder will be named to an Endowed Chair or Professorship for a specified length of time.

Endowed Fellowship – A faculty position will be supported by an endowment from which distributions are dedicated to reasonable salary support (as determined by institutional policy), salary supplementation, research support, and/or other professional support of a faculty member of any academic rank, subject to the endowment agreement criteria. The holder will

normally be a faculty member who exhibits demonstrated accomplishment or future promise in the intellectual field. The Endowed Fellowship will be awarded for a specified length of time.

Responsibilities

A. President
   1. Requests prior approval of a Request for Budget Change from The University of Texas System (UT System) Board of Regents.
   2. Makes final recommendation regarding an appointment to an endowed position and forwards the recommendation to The UT System.

B. Chief Academic Officer
   1. Recommends to the President appointment of a faculty member to an endowed position based on the recommendation of and the concurrence of the School Dean.
   2. Consults with appropriate School Dean to develop a plan to fill a vacated endowed position.
   3. Reviews and approves Endowment Expenditure Plan submitted by School Deans holding endowed positions.
   4. Receives copies of Endowment Expenditure Plans from all Schools and transmits them to the Vice President for Development and Alumni Relations.

C. School Dean
   1. Recommends candidates for appointment to endowed positions to the Chief Academic Officer.
   2. Reviews evaluations conducted by the Department Head / Program Head of the Annual Performance Appraisal Report submitted by faculty in endowed positions in relation to their six-year plans.
   3. As part of a Comprehensive Review Process that may include review and recommendation by a committee in the School, the Dean reviews and recommends to the Chief Academic Officer the reappointment of an incumbent in an endowed position.
   4. Reviews and approves the Endowment Expenditure Plan for faculty in endowed positions and forwards it to the Chief Academic Officer.

D. Endowed Chair and Endowed Professor
   1. Completes mandatory university endowment compliance training biannually.
   2. Develops a six-year plan with explicit expectations with short-term and long-term goals and submits it for approval to the School Dean (or the next higher level of approval, as appropriate).

3. Submits an annual Endowment Expenditure Plan to the School Dean with a copy to the school fiscal officer (or the next higher level of approval, as appropriate).
4. Submits an Annual Report of activities as part of the Annual Faculty Performance Appraisal process.
5. In the fall of the last year of the appointment, submits a comprehensive report related to the six-year plan to the School Dean (or the next higher level of approval, as appropriate) for review and recommendation concerning reappointment.

E. Endowed Faculty Fellow
1. Completes mandatory university endowment compliance training annually.
2. Develops a one-year plan with explicit expectations regarding what is to be accomplished during that year and submits the plan to the School Dean (or the next higher level of approval, as appropriate).
3. Submits an Annual Report of activities as part of the Annual Faculty Performance Appraisal Process to the School Dean (or the next higher level of approval, as appropriate).
4. In the fall of each year appointed to the fellowship, submits a comprehensive report related to the one-year plan to the School Dean (or the next higher level of approval, as appropriate) for review and recommendation concerning reappointment.

Selection Process

To recruit and retain the highest-quality faculty, appointments are recommended to the President by the Provost after consultation/concurrence of the Dean.

Indicators of excellence should be stated for each type of endowed academic position. Specifically, selection criteria shall recognize a distinguished record of excellence for qualified candidates at the rank of professor who demonstrate accomplishments to be appointed to endowed chairs or professorships. Qualified candidates at any academic rank who indicate future promise in the intellectual field may be appointed to fellowships. The selection criteria shall account for a prospective holder's ability to contribute substantially to the mission and goals of the University, the School, and/or the Department/Program.

The School Dean shall make recommendations of qualified candidates in consultation with the Chief Academic Officer who will review them. Upon agreement and approval, the Chief Academic Officer will forward these recommendations to the President who will make the final recommendation regarding the appointment to an endowed position and forwards the recommendation(s) to The University of Texas System.

Length of Appointment

Unless otherwise stated in the endowment agreement, the initial appointment is for a period of six years. The appointments for Endowed Chair and Endowed Professor positions are

renewable for six years, and Endowed Fellows are renewable annually. The President, in consultation with the Chief Academic Officer, may choose a different initial length of appointment. Renewal is at the discretion of the President, based on a recommendation of the Chief Academic Officer in consultation with the School Dean who reviews the annual evaluation of the faculty member's teaching, research, and service performance, the School's Faculty Peer Review Committee integral to the periodic performance review process, and the overall needs of the University.

Periodic Review

Periodic review procedures for endowed appointments should be in accordance with the University's policies, UTDPP1064 Procedures Governing Periodic Performance Evaluation of Tenured Faculty, UTDPP1089 Annual Review of Faculty, and UTDPP1047 Evaluation of Academic Administrators.

Allocation and Use of Endowment Distributions / Available Resources

Funds distributed from these endowments will be used to advance the goals and objectives of The University of Texas at Dallas. Subject to the conditions or restrictions requirement by the donor(s) and consistent with guidelines approved by The University of Texas System Board of Regents for the endowment of an academic position (as set forth in Regents' Rule 60202).

Annually, the recipient of the endowment, in cooperation with the School's fiscal officer, shall complete the Report of Endowment Fund Use form. The form must be submitted to the School Dean, who then submits copies to the Office of the Provost and to the Office of Development and Alumni Relations. In addition, the recipient of the endowment is expected to write annual letters of appreciation for the funds to the donor or their designee or administrator.

Relevant Policies

UTDBP3034 University Endowment Policy
UTDBP3004 Gifts and Grants from Private Philanthropic Sources
UTDPP1077 General Standards and Procedures Faculty Promotion Reappointment and Tenure
UTDPP1064 Procedures Governing Periodic Performance Evaluation of Tenured Faculty
UTDPP1089 Annual Review of Faculty
UTDPP1047 Evaluation of Academic Administrators

The University of Texas System Regents' Rule 60202

Endowed Chairs, Professorships, and Fellowships – UTDPPxxxx

Policy Statement

Rule 60202 Endowment Academic Positions of The University of Texas System's Board of Regents, *Rules and Regulations*, and The University of Texas at Dallas' policies, UTDBP3034 University Endowment Policy and UTDBP3004 Gifts and Grants from Private Philanthropic Sources govern the effective management of endowed chairs, professorships, and fellowships.

This policy defines the purpose, establishment, oversight, and administration regarding the appointment based on the faculty's exemplary and/or rising scholarship accomplishment to hold the endowed academic position, the length of the appointment and reappointment if appropriate, the allocation of available resources and how these resources would be used, and the periodic review/evaluation of the individual holding the appointment.

Endowed chairs, professorships, and fellowships enrich the academic environment by building high-quality faculty talent through teaching, mentoring, and research or creative activities, and service to the University. These endowed academic positions are also crucial for recruiting and retaining the highest-quality faculty at the University and in turn, attracting the brightest students.

Definitions

Endowed Academic Positions – Endowment agreements will establish the endowed academic positions and outline conditions or restrictions such as specified positions, length of appointment and/or reappointment if appropriate, selection criteria, and fund distribution.

Endowed Chair/Professorship – A faculty position will be supported by an endowment from which distributions are dedicated to reasonable salary support (as determined by institutional policy), salary supplementation, research support, and/or other professional support of a faculty member, subject to the endowment agreement criteria. The holder will normally be a faculty member who has had a distinguished career, and in general, the holder will have been recognized for their distinguished achievements in teaching; research or creative activities; and service to the University, the profession, and the intellectual field nationally and/or internationally. Endowed chairs, including Distinguished University Chair, Distinguished Chair, and Chair, and endowed professorships would be awarded to tenured faculty at the rank of professor. An associate professor or an untenured faculty member may be appointed as Fellow of a Chair or Professorship. Except in extraordinary circumstances, the holder will be named to an Endowed Chair or Professorship for a specified length of time.

Endowed Fellowship – A faculty position will be supported by an endowment from which distributions are dedicated to reasonable salary support (as determined by institutional policy), salary supplementation, research support, and/or other professional support of a faculty member of any academic rank, subject to the endowment agreement criteria. The holder will

normally be a faculty member who exhibits demonstrated accomplishment or future promise in the intellectual field. The Endowed Fellowship will be awarded for a specified length of time.

Responsibilities

A. President
   1. Requests prior approval of a Request for Budget Change from The University of Texas System (UT System) Board of Regents.
   2. Makes final recommendation regarding an appointment to an endowed position and forwards the recommendation to The UT System.

B. Chief Academic Officer
   1. Recommends to the President appointment of a faculty member to an endowed position based on the recommendation of and the concurrence of the School Dean.
   2. Consults with appropriate School Dean to develop a plan to fill a vacated endowed position.
   3. Reviews and approves Endowment Expenditure Plan submitted by School Deans holding endowed positions.
   4. Receives copies of Endowment Expenditure Plans from all Schools and transmits them to the Vice President for Development and Alumni Relations.

C. School Dean
   1. Recommends candidates for appointment to endowed positions to the Chief Academic Officer.
   2. Reviews evaluations conducted by the Department Head / Program Head of the Annual Performance Appraisal Report submitted by faculty in endowed positions in relation to their six-year plans.
   3. As part of a Comprehensive Review Process that may include review and recommendation by a committee in the School, the Dean reviews and recommends to the Chief Academic Officer the reappointment of an incumbent in an endowed position.
   4. Reviews and approves the Endowment Expenditure Plan for faculty in endowed positions and forwards it to the Chief Academic Officer.

D. Endowed Chair and Endowed Professor
   1. Completes mandatory university endowment compliance training biannually.
   2. Develops a six-year plan with explicit expectations with short-term and long-term goals and submits it for approval to the School Dean (or the next higher level of approval, as appropriate).

3. Submits an annual Endowment Expenditure Plan to the School Dean with a copy to the school fiscal officer (or the next higher level of approval, as appropriate).
4. Submits an Annual Report of activities as part of the Annual Faculty Performance Appraisal process.
5. In the fall of the last year of the appointment, submits a comprehensive report related to the six-year plan to the School Dean (or the next higher level of approval, as appropriate) for review and recommendation concerning reappointment.

E. Endowed Faculty Fellow
1. Completes mandatory university endowment compliance training annually.
2. Develops a one-year plan with explicit expectations regarding what is to be accomplished during that year and submits the plan to the School Dean (or the next higher level of approval, as appropriate).
3. Submits an Annual Report of activities as part of the Annual Faculty Performance Appraisal Process to the School Dean (or the next higher level of approval, as appropriate).
4. In the fall of each year appointed to the fellowship, submits a comprehensive report related to the one-year plan to the School Dean (or the next higher level of approval, as appropriate) for review and recommendation concerning reappointment.

Selection Process

To recruit and retain the highest-quality faculty, appointments are recommended to the President by the Provost after consultation/concurrence of the Dean.

Indicators of excellence should be stated for each type of endowed academic position. Specifically, selection criteria shall recognize a distinguished record of excellence for qualified candidates at the rank of professor who demonstrate accomplishments to be appointed to endowed chairs or professorships. Qualified candidates at any academic rank who indicate future promise in the intellectual field may be appointed to fellowships. The selection criteria shall account for a prospective holder's ability to contribute substantially to the mission and goals of the University, the School, and/or the Department/Program.

The School Dean shall make recommendations of qualified candidates in consultation with the Chief Academic Officer who will review them. Upon agreement and approval, the Chief Academic Officer will forward these recommendations to the President who will make the final recommendation regarding the appointment to an endowed position and forwards the recommendation(s) to The University of Texas System.

Length of Appointment

Unless otherwise stated in the endowment agreement, the initial appointment is for a period of six years. The appointments for Endowed Chair and Endowed Professor positions are

renewable for six years, and Endowed Fellows are renewable annually. The President, in consultation with the Chief Academic Officer, may choose a different initial length of appointment. Renewal is at the discretion of the President, based on a recommendation of the Chief Academic Officer in consultation with the School Dean who reviews the annual evaluation of the faculty member's teaching, research, and service performance, the School's Faculty Peer Review Committee integral to the periodic performance review process, and the overall needs of the University.

Periodic Review

Periodic review procedures for endowed appointments should be in accordance with the University's policies, UTDPP1064 Procedures Governing Periodic Performance Evaluation of Tenured Faculty, UTDPP1089 Annual Review of Faculty, and UTDPP1047 Evaluation of Academic Administrators.

Allocation and Use of Endowment Distributions / Available Resources

Funds distributed from these endowments will be used to advance the goals and objectives of The University of Texas at Dallas. Subject to the conditions or restrictions requirement by the donor(s) and consistent with guidelines approved by The University of Texas System Board of Regents for the endowment of an academic position (as set forth in Regents' Rule 60202).

Annually, the recipient of the endowment, in cooperation with the School's fiscal officer, shall complete the Report of Endowment Fund Use form. The form must be submitted to the School Dean, who then submits copies to the Office of the Provost and to the Office of Development and Alumni Relations. In addition, the recipient of the endowment is expected to write annual letters of appreciation for the funds to the donor or their designee or administrator.

Relevant Policies

UTDBP3034 University Endowment Policy

UTDBP3004 Gifts and Grants from Private Philanthropic Sources

UTDPP1077 General Standards and Procedures Faculty Promotion Reappointment and Tenure

UTDPP1064 Procedures Governing Periodic Performance Evaluation of Tenured Faculty

UTDPP1089 Annual Review of Faculty

UTDPP1047 Evaluation of Academic Administrators

The University of Texas System Regents' Rule 60202

The 2018 Task Force recommended that stakeholders who review student ratings should be warned to interpret these data with caution. Furthermore, faculty should be allowed to respond to the ratings with their own reflections on the validity and meaning of the student input.

How should we phrase the black box warning and how should we invite faculty to share their thoughts on their student ratings?

Black Box Warning
Teaching effectiveness can only be understood in its context, which means that objective interpretations are impossible and comparisons of numerical ratings across instructors, classes, or schools are not valid. Ratings are affected by multiple factors outside of instructor control, are subject to implicit and explicit bias, and may reveal more "customer satisfaction" than informed evaluation of teaching performance or quality of student learning. We must view student ratings of how they experienced learning in a particular class in the context of all available information about that course and instructor. Users of the data provided here are encouraged to consider multiple indicators of teaching contributions and effectiveness. Student ratings are valuable and irreplaceable contributions to a much larger understanding of the quality of teaching and the learning experience.

Faculty Reflection on Student Ratings and Comments
Faculty are welcome to provide a one-paragraph response (less than the equivalent of one page) below to the quantitative ratings and the narrative comments provided by students. This might include *reflection on what students said*, *clarification of contextual factors*, or *plans to change practices* on the basis of student input. Providing these reflections is optional. What faculty share here will be available to stakeholders who have official access to the UES data. These generally are the Provost, Deans, Associate Deans, and anyone to whom the faculty member has granted access, such as members of teaching award review committees or tenure and promotion committees. The number of characters faculty may write is limited to xxx. Faculty responses must be submitted by [x weeks after results are made available] xxx and cannot be changed after completed by the faculty member.

Save for interpretation guidelines: We also can be careful to interpret the meaning of narrative comments by considering what they indicate about learning, not whether they superficially seem "good" or "bad."

<u>**Please be sure to track changes**</u>

Committee on Effective Teaching - UTDPP1024

Policy Charge

Effective Teaching

Policy Statement

The Committee on Effective Teaching is a Concurrent Committee of the Academic Senate of The University of Texas at Dallas. The Committee oversees and encourages the development of a wide range of tools and facilities to promote excellence in teaching across all disciplines and levels within the University. It will, on a continuing basis, refine the definition and measurement of excellence in teaching, and advise the University and Academic Senate of needs for and availability of new technology and training for teachers.

The competitions for all University level teaching awards will be managed by the Committee. It will forward its recommendations for award winners to the President.

The Committee will contact each individual School Committee on Effective Teaching, or its equivalent, and offer to support the work of the School committees. The Committee will create and refine procedures for the training of and monitoring of the teaching effectiveness of graduate teaching assistants, including periodically examining the value and processes of the Graduate Teaching Certificate and Advanced Graduate Teaching Certificate programs (and their postdoctoral equivalents).

The Committee will receive complaints about and requests for improvements in the teaching environments on campus and pass on recommendations for improvements to the University administration.

The Committee will encourage and review the funding of projects in the use of new technology and new teaching methods, both on campus and by transmission to remote sites. It will also advise the University administration and Academic Senate on ways to ease the transition to "the high-tech classroom."

As part of the general requirement to improve awareness of new ideas and new technologies, the Committee will advise the Center for Teaching and Learning in inviting renowned speakers to give seminars on campus.

Formatted: Font: 12 pt

Deleted: receive annual reports from

Deleted: will

Deleted: facilitate and evaluate

Commented [KH1]: Should the charge relating to Individual School Committees be changed?

Deleted: The Committee will forward the individual School reports and its summary evaluation report annually to the Chief Academic Officer.

Deleted: ¶

Deleted:

Deleted: occasionally

Deleted: e

By November 1, the Chair of the Committee will provide the Speaker of the Faculty with a copy of the agenda established by the Committee for its work during the academic year.

Annually, but no later than May 31, the Chair of the Committee will provide the Speaker of the Faculty with a written report for the Academic Senate of the Committee's activities for the prior academic year.

The Committee is composed of voting members that include one faculty member from each school appointed from the membership of the General Faculty (as defined in **UTDPP1088**), one undergraduate student appointed by Student Government, one graduate student appointed by the Graduate Student Association. In addition, technical experts from Educational Technology Services and the Provost's Technology Group will be appointed by their Directors, respectively. The Graduate Dean, the Dean of Undergraduate Education and such Associate Deans for Undergraduate Education of the schools who have not been appointed as voting members serve as non-voting members, ex officio. The Provost or Provost's designee serves as the Responsible University Official.

Unless specified otherwise in this charge, Committee members are appointed to two-year terms, and the Chair and Vice Chair are appointed annually. The terms for appointed members shall be staggered so that no more than one-half of the terms expire in any one year. Members may be reappointed by the President for additional terms upon nomination of the Academic Council. If for any reason a Committee member resigns, the President, upon nomination of the Academic Council, shall appoint another individual to serve the remainder of the unexpired term.

Policy History
- Issued: 1994-05-01
- Revised: 1998-09-01
- Editorial Amendments: 2000-09-01
- Revised: 2000-12-15
- Editorial Amendments: 2002-11-22
- Editorial Amendments: 2006-06-29
- Revised: 2008-11-03
- Editorial Amendments: 2015-05-28
- Editorial Amendments: 2016-01-07

Policy Links
- Permalink for this policy: **https://policy.utdallas.edu/utdpp1024**
- Link to PDF version: **https://policy.utdallas.edu/utdpp1024/makepdf**

Deleted: August

Deleted: two

Deleted: s

Deleted: , and one technical expert or librarian.

Deleted:

ITEM #14

- Link to printable version: **https://policy.utdallas.edu/utdpp1024/makeprint**

Committee on Effective Teaching - UTDPP1024

Policy Charge

Effective Teaching

Policy Statement

The Committee on Effective Teaching is a Concurrent Committee of the Academic Senate of The University of Texas at Dallas. The Committee oversees and encourages the development of a wide range of tools and facilities to promote excellence in teaching across all disciplines and levels within the University. It will, on a continuing basis, refine the definition and measurement of excellence in teaching, and advise the University and Academic Senate of needs for and availability of new technology and training for teachers.

The competitions for all University level teaching awards will be managed by the Committee. It will forward its recommendations for award winners to the President.

The Committee will contact each individual School Committee on Effective Teaching, or its equivalent, and offer to support the work of the School committees. The Committee will create and refine procedures for the training of and monitoring of the teaching effectiveness of graduate teaching assistants, including periodically examining the value and processes of the Graduate Teaching Certificate and Advanced Graduate Teaching Certificate programs (and their postdoctoral equivalents).

The Committee will receive complaints about and requests for improvements in the teaching environments on campus and pass on recommendations for improvements to the University administration.

The Committee will encourage and review the funding of projects in the use of new technology and new teaching methods, both on campus and by transmission to remote sites. It will also advise the University administration and Academic Senate on ways to ease the transition to "the high-tech classroom."

As part of the general requirement to improve awareness of new ideas and new technologies, the Committee will advise the Center for Teaching and Learning in inviting renowned speakers to give seminars on campus.

ITEM #14

By November 1, the Chair of the Committee will provide the Speaker of the Faculty with a copy of the agenda established by the Committee for its work during the academic year.

Annually, but no later than May 31, the Chair of the Committee will provide the Speaker of the Faculty with a written report for the Academic Senate of the Committee's activities for the prior academic year.

The Committee is composed of voting members that include one faculty member from each school appointed from the membership of the General Faculty (as defined in **UTDPP1088**), one undergraduate student appointed by Student Government, one graduate student appointed by the Graduate Student Association. In addition, technical experts from Educational Technology Services and the Provost's Technology Group will be appointed by their Directors, respectively.   The Graduate Dean, the Dean of Undergraduate Education and such Associate Deans for Undergraduate Education of the schools who have not been appointed as voting members serve as non-voting members, ex officio. The Provost or Provost's designee serves as the Responsible University Official.

Unless specified otherwise in this charge, Committee members are appointed to two-year terms, and the Chair and Vice Chair are appointed annually. The terms for appointed members shall be staggered so that no more than one-half of the terms expire in any one year. Members may be reappointed by the President for additional terms upon nomination of the Academic Council. If for any reason a Committee member resigns, the President, upon nomination of the Academic Council, shall appoint another individual to serve the remainder of the unexpired term.
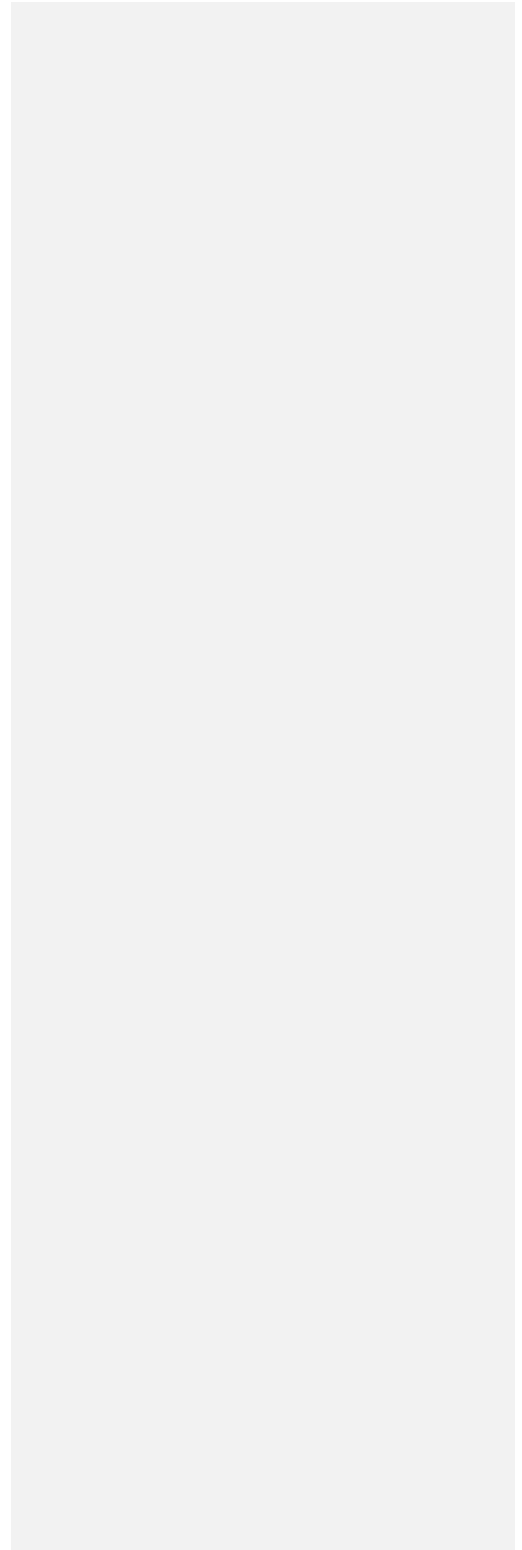
Policy History
- Issued: 1994-05-01
- Revised: 1998-09-01
- Editorial Amendments: 2000-09-01
- Revised: 2000-12-15
- Editorial Amendments: 2002-11-22
- Editorial Amendments: 2006-06-29
- Revised: 2008-11-03
- Editorial Amendments: 2015-05-28
- Editorial Amendments: 2016-01-07

Policy Links
- Permalink for this policy: **https://policy.utdallas.edu/utdpp1024**
- Link to PDF version: **https://policy.utdallas.edu/utdpp1024/makepdf**

ITEM #14

- Link to printable version: **https://policy.utdallas.edu/utdpp1024/makeprint**

ITEM #15

Request: Academic Senate to endorse the creation of a Senate 3+3+3 committee to review the Academic Senate's policy, UTDPP1047 Evaluation of Academic Administrators, primarily paying particular attention to

- reviewing and perhaps revising the survey questions, which have not been significantly reviewed and updated since 2007.
    - Some considerations for the survey questions include making them more relevant to the roles; having shorter, more-direct wording; and considerations of question format (Likert scale, splitting comment boxes into strengths/weaknesses, etc.)

In addition, the ad-hoc committee will review the policy:
- for general updates (example: the policy reference to these questions still uses to a policy numbering scheme—PM 96-III.xx-yy—that has not been in use for more than a decade)

- To ensure that all aspects of it are being followed (example: reporting of information back to the Academic Senate, etc)

- To ensure alignment with external expectations (example: Regents Rule 31101 lists external stakeholders, such as alumni and community leaders, as being included in the process) and best practices (considering policies at other institutions within UT System, Texas, and among our Heptad peers)

Committee members will solicit feedback from school-level and university-level supervisors who have participated in the review process as an evaluator. The Provost's Office can provide relevant information, such as examples of other institutions' policies, to the committee. The Office of Assessment is available to consult on survey design, if needed depending on the background of the committee's expertise.

Associate Provost Mehrdad Nourani can provide information from his experience as the administrator who facilitates the current evaluation process.

The University of Texas at Dallas

Single-Use Plastics Strategy

Policy Proposal

Developed by Paulina Hruskoci, w/ guidance from Post Landfill Action Network (PLAN)

Endorsed by University-Wide Sustainability Committee, Chair: Professor Dorothee Honhon

Executive Summary

The University of Texas system and The University of Texas at Dallas have placed an emphasis on sustainability efforts throughout their history, specifically from a waste reduction perspective. Because single-use plastics bans are becoming widespread across other campuses, such a ban is a logical next step for UT Dallas, a campus that wants to remain a leader in the sustainability field.

To assist in policy drafting and implementation, the Post Landfill Action Network (PLAN) provides a ban framework UT Dallas can follow. The pledge includes 4 items: (1) Establishing a Plastic-Free Task Force, (2) Eliminating all Non-Essential Single Use Plastics, (3) Developing a Procurement Policy for Long-Term Elimination, and (4) Implementing Proper Collection and Management of Non-Disposable Items. The Plastic-Free Task Force will be the first step towards action, and include all important stakeholders to a possible ban. After a commitment is made from leadership, the Task Force can lead on adjustments to the following plan based on contracts, services, and university-specific needs. While immediate elimination is ideal, the committee recognizes that single use plastics will be replaced as suitable alternatives are selected.

The plastics addressed by the Post Landfill Action Network mainly refer to those in dining and auxiliary services; this policy does not address laboratory and medical plastic use in its current phase. Supplemental research pertaining to health and safety, funding, and technologies to aid in single use plastic reduction are provided.

The Sustainability Committee asks that UTD commits to signing PLAN's Break Free from Plastics pledge, sets goal dates for the items on the pledge, and establishes a Plastic-Free Task Force to lead in implementation.

Table of Contents

I. Background

A. History of Sustainability

At the University of Texas at Dallas, sustainability is a huge priority that brings pride and recognition to campus. Drawing upon the expertise of outside professionals through sustainability frameworks allows UTD to lead stakeholders in a way that has been proven effective. Additionally, UT Dallas can receive recognition and a certification from a third-party expert. For example, The Association for Advancement of Sustainability in Higher Education (AASHE) STARS report provides an analysis tool and certification for universities leading in sustainability, with points earned across a variety of sustainability topics. UT Dallas has established its success in numerous aspects of AASHE sustainability; through Bee Campus USA, we have become a leader in pollinator protection. Through Tree Campus Higher Ed, native Blackland Prairie habitats on campus have thrived. Through certifications from LEED, our academic buildings have become examples for sustainable engineering. UTD also won the 2019 AAPA award for sustainability innovation in food waste reduction. One area that we could significantly improve on, however, is plastic and trash waste diversion.

Although we are unable to provide a breakdown of particular types of waste at UT Dallas, we do collect data on the total amount produced on campus. In Academic Year 2019, the campus produced the following:

- Total Trash: 2,403,980.00 lbs
- Total Recycling: 501,728.62 lbs
- Total Plastic Film Recycling: 304.40 lbs

We chose to provide waste data from AY19 because any data after that date was highly impacted by COVID-19 and reduced student populations on campus. Many plastics disposed of on campus cannot be recycled in single stream recycling, such as plastic bags. Eliminating plastic waste on our campus would allow us to reduce total trash and total recycling numbers.

Because the UT System Sustainability Policy features Waste & Recycling Management (Section 11) and Environmentally Preferable Purchasing Practices (Section 12), the shift away from single-use plastics would be a good fit for the university system's goals. Section 12 specifically outlines that each institution should "(a) utilize its purchasing power to advance the development of sustainable technologies" and "(c) encourage environmentally preferable practices when selecting suppliers," making investment in reusable container technology a good next step for UT Dallas as well.

At the university level, the newest edition of the UT Dallas Sustainability Policy (UTDBP3013) also clearly outlines similar priorities, including but not limited to "Procurement" and "Materials and Resource Management."

B. The Harm of Single-Use Plastics

Single-use plastic packaging grew in popularity in the 1960s and has since become a norm for takeout food and other products. Disposable containers have become a part of daily life for their simplicity, but also exemplify a throwaway culture that is unsustainable in the long term. Unfortunately, although 33.6 million tons of this plastic is disposed of each year in the United States, only 6.5% of it is actually recycled (LaMagna 2019).

These tremendous amounts of plastic waste now contaminate oceans, harm native wildlife, and pollute American communities. Plastic waste, unlike other forms of waste, takes hundreds of years to decompose. Until then, it breaks down into microplastics that can be consumed by wildlife and humans, leading to hormonal imbalances, reproductive problems, and even cancer. Concerns about this harmful form of waste are gaining traction nationwide as its impact becomes more well-known.

C. Single-Use Plastics Bans

In response to the incredible waste problems caused by single-use plastics, some areas have begun implementing bans on their usage. These are incredibly effective at decreasing usage of plastics and resulting pollution. California's plastic bag ban reduced plastic bag usage by 85%. New York and Hawaii have passed similar bans that went into effect in 2020. India has even pledged to ban all single-use plastics by 2022.

On the campus level, similar bans have proved to be effective. Washington University in St. Louis made history in 2009 by being the first university to ban single-use plastic water bottles. Since then, the entire California State University and University of California system have pledged to ban all single-use plastics on their campus by 2023. UC Berkeley is leading the way with what is being called the most comprehensive plastic ban nation-wide. As momentum grows nation-wide to reduce plastic usage, action on the campus level is becoming an effective way for universities to brand themselves as sustainable.

D. UTD's Aspirational Peers

In UTD's most recent report from the Association for the Advancement of Sustainability in Higher Education (AASHE), one of our biggest campus weaknesses was found in two categories: Waste Minimization & Diversion (where we scored 3.01/8.00 points) and Food & Beverage Purchasing (where we scored 0.00/6.00 points).
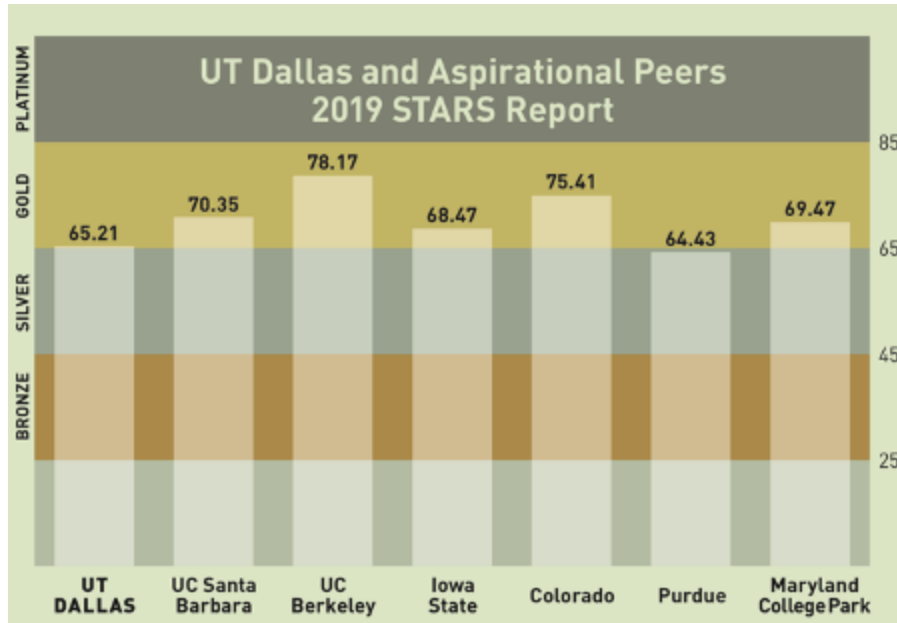
To encourage campuses to meet sustainability goals, AASHE provides each school with "Aspirational Peers"- campuses that we can strive to model future efforts off of. Many of UT Dallas's aspirational peers through AASHE have already taken action to reduce single-use plastics, as seen in the table below.

AASHE Aspirational Peer	Action Against Single-Use Plastics
UC Santa Barbara	Single-Use Plastic Free since 2015
UC Berkeley	Comprehensive Pledge Signed (2020)
Iowa State	Compostable Carryout Containers, Pilot Program for Soda Contracts
Purdue	OZZI Reusable Containers across campus, Plastic Straws Banned (2015)
Colorado College	Currently have Single-Use Compostables, working to reduce Single-Use Plastics
UMD	Single-Use Plastic Free (2020: mostly)

The University of Texas at Dallas could be the **first university in the UT System, and in the state of Texas,** to sign on to the Post Landfill Action Network's Break Free From Plastic Pledge.

E. Support at UT Dallas for a Policy

The university-wide Sustainability Committee officially endorsed this Single Use Plastics Proposal through a unanimous vote on October 25, 2021.

A student petition led by ECO UTD, the largest student organization dedicated to sustainability on campus, has garnered 1,032 verified signatures (as of October 26, 2021). The petition language can be viewed here. A social media account to promote the petition, @UTD_PlasticFree has gained over 500 followers within one month of starting.

Currently, the Sustainability Committee is conductinng outreach to stakeholders on campus for support, including Student Government, Graduate Student Assembly, Academic Senate, and Staff Council.

II. The Post Landfill Action Network (PLAN)

A. What is PLAN?

Similar to frameworks such as Bee Campus USA, Tree Campus USA, and Bike Friendly University, the Post Landfill Action Network (PLAN) provides the "Break Free from Plastics" pledge as an outline for campuses who wish to reduce their plastic waste. By providing clear requirements and resources for universities, PLAN is the most effective example for universities to follow should they want to become more zero-waste. The pledge launched in 2018. UT Dallas could become the first university in Texas to sign, further establishing our reputation as a leader.

B. Advantages of PLAN

Although Single-Use Plastics Bans have been implemented by universities outside of the PLAN framework, such as the UC system-wide ban, following PLAN's guidance has numerous advantages. PLAN's framework provides accountability while still allowing for flexibility with timelines. Additionally, PLAN provides resources to assist in implementation, and continually acts as a guide as the ban begins to go into effect. Through the Post Landfill Action Network, UTD could become a leader for other schools in following a nationally established framework from pollution experts.

C. Summary of Break Free from Plastic Policy Requirements

The Break Free from Plastic Pledge provided by PLAN includes 4 main steps that universities must pledge to follow, providing a timeline of when each item will be met. They also provide small exceptions to certain pledge items to accommodate varying needs of universities. Following are the 4 pledge items outlined, with information on how they could be implemented at UTD.

III. Implementation of the Break Free from Plastics Pledge at UTD

A. Develop a Plastic-Free Task Force

In June 2020, UT Dallas announced the creation of the Living Our Values Task Force to focus on "racism, bias, and inclusion within the campus community." Other Task Forces in the recent past have included the COVID-19 Task Force and the Police Task Force. Throughout UTD history, these task forces have accomplished implementation and university improvement goals.

The PLAN pledge describes a Plastic-Free Task Force as one that could include students, staff, faculty from appropriate departments, and administration. The goals of the committee would be two-fold:

1. To develop an action plan for eliminating single-use plastics, assist the university throughout the waste transition, and communicate with the university-wide Sustainability Committee as need be
2. To set goal dates for the following portions of the Plastic Free pledge

This Plastic-Free Task Force could be comprised of representatives from the following stakeholders, along with others deemed necessary: Facilities Management, Dining Services, Housing, Purchasing/Procurement, Office of Strategic Planning, Wellness Center, Office of AccessAbility, Athletics, Faculty Senate, Sustainability Committee, SG Green Initiative, and ECO UTD.

This Task Force should be created immediately upon signing the pledge.

B. Initial Elimination of all Non-Essential, Non-Compostable, Single-Use Disposable Plastics

Although PLAN provides definitions for products that fall under this step, and suggestions based on other successful implemented policies, the Break Free from Plastic pledge allows for flexibility in this step based on the discretion of the Plastic-Free Task Force. As PLAN defines it,

· Non-essential: "disposable, not absolutely necessary items with readily available alternatives."
· Non-compostable: "products that cannot be accepted by available industrial composting facilities." In order to meet this requirement, compostables must be PFAS-free so they do not harm the surrounding environment. UTD's industrial composter, Organix, should be able to handle this influx should single-use compostables be implemented as part of the plan. That being said, the focus should be on reusable products if possible (see section III, D).
· Single-use disposable: "a product with an intended lifespan of one use." This includes takeout containers from Dining Hall West and much of the packaging provided by food vendors in the Student Union.

At other universities, non-essential plastics eliminated immediately included:

o Utensils, cup lids, bowls, plastic bags (UCLA, 2020)
o Carryout bags, hot and cold beverage cups, straws, utensils (Duke, 2018)
o Plastic straws and carryout bags (CSU, 2019)

The University of California system provided the following to guide them in elimination of specific plastic products. Although not prescriptive in nature, UT Dallas could establish a similar timeline in our pursuit of the elimination of single-use plastics.

Policy Goal	UCLA Plastics Policy	UC Plastics Policy
Eliminate Plastic Bags	1/1/2020	1/1/2021
Replace plastic Foodware Accessory Items	1/1/2020	1/1/2021
Replace plastic Foodware Items at To-go Facilities	1/1/2020	7/1/2022
Eliminate plastic water and beverage bottles from events with fewer than 100 attendees	1/1/2020	1/1/2023
Eliminate plastic water and beverage bottles from events with greater than 100 attendees	1/1/2020	1/1/2023
Eliminate plastic beverage bottles at all Foodservice Facilities	10/1/2021	1/1/2023
Provide reusable Foodware Items in all Dine-in and To-go Facilities	10/1/2021	7/1/2023
Eliminate plastic water and beverage bottles from all Retail Stores and vending machines	9/1/2023	1/1/2023
Replace prepackaged and sealed food with Locally Compostable or Recyclable packaging options	ASAP	ASAP
Transition from bioplastics to marine degradable materials where alternatives exist	ASAP	No policy

UCLA

PLAN views more complex items such as plastic used in labs, medicine, and in food preparation with nuance, entrusting the Task Force to carry forward elimination in the long-term (see section III, C). A list of exceptions is provided due to current lack of large-scale alternatives.

In the time of COVID-19, discretion can be exercised with this step with health and safety as the primary concern (see section IV, A). For example, emphasis on reusable alternatives should be limited to situations where employees do not come in direct contact with someone else's container and containers do not come in contact with food, no matter how clean they appear to be.

In this elimination of non-essential single-use plastics, it should be noted there will be an exception for all auxiliary aids. Auxiliary aids may include plastic straws, plastic bags, or other items as needed from the disabled community on campus.

Following immediate elimination of such plastics, there are two primary options for replacements: single use compostables and reusable products (see section VI, C). PLAN advises that reusable containers should be used whenever possible, but single use compostables can be an alternative for situations such as visitor events (see section III, D).

C. Procurement Policy for Long-Term Elimination

In order for single-use plastics to be eliminated from campus completely , it is necessary to establish a campus-wide procurement policy that all vendors, providers, and departments must abide by. The current UTD Purchasing Policies (UTDBP3057) could be adjusted to include a ban on the purchasing of such items.

This long-term procurement policy can be broken down into two main parts: (1) preventing further purchasing of single-use plastics and (2) investing in reusable or compostable alternatives. Example policies in each category include:

(1)Preventing Further Purchasing of Single-Use Plastics

"Purchase no single-serve bottled water for university consumption by the end of CY #." (American University)

"Campus shall establish purchasing practices that assure, to the maximum extent economically feasible, the purchase of single-use plastics including plastic straws, plastic water bottles, and plastic bags are eliminated." (CSU)

(2) Investing in Reusable or Compostable Alternatives

"Everyone shall practice pollution prevention by using reusable or biodegradable bags, reusable straws, reusable drinking bottles, and reusable or biodegradable containers when purchasing products, food items, and drinks" (Silliman University).

"Purchase products that are durable, long lasting, reusable, or refillable and avoid purchasing one-time use or disposable products" (Stop Waste EPP).

"Compostable food service containers and packages that have recycled and/or sustainably harvested content are preferred whenever possible" (University of California System).

PLAN also provides additional procurement policy examples, with particular advisory for negotiating contracts with necessary vendors (see VI, D).

D. Implementation of Proper Collection and Management of Non-Disposable Products

With the goal of an efficient and sustainable waste disposal and collection system, PLAN also requires that universities commit to proper management of alternatives as part of the pledge. This includes making sure single-use compostables can be properly composted at an industrial composting site, establishing a closed waste loop for reusable products, and investing in continued innovation in the sustainability field.

UTD already meets one of these "proper collection" requirements through our current partnership with Organix, an industrial composter that can accept single-use compostables.

Establishing a consistent reusable container distribution and collection system across campus can prove to be incredibly cost-efficient and participatory. Because of UTD's relationship with Chartwells as our main service provider, a uniform service could be coordinated. Current technologies for such a process can be found through either implementation of OZZI, a closed

zero waste loop system, or [Preserve2Go](#), uniform reusable containers that are often used in the field (see section VI, C).

Lastly, UTD can commit to continued investment in sustainability innovation by continuing to support research and sustainability efforts at the university. This could come in the form of expanded degree plans for sustainability, encouraging research in the plastic field, and establishing a campus Green Fund to fund student sustainability projects.

IV. Policy Analysis

A. Health & Safety

At all times, but especially during a national pandemic, health and safety should be of the utmost concern for all university decisions. Out of an abundance of caution in response to the COVID-19 pandemic, many single-use plastic bans that were once in place have been temporarily put on hold to prevent potential spread on the surface of reusable containers.

However, a study from the American Chemical Society found that the research leading to such decisions was of questionable applicability. A research brief from Greenpeace analyzed how pandemic fears were exploited by plastic companies, causing an unnecessary resurgence in the use of such single-use items. A statement released in late June from more than 125 health experts globally also reaffirmed that reusable items can be used safely, as long as they are properly sanitized and workers are protected. Since this research was released, the plastic bag ban has gone back into effect in California, with precautions to limit worker interaction with customer reusables.

To maintain the health and safety of the campus, UTD can commit to eliminating the use of single-use plastics in the long-term, with a safe and gradual adjustment to alternatives. The PLAN Pledge allows for universities to propose dates that they pledge to meet for certain requirements, and these dates can be adjusted to meet the needs of campus.

B. Accessibility

It is essential that the introduction of any plastic reduction policy at UT Dallas include exceptions for auxiliary aids. Student representatives from the Sustainability Committee and Student Government met with the Office of Accessibility to discuss initial recommendations. We propose the following:

1. The Office of Accessibility should be included on the Plastic Free Task Force and in all conversations with stakeholders for the execution of the policy.
2. Plastic alternatives, such as plastic straws and plastic bags, should be offered at all distribution locations, such as dining locations. These should be offered upon request with no stigma attached.

3. In purchasing, the university should work to implement the most accessible alternative for plastic products on campus, such as ensuring paper bags have handles. The Office of Accessibility can work with the Task Force to identify these alternatives.
4. Emphasis should be placed on a cultural change away from non-essential plastic usage, not on individual users. Those who need plastic products for accessibility should not face stigma when utilizing the products on campus.

V. Conclusion

Goal: To summarize key points from the analysis and provide the committee's recommendations and requests for administrative action.

A. Proposal Summary

The University of Texas at Dallas could become the first university in the UT System, and in the state of Texas, to take action on single use plastic usage. By signing the Post Landfill Action Network's Break Free From Plastic Pledge and establishing a Plastic Free Task Force to lead in flexible execution, the university can show key leadership on sustainability. In executing such a plan, health and safety and accessibility concerns should be prioritized.

B. Committee Recommendations

In addition to endorsing the Single Use Plastics Proposal, the Sustainability Committee offers two additional points to the conversation regarding plastics:

1. Recycling cannot manage the large amount of waste produced on campus. Because many plastics cannot be disposed of in single-stream recycling and plastics across the United States are oftentimes not recycled, elimination of plastics is necessary.
2. Whenever possible, reusable products should be prefered to single-use alternatives, such as single-use compostables. Reusable products are the most effective way to reduce our overall waste footprint.

C. Action Requests

Sign on in support of this Break Free from Plastics policy proposal.

VI. Appendix

A. Background Research

The Harm of Single Use Plastics

Marketplace- "Since the 1950s, more than 9.1 billion tons of plastic has been produced. In 2015 alone, production came to roughly 448 million tons."

<u>Nature's Path-</u> "Research shows the effects plastic has on the Earth as well as on humans. It can take up to thousands of years for plastic bags and Styrofoam containers to decompose. In the meantime, it contaminates our soil and water. The toxic chemicals used to manufacture plastic gets transferred to animal tissue, eventually entering the human food chain. Styrofoam products are toxic if ingested and can damage nervous systems, lungs and reproductive organs."

<u>NRDC</u>- "Plastic pollution—whether in our oceans, piling up on our coastlines, or contributing to our climate crisis—impacts vulnerable communities first. Even if plastic doesn't end up in the ocean, recycled plastic is often exported from high-income countries to developing countries to process. But the sheer amount of plastic waste inundated communities until they are drowning under thousands of tons of plastic trash. This is the case particularly in Southeast Asia, which has begun to import much of the plastic that <u>used to go to China</u> for recycling. Not only does the waste destroy the land itself, but when plastic is incinerated (as is the case for unrecyclable plastic at some illegal facilities) its toxic fumes quickly become a health hazard for residents, leading to everything from <u>skin rashes to cancer</u>. Such is the case with many environmental crises: the worst effects are pushed onto overburdened communities with the fewest resources to fight back."

<u>Single Use Plastics and Waste Reduction on Campuses</u>

- · University of California Berkeley <u>pledged</u> to eliminate all Single-Use Plastics by 2030
- · Stanford has a <u>pledged goal</u> of Zero Waste by 2030
- · SUNY ESF was the <u>first college in New York</u>to sign the PLAN pledge in March 2020
- · Medical U South Carolina eliminated single-use plastic in <u>March 2020</u>
- · UCLA pledged to <u>phase out</u> single-use plastics, starting in July 2020
- · RIT <u>eliminated</u> plastic bags and straws in January 2020
- · William & Mary's 5-year plan reached the <u>next phase</u> in 2019: eliminating single-use plastics in dining areas
- · The University of Tennessee Knoxville <u>committed</u> to cut waste in half by 2030 through reusable and recycling programs
- · Vanderbilt <u>pledged</u> to a Zero Waste by 2030 goal in January 2020
- · The University of Washington started a <u>pilot program</u> of OZZI in November 2019

B. Case Studies

Provided below are major takeaways from plastic waste reduction case studies.

<u>Stanford University</u> implemented some institutional changes to start off their plastic reduction work that proved to be beneficial for them moving forward. This included hiring a Zero Waste Manager, completing a Waste Audit for the entire university, and utilizing Pilot Programs to analyze the success of alternative options to plastic.

Bishop O'Dowd High School saved over $8000 after switching to reusables in their cafeteria on campus. They observed that a huge impact could be made from even just an initial switch of one to two big ticket items, such as single use plastic bags or water bottles. Although the replacement level of the reusable items was relatively high from student misplacement, the institution still saved money in the end.

The University of San Francisco also found huge savings after implementing a pilot program in only one location ($150,000 in product purchasing with no additional labor cost). They concluded that they would like to look into a deposit-based reusable to-go container program, similar to OZZI, in the future.

The University of California Los Angeles approached plastic waste reduction from a comprehensive standpoint at the beginning of their implementation. Their sustainable procurement guidelines set standard for all future product purchases, including furniture, cleaning supplies, office supplies, and food service items. They also set a sustainable practices goal, with included a 20% improvement goal for food waste. Rather than jumping into plastic technologies, their comprehensive guide of campus sustainability procedures set up a more sustainable long-term waste reduction strategy.

The City of Kirkland policy proposal referenced ordinance examples from over eight cities, described a phase-in waste hierarchy enforcement policy, and similar to our proposal, proposed several comprehensive policy options. This is a good example to look to for policy implementation ideas.

Seattle University banned single use plastic water bottles completely from campus and made reusable water bottle fillers more accessible. In order for this to happen, they had to renegotiate their contract with Pepsi with two years left to go on the contract to remove bottled water. This led to reusable water bottle sales in the bookstore to skyrocket, leading to increased revenue.

The University of Washington Ban the Bottle case study found that the up-front costs of immediately shifting from single use plastic water bottles to completely reusable ones outweighed the environmental benefits. Because the infrastructure was not in place to support increased water usage, refillable water fountains, and maintenance, the lost revenue could not be justified.

The California State University system set up a comprehensive timeline for the elimination of their plastic products. Plastic straws and carryout bags were immediately eliminated in 2019, Styrofoam was set to be phased out by 2021, and plastic water bottle sales will be discontinued by 2023.

C. Technologies to Aid Single-Use Plastic Reduction

ITEM #16

<u>OZZI</u>

OZZI is a campus-wide system that provides students and those on campus with access to reusable containers, creating a closed zero-waste loop. Through the installation of collection and distribution machines for containers and a token system that keeps university individuals accountable for the containers they use, OZZI technology makes transitioning away from single-use plastics streamlined and efficient.

OZZI has been well-received by other campus populations at large universities, such as Tulane University, Washington State University, Georgia State University, Marquette University, RIT, Notre Dame, and several other state universities.

Advantages of OZZI	Disadvantages of OZZI
Consistent campus-wide infrastructure	Large up-front installation cost
Accessibility to students & faculty	Cleaning of reusables complications
Accountability for reusable items	Student adjustment
History of success on other campuses	Misplaced/Damaged Item Replacement
Can save money in the long run	
Creates a closed zero-waste loop	

UT Dallas could be uniquely suited for OZZI implementation because of the campus' already centralized food service and waste disposal program. Because of UTD's contract with a sole food service provider, Chartwells, a consistent reusable container infrastructure could be easily consistent across campus. Additionally, dining is rather centralized on UTD's campus, mainly existing at the Student Union and Dining Hall West (DHW); this allows for fewer OZZI collection locations.

UTD could consider implementing a pilot program for OZZI at DHW as a substitute for the currently offered single-use containers. Should the OZZI program be successful on this small scale, it could later be expanded to include the Student Union and other campus locations as well.

OZZI Provides a [System Savings Calculator](#) to assist in cost-benefit analysis of implementing the machines. Numbers can be adjusted based on an individual university. A

sustainability proposal from Virginia Tech found that the implementation of OZZI would lead to savings for the university.

Preserve2Go

Recommended by PLAN, Preserve2Go is a leader in the reusables field providing sustainable solutions for food service providers. Preserve offers two technologies that could be useful for UTD's implementation of the Break Free from Plastics pledge.

> 1. Preserve2Go Reusable To-Go Container: A product made with over 50% recycled plastic that is NSF-certified for commercial use and dishwashers. These containers could be customizable with the UTD logo and can be purchased in bulk for the UTD campus. ($206.40/48 count)
> 2. Single-Use Compostable Cutlery: Although reusables should be used whenever possible, Preserve's compostable cutlery is a more sustainable option for situations where single-use items are necessary. This cutlery is made from plants and commercially compostable. ($414.40/840 units)

Because Preserve2Go can provide both reusable to-go containers and compostable cutlery, it would be beneficial to have only one provider for both products. Preserve is also compatible with OZZI technology and could be combined with this system of accountability for a process personalized for UTD. However, Preserve is an expensive option if the containers need to be replaced often or are damaged. Additionally, some reviews find the container to not be a perfect leakproof option.

A case study at the University of Southern Indiana from the Post Landfill Action Network found a huge return on investment very quickly from investment in Preserve containers. In an initial analysis, the summary found that in the first year, the campus spent $30,000 on the reusable containers, the amount they would have spent for 36 weeks of single-use compostables.

Preserve containers could be a simple swap for the current to-go containers situated in DHW, and eventually for all food vendors in the Student Union through a streamlined distribution process.

D. Additional Resources from PLAN for Implementation

Guide to Setting up To-Go Containers on Your Campus

Examples of Plastic Free Task Forces provided by PLAN:

Penn State University Waste Stream Task Force addresses plastic bag usage.
"The Penn State Waste Stream Task Force was convened by David Gray, Senior Vice President for Finance and Business and University Treasurer, in the spring of 2018. The Task Force is co-sponsored by Charles Whiteman, Dean of the Smeal College of Business, and William Sitzabee, Associate Vice President of the Office of Physical Plant. The Task Force was charged with creating fiscally, environmentally, and

socially responsible goals and principles to guide the University's procurement, operational, and solid waste management decisions while also providing opportunity for academic engagement."

University of California School System develops Waste Task force.
"A Landfill and Solid Waste Diversion Task Force was charged by Executive Vice Chancellor Galloway in September 2011 to identify initiatives to reach the system-wide waste diversion policy goals of 75 percent diversion by 2012 and Zero Waste (100 percent diversion) by 2020. In Fall and Winter 2011-12, the Task Force worked with SAIC Consulting to conduct a campus-wide waste assessment and identify early action items to reduce waste both in the short and long term. In order for UCSC to achieve system wide policy goals, the campus will need to focus on several areas as outlined below."

Community members of Asheville and Buncombe County developed a Plastic Reduction Task Force to address single use plastic.
"Over 75 people signed up for the interest meeting and the room could only accommodate 40 participants. Participants in the first meeting of the Plastics Reduction Task Force on January 23, 2019, divided themselves into the following four committees: Voluntary Bag Ban; Restaurants and Small Businesses; Education and Outreach; Website."

An executive order by the Governor of Rhode Island created a task force.
"In July, Governor Gina M. Raimondo signed an Executive Order aimed to reduce reliance on single-use plastics that often end up in Rhode Island's waters and shoreline. The Tackling Plastics Executive Order targets single-use disposables such as shopping bags, bottles, cups and straws – along with items like six-pack rings and balloons – that become unsightly, dangerous and all-too-familiar litter on land and in coastal waters. "The Executive Order specifically creates a task force that will: Encourage the financial and market factors needed to support reducing and recycling plastics; Develop non-regulatory recognition and incentive programs, potential legislation and/or regulations and other measures to eliminate the sources of plastic pollution; Support and build on the new Zero Plastics Initiative with the Rhode Island Marine Trades Association (RIMTA) and on the state's existing, successful recycling programs; and Educate Rhode Islanders on the importance of and means to reducing and recycling plastics."

Silliman University in the Philippines forms their Waste Management Committee
"After the school year opened, president McCann and Dr. Jorge thought of organizing a Waste Management Committee (WMC) and they made a list of the key people they

would need to invite to their first meeting. They talked to different people one-on-one and eventually brought in the following people: the VP for Finance and Administration (who is in charge of budgeting and spending and in charge of the staff); the VP for Academic Affairs (who oversees the deans and department heads); the Dean of Agriculture (who could help them with composting); the Dean of Student Services; the Pollution Control Officer (who has been trying to get other members of the administration to think about how they can improve their solid waste management and was having some difficulty on his own); the Officer-in-charge of the Student Organizations and Activities Division (who is in charge of a key area in terms of waste generation); the President and the Environment Committee Head of the Student Council; the Head of STEWARDS (a grad student volunteer organization based out of the Institute of Environment and Marine Sciences); Key support units like: Food Services, Student Housing and Residences, Buildings and Grounds (in charge of waste collection, dumping, and managing the MRF), the Office of Information and Publications (which manages the website, newsletters, their big screen in front of the university, as well creates and distributes banners, posters, etc.)"

Examples of Negotiating Contract Clauses around Single Use Plastics

Single-Use, Non-Essential Items
Avoid purchasing and distributing one-time use or disposable products, including single-use plastic utensils; single-use plastic straws and stirrers; single-use plastic food service ware; single-use plastic clamshells and to-go containers; all polystyrene (Styrofoam™ and similar) food service products; single-use plastic-lined cups and bowls; single-use plastic-wrapped condiments, sauces, and seasonings; individually-packaged items with bulk alternatives; individually wrapped fresh baked goods, mints, toothpicks; single-use hot beverage packets unnecessarily packaged in plastic; plastic shopping bags; plastic-wrapped giveaways.
Compostable Products
"Vendors must provide proof of compliance with ASTM standards for compostable, biodegradable, and degradable paper and plastic products upon request. One acceptable proof of compliance for compostable products will be certification by the Biodegradable Products Institute (BPI)." (StopWaste). Based on campus discretion, The University of Texas at Dallas could establish a particular procedure or consequence should a vendor be found non-compliant.

The University of Texas at Dallas

Addressing Single-Use Plastics

Our Goal

- President Benson signs on, making this a goal for the university

- Become Post Landfill Action Network signatory

- Establish Plastic-Free Task Force

- Flexible execution

Sustainability at UT Dallas

- Association for Advancement of Sustainability in Higher Education, Ranking: Gold

- Bee Campus USA, Tree Campus Higher Education, Expansive Composting Programs

- UT System Sustainability Policy:

  - Universities should (a) utilize its purchasing power to advance the development of sustainable technologies and (c) encourage environmentally preferable practices when selecting suppliers

- UT Dallas Sustainability Policy:

  - Procurement

  - Materials & Resource Management

Single-Use Plastics Background

- Single-Use Plastics have become a part of the national conversation

- Plastics cause environmental degradation, and we believe it is essential to address them

  - Only 6.5% of plastics U.S. are actually recycled (LaMagna 2019)

  - Microplastics can be consumed by humans and impact natural environments, causing health concerns

  - Environmental justice issue: proximity to landfills

- Goal: find a more environmentally friendly way

Other Universities

PLAN:

- The University of California System

- The College of the Atlantic

- Eckerd College

- SUNY ESF

- Sterling College

- Durham Technical Community College

Other Action:

- Duke University

- California State University

- Knox College

- Columbia University
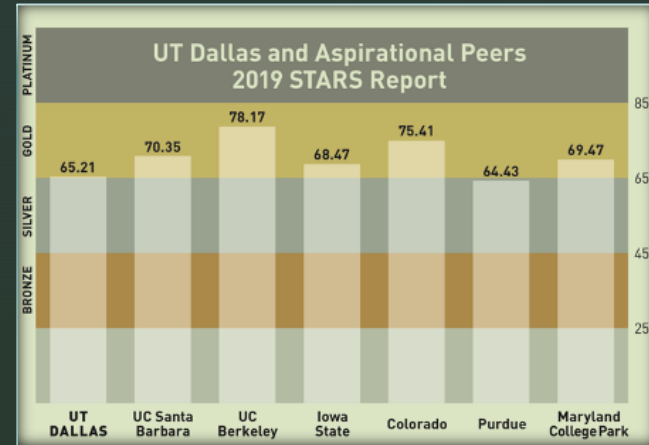
UT Dallas and Aspirational Peers 2019 STARS Report

AASHE Aspirational Peer	Action Against Single-Use Plastics
UC Santa Barbara	Single-Use Plastic Free since 2015
UC Berkeley	Comprehensive Pledge Signed (2020)
Iowa State	Compostable Carryout Containers, Pilot Program for Soda Contracts
Purdue	OZZI Reusable Containers across campus, Plastic Straws Banned (2015)
Colorado College	Single-Use Compostables, working to reduce Single-Use Plastics
UMD	Single-Use Plastic Free (2020: mostly)

Support at UT Dallas For A Policy

- UT Dallas could become first university in UT System & in Texas to sign

- Student petition garnered 1000+ signatures

- Led by Sustainability Committee

- Goal: Build consensus from other leadership groups

  - Student Government

  - Staff Council & Faculty Senate

The Post Landfill Action Network

- Break Free From Plastic Pledge- 2018

- Nationally established framework for campuses who aim to reduce plastic waste

- Accountability & Flexibility

- Resources to assist in implementation

- 4 Pledge Items

Example Timeline

Policy Goal	UCLA Plastics Policy	UC Plastics Policy
Eliminate Plastic Bags	1/1/2020	1/1/2021
Replace plastic Foodware Accessory Items	1/1/2020	1/1/2021
Replace plastic Foodware Items at To-go Facilities	1/1/2020	7/1/2022
Eliminate plastic water and beverage bottles from events with fewer than 100 attendees	1/1/2020	1/1/2023
Eliminate plastic water and beverage bottles from events with greater than 100 attendees	1/1/2020	1/1/2023
Eliminate plastic beverage bottles at all Foodservice Facilities	10/1/2021	1/1/2023
Provide reusable Foodware Items in all Dine-in and To-go Facilities	10/1/2021	7/1/2023
Eliminate plastic water and beverage bottles from all Retail Stores and vending machines	9/1/2023	1/1/2023
Replace prepackaged and sealed food with Locally Compostable or Recyclable packaging options	ASAP	ASAP
Transition from bioplastics to marine degradable materials where alternatives exist	ASAP	No policy

UCLA

Plastic-Free Task Force

- Establish taskforce comprised of stakeholders that understand how policy implementation will impact their department

- Make plastic-free policy workable for everyone on campus

  - Prioritize Accessibility Concerns

  - Prioritize COVID-19 Health & Safety Concerns

  - Ensure policy is cost-efficient

  - Investigate plastic reduction and waste management technologies

Our Ask to You Today

Review the Sustainability Committee Proposal.
Sign on with a Letter of Support.

ITEM #17

2023

Use spinner to change the calendar year

Legend:
- Common Calendar (magenta)
- Start Day (green)
- No Classes (yellow)
- Last Day of Class (cyan)
- Exams (purple)
- Grades are Due (orange)
- Commencement (dark green)
- Study Day (gray)
- ALL classes online (brown)
- Dorm Move (blue)

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

ITEM #19

TO: The Academic Senate
FROM: Joseph Pancrazio
             Chair, University Research Integrity Committee

SUBJECT: Annual Report of University Research Integrity Committee, 2020 –2021

I. Membership

Vice President of Research (Chair, ex-officio), Paul Fishwick (Vice-Chair), Juan Gonzalez (ex-officio), Pamela Gossin, Christa McIntyre, Reza Moheimani, Vijay Mookerjee, Mihaela Stefan, Marianne Stewart, Michael Zhang. Stephen Spiro represents the Executive Vice President and Provost (RUO).

II. Meetings

March 5, 2021

April 23, 2021

March 5, 2021: initial meeting to introduce new members, discuss new visiting scholar policies and procedures, vote on proposed visiting scholar procedure and form

April 23, 2021: special meeting to discuss federal funding reporting regulations and vote on a proposal to meet these federal requirements

III. Actions Taken

The committee's primary action is the review and approval of conflict of interest management plans. These reviews are conducted through panels consisting of two URIC representatives and the appropriate school dean. Eleven management plans were approved in the fiscal year.

The committee also reviewed and approved the Research office's proposals to meet new federal regulations regarding visiting scholars and federal funding reporting. The committee provided invaluable feedback to Research office regarding how to keep the procedures as simple as possible for faculty to complete.

IV. Recommendations for Following Year

The committee will continue to advise the Research office on specific topics and present recommendations for approval. Generally, the Research office will continue to develop educational materials, procedures, and policies that clearly communicate federal, state, and UT system rules and regulations to UTD researchers and ensure the integrity of UTD research efforts.

V. Supporting Documents
1. Except form UTDPP1034 – University Research Integrity Committee (page 2)
2. Visiting Scholar Compliance Proposal (page 3)
3. Proposal for Reporting Research Support and Resources (page 11)

ITEM #19

The Committee on Research Integrity is charged to assure that integrity is maintained in all aspects of research endeavors and to assure that no financial interests of principal investigators and their immediate family members exist that may jeopardize the quality of the research undertaken.

The Committee is charged to perform the following duties:

1. To encourage the creation and maintenance of a research climate that promotes faithful adherence to high ethical standards in the conduct of research without inhibiting the productivity and creativity of scientist or academician;

2. To review and disseminate information to faculty on procedures for addressing misconduct in science and conflict of interest;

3. To develop and maintain an appropriate written and enforced University policy on conflict of interest in accordance with NSF policies, NIH policies, and the Rules and Regulations of the Board of Regents of The University of Texas System; and,

4. To develop and disseminate procedures for implementation, review and resolution of conflicts of interest disclosed by faculty or other members of the academic community who will serve as principal investigators on proposals submitted to the National Science Foundation, National Institutes of Health or other federally funded agencies.

Visiting Scholar Compliance Proposal

University Research Integrity Committee

The University of Texas at Dallas

Overview

- Background
- Risks to UTD from Visiting Scholars
- Existing Research Integrity Controls
- Gaps in Research Integrity Controls
- Proposed New Research Integrity Controls*
- Discussion

Background

- 'Visiting Scholar' is generally understood to mean an individual <u>temporarily</u> observing or participating in academic or research activities
  - May be an employee or guest of UTD
  - May be foreign or domestic person
- Academic practices regarding visiting scholars are under increased scrutiny from federal funding agencies and industry sponsors
- Visiting Scholars are seen as potential 'insider threats' to research data and intellectual property protection programs

Snapshot of UTD Visiting Scholars

- 300 active NetIDs for 'Faculty Guest' or 'Research Guest'
- 90 active J-1 (foreign) scholars
  - 48 receive compensation from UTD
  - 38 reported outside funding in visa application
- 12 active J-1 (foreign) students
  - 5 receive funding from UTD
  - 7 report funding from home country's government
- Variety of titles among foreign scholars (Research Associate, Research Scientist, Visiting Assistant Professor, Faculty Guest, Research Guest)

Risks to UTD from Visiting Scholars

- May lack research ethics training
- Lack of UTD policy training
- May have conflicting obligations
- May have reportable financial interests and relationships
- May require export license
- Cannot access confidential information

- Engage in research misconduct
- Violate UTD policy
- Interfere with UTD institutional or contractual obligations
- Fail to disclose COIC
- Receive unlicensed technology export
- Unauthorized access to confidential information

Existing Research Integrity Controls

- *Ad hoc* compliance with contractual and regulatory obligations
- *Ad hoc* execution of Visiting Scientist Agreements
- *Ad hoc* collection of COIC disclosures from compensated VS

Relevant non-research controls:

- Multiple points of entry into UTD (ISSO, HR, academic schools)
- Visa authorization process for foreign scholars

Gaps in Research Integrity Controls

- University-wide policy identifying key components of compliance program

- Procedure for performing compliance evaluation of visiting scholar affiliation and research plan at UTD

- Standards for granting UTD titles/appointments

Proposed Research Integrity Controls*

- Publish *Procedure for Inviting and Hosting Visiting Scholars*

- Require Research Integrity evaluation for Visiting Scholars involved in academic and research affairs

- Require UTD business offices onboarding visiting scholars to collect information necessary for Research Integrity evaluation using Visiting Scholar Request Form (or integrated version thereof)

- Take necessary actions to bring existing Visiting Scholars into compliance with the *Procedure*

Proposal for Reporting Research Support and Resources

University Research Integrity Committee

The University of Texas at Dallas

April 2021

Overview

- Background/Problem
- Examples of New Agency Rules
- Risks to UTD
- Existing Research Integrity Controls
- Gaps in Research Integrity Controls
- Proposed Controls*
- Discussion

Background/Problem

- Fundamental research by definition is unrestricted

- Agencies are revising reporting rules piecemeal and without significant interagency coordination

- Researchers could not prepare a single support report for all agencies

- Reporting requirements are very broad and increasingly intrusive

- Expanded reporting requirements are intended to identify relationships that may conflict with the funding obligations

Snapshot of New Agency Requirements (DOE)

WARNING: These instructions have been significantly revised to require disclosure of a variety of potential conflicts of interest or commitment, including participation in foreign government-sponsored talent recruitment programs.

The PI and each senior/key person at the prime applicant and any proposed subaward must provide a list of all sponsored activities, awards, and appointments, whether paid or unpaid; provided as a gift with terms or conditions or provided as a gift without terms or conditions; full-time, part-time, or voluntary; faculty, visiting, adjunct, or honorary; cash or in-kind; foreign or domestic; governmental or private-sector; directly supporting the individual's research or indirectly supporting the individual by supporting students, research staff, space, equipment, or other research expenses. All foreign government- sponsored talent recruitment programs must be identified in current and pending support.

The current and pending support must be attached to the "Attach Current and Pending Support" field in each profile.

Snapshot of New Agency Requirements (NIH)

4. How should researchers list materials (e.g., data, samples, etc.) received from external collaborators on Other Support?
NEW

Information on materials received from collaborators must be included in the in-kind contribution section of Other Support, including the source, a summary of the in-kind contribution, and the estimated value. Only resources uniquely available to the researcher must be reported.

1. What types of foreign contracts are applicants and recipients required to submit with Other Support? NEW   [Expand/Collapse Questions]

NIH requires researchers to provide foreign contracts, grants or any other agreements specific to senior/key-personnel foreign appointments, affiliations, and/or employment with a foreign institution. Copies must be provided as part of the PDF following the Other Support format page.

19. If a PD/PI or other senior/key Personnel has an exchange student or post-doc working on research activities in their lab who is paid a salary by their home university in a foreign country, does that need to be included in Other Support? NEW

Yes, since the student or post-doc is performing research activities, the student's work in the lab is a resource available in support of the PD/PI or other senior/key Personnel's research endeavors. It must be reported as an in-kind contribution on Other Support.

20. If a PD/PI or other senior/key personnel is mentoring post-doc or graduate students who are individually funded through an outside institution) e.g. foundation or home university), does that need to be disclosed as an in-kind resource in Other Support? NEW

If the post-doc or graduate student is performing research activities in support of the PD/PI or other senior/key personnel's research endeavors, then their support must be reported as an in-kind resource. If the relationship is solely a mentor/mentee arrangement, with no research activities, then it is not a resource, and does not need to be reported.

15

Risks to UTD

- Uneducated researchers
- Researchers working with non-FDP entities
- Researchers working with untrustworthy entities
- Conflicted researchers

- Nondisclosure of UTD resources
- Nondisclosure of external resources
- Unapproved Foreign Components
- Relationships that creates Substantial Conflict

Existing Research Integrity Controls

- Investigator education and guidance
- Proposal submission procedure
- Conflict of Interest and Commitment compliance process
- NSF and NASA postaward monitoring procedure

Compliance tools:
- Internal platforms and database (Box, PeopleSoft, SciQuest, OAR)
- Scopus (publications)
- Dimensions (publications, patents, grants)
- Open source information collection (public records)
- Foreign background checks

Gaps in Research Integrity Controls

- No 'master file' of a researcher's support and resources

- Researchers may not be required to share progress reports with Research office

- Researchers may not certify completeness and accuracy of support information on proposal application

- Lack of institutional 'rules of engagement' for outside collaborations

- Lack of oversight on employee personal contracts

Proposed Research Integrity Controls*

- When submitting annual Conflict of Interest Disclosure, federally funded investigators must:
    - Attach CV and <u>complete</u> support document
    - Report research grants funded at other institutions
    - Report funding for graduate students, postdoc, visitors
- Investigators must submit copies of agency progress reports for federally funded projects to OSP
- High-risk investigators must submit progress reports <u>prior</u> to agency submission:
    - Conflicted Investigators
    - Investigators with Foreign Collaborators and Foreign Funding
- Investigators are required to certify support information in <u>NIH</u> funding applications
- Investigators are required to provide copies of foreign contracts to comply with Research Conflict of Interest Policy

Potential Long-Term Goals

- Use OAR to <u>generate</u> baseline support document for each researcher
- Create online decision-tree to guide investigators in disclosing support based on type of support and funding agency
- Add investigator certification for proposal support information in OAR
- Institutional policy on academic collaborations

Report of Activities for the 2020-2021
Committee on Research Involving Human Subjects (Institutional Review Board)

*Chair: Andrea Warner-Czyz*
Director: Amanda Boone

The 2020-2021 Committee on Research Involving Human Subjects (Institutional Review Board, IRB) at The University of Texas at Dallas (UTD) included faculty from diverse academic disciplines, personnel from the Office of Research, a member from the local community, an individual with primary concern for the welfare of vulnerable populations, a member with primary expertise in a non-scientific area, and a student member.

The IRB has had a productive year, reflected in the number of research protocols reviewed, committee protocols revised, and pandemic-related policies set (and re-set).

Review of research protocols

Over the past academic year, UTD's IRB committee made 1,044 decisions on study protocols (as of 06/01/2021) (**Figure 1**). This number may reflect a halt in in-person studies and changes in protocols to align with guidelines relevant to COVID-19 provided by the Centers for Disease Control and UTD administration. We also conducted three full-board meetings to discuss the determination of significant risk of using devices in seven study protocols.

Figure 1. Summary of research protocols reviewed by the IRB, 2020-2021.
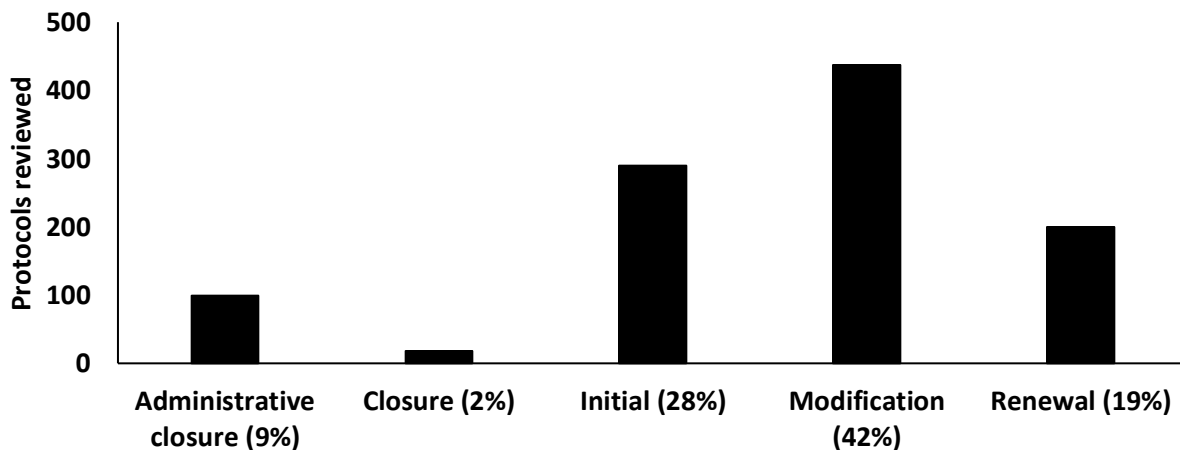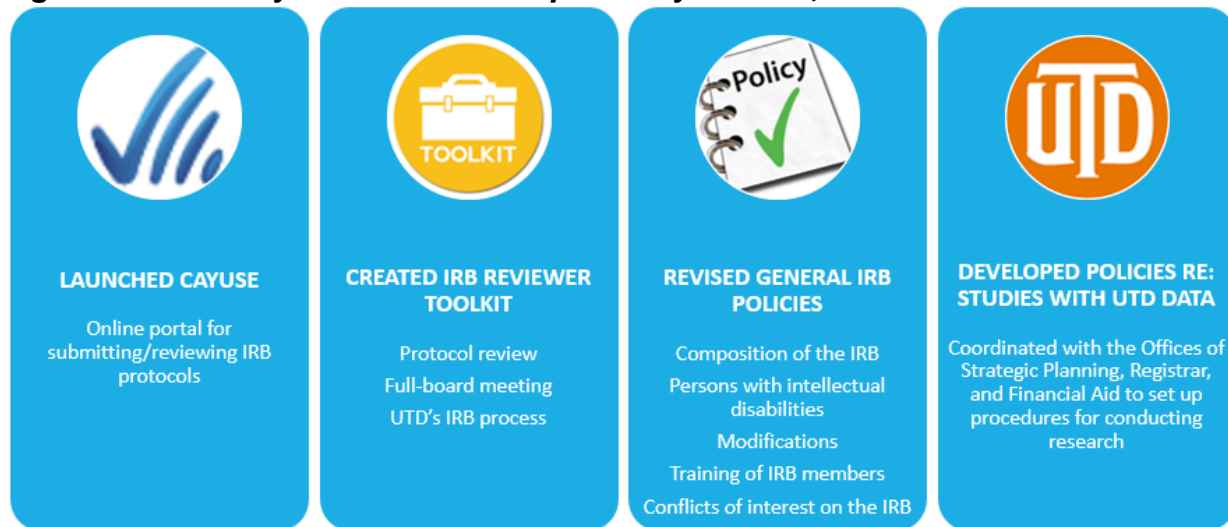

Other activities of the IRB

As summarized in **Figure 2**, activities of the IRB committee extended beyond reviewing research protocols to include:
1. Launching of Cayuse, an online portal for tracking research protocols;
2. Creation of an IRB reviewer toolkit to guide new and experienced IRB members;
3. Revision of several policies relevant to IRB protocols; and

4. Development of policies specific to use of UTD data.

Figure 2. Summary of activities completed by the IRB, 2020-2021.

Special activities of the IRB due to COVID-19

The 2020-2021 academic year necessitated an additional set of activities by members of the IRB committee to guide research policies relative to COVID-19, including:
1. Involvement in *Human participants research working group* to evaluate risks of conducting IRB-related in-person procedures;
2. Tracking of quantifiable benchmarks (e.g., number of active cases, reproduction rate, 7-day positive test rate);
3. Provision of guidance to return to research relative to:
   a. Identification of vulnerable populations (e.g., higher risk for individuals >65 years, diabetes, heart or lung disease, immunocompromised);
   b. Pre- and post-health screenings for participants;
   c. Proactive COVID-19 testing for research personnel;
   d. Scheduling and cleaning protocols within laboratories; and
   e. Language for consent and assent forms

This document summarizes the variety of activities completed by UTD's diverse IRB committee in the past academic year.

Respectfully submitted,
Andrea Warner-Czyz, Chair

Library Committee Report 2020-2021

Members:
"Busso Recabarren, Carlos" busso@utdallas.edu
"Dodani, Sheel" Sheel.Dodani@utdallas.edu
"Dow, Douglas" dougdow@utdallas.edu
"Ishak-Boushaki, Mustapha" mishak@utdallas.edu
"Hill, Kimberly" kimberly.hill@utdallas.edu
"Jakobsson, Pia" pia.jakobsson@utdallas.edu
"Leek, Patricia" Patricia.Leek@utdallas.edu
"Ma, Liping" Liping.Ma@utdallas.edu
"McComber, Sean" sxm129130@utdallas.edu
"McCord, Peter" pam062000@utdallas.edu
"Carrion Schaefer, Benjamin" schaferb@utdallas.edu
"Touchstone, Emily" etouchstone@utdallas.edu
"Vieraitis, Lynne" lynnev@utdallas.edu
"Kanduri, Kruthi" Kruthi.Kanduri@UTDallas.edu (SG)
"Moon, Da Yeoun Hanna" DaYeoun.Moon@UTDallas.edu (GSA)

Committee Activities

The Library Committee met virtually on Tuesday, September 22nd and on Tuesday, March 30th. Both meetings consisted mainly of updates from the Dean of Libraries, Ellen Safley. In September, we learned about the planned adjustments to future library hours, collections, and services based on recent budget cuts. Budgetary concerns continued in the March meeting with no additional funding reported to rehire student workers or update the library copy center. We received the happy news that Vice President Terry Pankratz provided almost $490,000 to restore the funding for library materials. Dean Safley was also still completing the renegotiated contract for Elsevier journal access. We discussed the implications of another budget cut that is likely in 2022 if the university library fee is not increased. We also discussed the plans to reopen the McDermott Library building to staff that spring and whether some or all of the building would reopen to the rest of the UTD community in the summer. The first two floors opened to the public on June 1st. By email, the Committee approved the following update to our policy on November 17th: "The graduate student member shall be appointed by the Graduate Student Assembly, while the undergraduate student member will be appointed by Student Government."

ITEM #19

School of Arts and Humanities
800 W Campbell Road, JO31
Richardson, Texas 75080-3021
T: 972-883-6780 F: 972 883-2989
utdallas.edu/ah/

TO: President Richard Benson
FROM: John Gooch, Chair, Institutional Conflicts of Interest Committee
DATE: 4 June 2021
RE: Report of committee activities this year

I am writing to provide a short summary on the activities of the Institutional Conflicts of Interest Committee (ICOI) for AY 2020-21. The ICOI committee met twice this academic year, once in November and once in April, engaged in substantive discussion, and made revisions to evaluation criteria that will help the Committee review potential conflicts of interest in years to come.

In November 2020, the ICOI committee discussed and voted on a change to the "Evaluation Criteria for Institutional Conflicts of Interest." The criteria serve as reference points for determining the risk "an ICOI will unduly influence University decisions, functions, or actions." Specifically, the ICOI committee discussed and voted unanimously to eliminate "iii" from the following criterion:

"Cumulative gifts within the past 10 years of (i) $ 1 million or more from any person or entity, or (ii) $100,000 or more from any person or entity to an institutional department or (iii) $5,000 or more from any person or entity to support the research of an individual employee."

The criterion now reads:

"Cumulative gifts within the past 10 years of (i) $ 1 million or more from any person or entity, or (ii) $100,000 or more from any person or entity to an institutional department."

In late April 2021, Conor Wakeman, Assistant Director for Compliance, presented to the committee data on existing institutional relationships and feedback on evaluation criteria from institutional offices. The committee will continue this conversation next academic year as well as discuss guidelines and procedures for disclosing and evaluating ICOIs.

xc: Rafael Martin, Vice President and Chief of Staff
       Ravi Prakash, President of the Academic Senate
       Bill Hefley, Secretary of the Academic Senate
       Conor Wakeman, Assistant Director, Office of Research