

Academic Governance

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

Office: (972) 883-6932 FAX: (972) 883-2276

MEMORANDUM

DATE: October 30, 2022

TO: Academic Council*

COPY TO: **Richard C. Benson**
Rafael Martín
Inga Musselman
Calvin Jamison
Amanda Rockow
Yvette Pearson
Jessica Murphy
Juan González

Nils Roemer
Steven L. Small
Jennifer Holmes
Stephanie Adams
Tonja Wissinger
Hasan Pirkul
David Hyndman
Douglas Dow

FROM: Academic Governance
Vy Trang, Secretary to Academic Governance

SUBJECT: Academic Council Meeting

Academic Council will meet on **Wednesday, November 2, 2022** via [Microsoft Teams](#).
If you cannot attend, please notify us at academic.governance@utdallas.edu Thank you!

2022-2023 ACADEMIC COUNCIL
Olivia Banner
Ashley Barnes
Dinesh Bhatia
Patrick Brandt
Nikki Delk
Mary Beth Goodrich
Bill Hefley **
Michael Kesden ***
Syam Menon
Syed Naqvi
Ravi Prakash *
Tres Thompson
Shilyh Warren ***

*Speaker

**Secretary

*** Vice-Speaker

Academic Governance

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AGENDA
ACADEMIC COUNCIL MEETING
November 2, 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 – October 5, 2022 | Ravi Prakash |
| 4. UT System Office of Employee Benefits Presentation | Colleen Dutton/Laura Chambers |
| 5. Speaker’s Report | Ravi Prakash |
| 6. THECB/SACSCOC/Legislative Updates | Serenity King |
| 7. NCFS/TXCFS/FAC Report
(Online Pledge) | Ravi Prakash/M. Kesden/S. Warren/
B. Hefley |
| 8. CEP Recommendations | Syam Menon |
| A. 2023-’24 Undergraduate Course Inventory | |
| B. 2022-’23 Graduate Course Inventory | |
| C. 2023-’24 Graduate Course Inventory | |
| D. Nonprofit Management Minor and UG Certificate | |
| E. Permanent Waiver of GRE Scores (Graduate Programs in
Mathematical Sciences) | |
| F. Academic Credentials Policy | |
| G. Religious Holy Days | |
| 9. University Financial Update | Terry Pankratz |
| 10. Adjournment | Richard Benson |

UNAPPROVED AND UNCORRECTED MINUTES

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

Academic Council Meeting October 5, 2022 @ 1:00pm - 3:00pm (via Microsoft Teams)

Present: Inga Musselman, Ashley Barnes, Dinesh Bhatia, Patrick Brandt, Nikki Delk, Brian Dourty, Colleen Dutton, Frank Feagans, Gene Fitch, Juan González, Mary Beth Goodrich, Cynthia Haynes, Bill Hefley, Megha Hooli, Calvin Jamison, Michael Kesden, Serenity King, Jennifer Klunk, Dee Lambert, Rafael Martín, Marco Mendoza Syam Menon, Syed Kaazim Naqvi, Sanaz Okhovat, Joe Pancrazio, Ravi Prakash, Amanda Rockow, Scott Simpson, Steven Small, Amanda Smith, Steven Small, Lucien Thompson, Shilyh Warren

Absent: Olivia Banner

1. **Call to Order, Announcements, and Questions – Inga Musselman**

Dr. Benson was not in attendance so Provost Musselman chaired the meeting. Provost Musselman called the meeting to order at 1pm.

Provost Musselman announced the start of the planning for the new Student Success Center Building. This will be the first of two phases, with the second phase being a new Student Union. The new Student Success Center Building will be built where the current Green Center and Parking Lot G are located. The building will be adjacent to the mall, and will extend all the way to the creek. It will be between the Green Building and the McDermott Library. The current building is planned for 105,000 gross square feet, which would translate to somewhere between 65,000-70,000 assignable square feet. The goal for this building is to provide urgently needed additional space for student success initiatives and to enhance UT Dallas' efforts towards improved first-year retention and improved 6-year graduation rates, and deepen the engagement of students with each other and their university. This would free up the space currently devoted to student success initiatives in other campus buildings. The building will provide some new classroom space dedicated to exploring and validating current ideas and modalities for improved student learning, including computer enhanced learning and provide offices for staff and faculty who have primary responsibility for assisting students to meet academic challenges. Discussion for which units will go into the new building will begin at the first full day programming meeting on October 11th from 9am to 4pm. Potential units that will move into the new building are Offices of Undergraduate Education, Student Success Center, Honors College, and Office of Graduate Education. The building will also have a large lecture hall (400 seater) and some smaller classrooms.

Speaker Prakash asked when construction is expected to start on the building. Provost Musselman responded that the building plans will be presented to the Board of Regents in August 2023.

Speaker Prakash asked about the article in the UTD Mercury about student fees. Dr. Gene Fitch responded that students are voting on two proposed fee increases. One is for an increase in the student union fee which would be used to construct a new student union next to the Student Success Center. The second proposed fee increase is to the intramural and athletics fee that would cover a track and field complex that would be located next to the current varsity soccer complex. When the complex is not being used for the track and field teams, it would be open for general use to students, faculty, and staff for recreational purposes.

Dr. Rafael Martín announced that Chief Larry Zacharias will retire at the end of January 2023. A search process will begin soon. Academic Senate, Staff Council, and Student Government will be represented on the search committee. A retirement celebration for Chief Zach will also be scheduled.

2. **Approval of the Agenda – Ravi Prakash**

Speaker Prakash called for a motion to approve the agenda as circulated. Dr. Bill Hefley moved to amend the agenda to add the Fall graduate lists as the last item on the agenda. Dr. Tres Thompson seconded. The motion

to approve the amended agenda was approved by unanimous consent.

3. Approval of August 3, 2022 Minutes – Ravi Prakash

Speaker Prakash called for a motion to approve the minutes as circulated. Dr. Syam Menon moved and Dr. Michael Kesden seconded. There were no corrections. The motion was approved by unanimous consent.

4. Speaker's Report – Ravi Prakash

Speaker Prakash reported that Vice Speaker Shilyh Warren has been representing the faculty in the Student Success Advisory Group but due to her multiple responsibilities, she cannot continue to serve on the advisory group. Dr. Serenity King and Dr. Jessica Murphy has asked Speaker Prakash to nominate another faculty member and he has nominated Dr. Dawn Owens from JSOM to be the faculty representative. She has accepted. The group meets once a quarter and Dr. Owens will report back to the Senate about the activities of the group. Vice Speaker Warren explained that the group is advisory to Dr. Murphy and includes stakeholders from various areas of undergraduate education and student life who come together to update each other about how things are going with students and how the different units can support students. Speaker Prakash requested that moving forward, a report on the advisory group discussions be submitted to the Senate to inform the faculty of the various initiatives the group is undertaking.

Speaker Prakash reported that he attended the OIT Innovation and Technology Summit on September 29th. He shared that a consultant from Gartner Group spoke about innovations in higher education. A concern that Speaker Prakash had during several of the presentations and discussions was that no distinction was being made between a community college, a for-profit post-high school credentialing organization, and a traditional four-year teaching and research university. All of these institutions were grouped together as institutions of higher education and the statements being made as to what works and what doesn't work would not be applicable to UT Dallas or other institutions of higher education. This shows that faculty in four-year institutions need to be proactively involved in conversations to define what higher education is so that people will not think of higher education as primarily for-profit, credential-granting organizations, as opposed to high quality research and teaching institutions.

Speaker Prakash has received several emails from faculty following the article that appeared in the New York Times about the non-renewal of contract of Professor Maitland Jones, an organic chemistry professor at NYU. There is concern among colleagues about how to balance high standards and high expectations of student performance versus students' expectations of support and good grades. This is a discussion that will continue to happen. There was mention of retroactive adjustment of student grades at NYU, with students offered an option to choose between pass/non-pass versus letter grades. There were similar conversations at UTD during Fall '20.

5. THECB/SACSCOC/Legislative Updates – Serenity King

Dr. Serenity King reported that the Learning Technology Advisory Council will hold a meeting on October 7th in which they will vote on their proposed changes to state law on distance education. She will update the agenda document prior to the Senate meeting to include the LTAC information. The agenda document includes summaries of some conversations being held going into the legislative session.

6. NCFS/TXCFS/FAC Report – Ravi Prakash, Shilyh Warren, Bill Hefley, Michael Kesden

Speaker Prakash reported that there will be more to report on UT FAC and TXCFS after the October 6-8 meetings in Austin and San Antonio. The agenda includes diversity in hiring and faculty mental health and wellness. Speaker Prakash mentioned that there has not been much participation recently from UT System leadership at the UT FAC meetings.

7. CEP Recommendations – Syam Menon

A. 2022-'23 Undergraduate Course Inventory

These are the mid-cycle undergraduate course inventories for the current academic year. The main update to the courses is the addition of a clarification that says courses that are offered only online are at the discretion of the professor. Exams are fully online. Courses may use proctoring software that requires webcams, scans of the testing area, and the recording of all activity during the exam. This clarification

will also appear on Coursebook for online sections of course that have both face-to-face and online sections.

- B. 2023-'24 Undergraduate Course Inventory
These are the undergraduate course inventories for the next academic year. None of the additional courses are repeatable.
- C. 2022-'23 Graduate Course Inventory
These are the mid-cycle undergraduate course inventories for the current academic year. The main update to the courses is the addition of a clarification that says courses that are offered only online are at the discretion of the professor. Exams are fully online. Courses may use proctoring software that requires webcams, scans of the testing area, and the recording of all activity during the exam. This clarification will also appear on Coursebook for online sections of course that have both face-to-face and online sections.
- D. 2023-'24 Graduate Course Inventory
These are the graduate course inventories for the next academic year. None of the additional courses are repeatable
- E. Permanent Waiver of GRE Scores (MS/PhD in Chemistry and Biochemistry)
This is a request from Chemistry and Biochemistry to eliminate the GRE as a requirement for applicants to their masters and doctoral programs.
- F. FLSA (Faculty-Led Study Abroad) Course Designation
This is a request from the Office of International Education for a new course label, FLSA, for faculty-led study abroad courses that will be facilitated from the office. This will help keep track of the specific needs those students will have, for example, to prevent the charging of on-campus fees while they are not in the country. These courses will be linked to the relevant courses in the schools.
- G. Religious Holy Days
This item will not move forward to Senate. It was not considered by CEP at the last meeting because while it passed CUE, Graduate Council has not reviewed it. Once it passes Graduate Council, it will come back to CEP next month.
- H. Academic Freedom Policy
Dr. Christie Nielsen and Dr. Syam Menon co-chair the 5th year report faculty ad hoc committee. The committee was tasked to draft an academic freedom policy. The policy draft has been approved unanimously by CUE, Graduate Council, and CEP. Dr. Menon has emailed the draft to Tim Shaw, University Attorney, for input and legal review. If there are minor edits needed, Dr. Menon will make them and submit them for inclusion in the Senate agenda.

These recommendations come directly from a committee, so there is no need for a second. Speaker Prakash called for unanimous approval to place these recommendations on the Academic Senate agenda. There were no objections, and the recommendations will be included in the Academic Senate agenda.

8. Presentation – Faculty Promotion, Reappointment and Tenure at UT Dallas (Policy, Process, CQ’s Role) – Mehrdad Nourani/Julia Evans

Dr. Julia Evans, CQ chair, and Dr. Mehrdad Nourani requested to present to the Senate so that faculty at large are better informed about how CQ works, what challenges and issues CQ is facing, etc. They will share their observations on the promotion and tenure policy for reviewing faculty. They will discuss the policy, the timing of the faculty reviews, portfolio document submissions, and statistics for the past few cycles. This should be a 20-minute presentation.

Speaker Prakash called for a motion to place this presentation on the Academic Senate agenda. Dr. Syam Menon moved and Dr. Tres Thompson seconded. There were no objections, and this will be included in the Academic Senate agenda.

9. Campus F&ED Update – Calvin Jamison

Dr. Calvin Jamison will present an update on the services, current and future campus construction projects, development plans, and the process for doing construction and development on campus that the Senate had requested. This will be the annual Campus F&ED update.

Speaker Prakash called for a motion to place this presentation on the Academic Senate agenda. Dr. Syam Menon moved and Dr. Bill Hefley seconded. There were no objections, and this will be included in the Academic Senate agenda.

10. University Financial Update – Terry Pankratz

Terry Pankratz was not in attendance but he had requested to provide a University financial update to the Senate.

Speaker Prakash called for a motion to place this presentation on the Academic Senate agenda. Dr. Syam Menon moved and Dr. Bill Hefley seconded. There were no objections, and this will be included in the Academic Senate agenda with unanimous approval.

11. Committee on Committees Recommendations – Ravi Prakash

This is a placeholder for Committee on Committee (CoC) recommendations. Some committees still do not have a vice chair or have vacancies because some nominees have not signed their appointment letters or have declined their appointments.

The IDEA committee has been approved by HOP and will be presented to Dr. Benson for his signature. Once it is signed, the IDEA committee replaces the Diversity and Equity Committee. If this occurs before the next Senate meeting, CoC will try to nominate faculty members for Senate approval in October.

These recommendations come directly from a committee, so there is no need for a second. Speaker Prakash called for unanimous approval to place these recommendations on the Academic Senate agenda. There were no objections, and the motion was approved unanimously.

12. Update to UTDBP3102 Sexual Misconduct Policy – Marco Mendoza

Marco Mendoza reported that this is the biennial review of the sexual misconduct policy. There were some additional updates to the policy based in the reauthorization of the Violence Against Women Act. There were a couple of additional definitions. Clean and redlined versions of the policy are included in the agenda packet.

Speaker Prakash called for a motion to place this presentation on the Academic Senate agenda. Dr. Dinesh Bhatia moved and Dr. Syam Menon seconded. There were no objections, and this will be included in the Academic Senate agenda with unanimous approval.

13. Update to UTDPP1024 Committee on Effective Teaching – Amandeep Sra

Speaker Prakash reported that Dr. Karen Huxtable has been acting as Interim Director of CTL and now has been appointed as Director of CTL. She also chaired the Committee on Effective Teaching. The committee charge needs to be updated so that the Director of CTL will be a non-voting ex officio member.

This motion comes directly from a committee, so there is no need for a second. Speaker Prakash called for unanimous approval to place these recommendations on the Academic Senate agenda. There were no objections, and the motion was approved unanimously.

14. Fall 2022 Commencement Schedule (Informational) – Ravi Prakash

Speaker Prakash presented the proposed schedule for the fall commencement ceremonies.

Speaker Prakash called for a motion to include the Fall 2022 Commencement Schedule in the Academic Senate agenda. Dr. Syam Menon moved and Dr. Tres Thompson seconded. There were no objections, and this will be included in the Academic Senate agenda.

15. Annual Committee Reports – Bill Hefley

This is a placeholder agenda item in case additional annual committee reports are submitted before the Senate meeting.

Speaker Prakash called for a motion to include the annual committee reports in the Senate agenda. Dr. Bill Hefley moved to approve and Dr. Syam Menon seconded. There were no objections, and this will be included in the Academic Senate agenda.

16. Fall 2022 Graduate List – Bill Hefley

Dr. Hefley reported that the Fall 2022 Graduate lists were received after the Council agenda packet was finalized. He requested the inclusion of the graduate lists in the Senate agenda.

Speaker Prakash called for a motion to include the Fall 2022 Graduate List in the Senate agenda. Dr. Bill Hefley moved to approve and Dr. Syam Menon seconded. There were no objections, and the students to be approved for graduation will be included in the Academic Senate agenda.

17. Adjournment – Richard Benson

There being no further business, Provost Musselman adjourned the meeting at 1:51pm.

APPROVED: _____
Ravi Prakash
Speaker of the Academic Senate

Date

THECB/SACSCOC/Legislative Updates

As of October 27, 2022

Serenity Rose King, PhD

1. THECB

- A. [Quarterly Board Meeting](#), October 27, 2022
 - 1) Approved the Proposed Rules, Title 19, Chapter 2, concerning academic programs.
 - 2) Required planning notifications take effect June 1, 2023; other rules take effect September 1, 2023.
 - 3) THECB will provide explanatory materials during the implementation phase.
- B. [Committee on Innovation, Data, and Educational Analytics \(IDEA\) Meeting](#), October 26, 2022
 - 1) Building a Talent Strong Texas Data Insight: Preliminary Headcount for Fall 2022 ([embedded link](#))
 - a. Preliminary statewide enrollments indicated a decline of about 4% in Texas compared to 9% nationally
 - b. Provided an overview for each sector: significant declines for 2-year institutions with state technical schools increasing by 5% (44% since 2019, especially for the Texas State Technical College sector). Health institutions have grown 7% since the pandemic with a slight increase/flat enrollment for public universities.
 - c. Discussion took place regarding enrollments in other areas: continuing declines in female enrollment with increases in male enrollments; enrollments have not recovered to pre-pandemic levels in 2019.
 - d. Universities are seeing a lower number of transfer applications from community colleges which will impact their enrollments in the future.
 - e. Emphasis will be on offering shorter-term workforce programs and certificates of 6-8 weeks to change Texans' earning abilities. My Texas Future portal will be launched soon with a messaging campaign to inform Texans of jobs available, skills needed, and the necessary credentials that align with the workforce demand.
 - f. On a separate note, the PPT indicated that the 2022 Metroplex region enrollments show a -5.6% decline compared to 2019 but showed an increase of 1.3% compared to 2021.
- C. [Committee on Academic and Workforce Success Meeting](#), October 26, 2022
 - 1) Approved and moved the Proposed Rules ([embedded link](#)) for academic programs for the full board's consideration
 - a. Discussion took place regarding the rules and process; there were some concerns regarding the authority and power of the Board and Commissioner, for example, removed proposed programs from Board consideration and approval of requests by the Commissioner without Board approval. There is a need to ensure that institutions and Board are aware of these actions if taken.
 - b. THECB stressed the need to better align the degree and certificate approval processes to the refreshed strategic plan, to identify data streams addressing credential demands related to workforce and to provide data that could be utilized by public IHEs.
 - 2) Approved and moved the Transfer Report 2022 ([embedded link](#)) for the full board's consideration and approved by the full board.
 - a. Discussion took place regarding the differences between transfer students and non-transfer students: the majority of transfer students who enrolled in the eight emerging research public universities took 7.4 years to complete with 68% success in comparison to non-transfer students: 5.4 years and 86% success.
 - b. THECB is working with the Transfer Framework Initiative and messaging for students to complete their credentials.

ITEM #06

2. SACSCOC

- A. Recommendations from the 2022 Principles Review Committee to update *The Principles of Accreditation* and the *Resource Manual* ([embedded URL](#)); comments from SACSCOC member institutions due on November 23, 2022
 - 1) A proposed change to Principle 4.2.b Board/Administration Distinction and Shared Governance. Additionally, the Committee is recommending corresponding changes to the *Resource Manual* under Principle 4.2.b along with cross-references to other relevant principles, such as Principles 5.2.a CEO Control, 5.4 Qualified Administrative/Academic Officers, 6.2.c Program Coordination, 6.3 Faculty Employment and Evaluation, and 6.4 Academic Freedom.
 - 2) A proposed expansion of the importance of diversity, equity and inclusion (DEI) by strengthening its [position statement](#) with cross-references to relevant Principles: 2.1 Institutional Mission, and 7.1. Institutional Planning, and 8.1 Student Achievement.
 - 3) Added a clarification regarding the purpose to disaggregate student success data for Principle 8.1 Student Achievement.
 - 4) Provided an inclusive list of all clarifying language being recommended to the existing *Principles* and/or the *Resource Manual* to promote consistency.
- B. Next steps: recommendations will be voted and approved at the December 2023 Annual Meeting with any and/or all changes based on input from member institutions

3. UT System

- A. UT System Transfer Strategy Group, October 24, 2022
- B. HB 1027 Group Meeting, November 10, 2022

4. Meeting Updates

- A. TCCAO Meeting, October 26, 2022

ITEM #07

Adopted by the Texas Conference of American Association of University Professors on October 8, 2022
Please sign the [online pledge](#)

A Pledge to Support Higher Education in Texas

In Texas, higher education at our community colleges, technical colleges, universities, and health institutions is interconnected with our K-12 schools. Most of our higher education students come from our K-12 schools and most of our K-12 educators come from our higher education institutions.

Teachers at higher education institutions help students develop the critical thinking, knowledge, training, and professional networks needed for successful careers. The graduates are nurses, mechanics, welders, teachers, artists, musicians, engineers, scientists, farmers, ranchers, pharmacists, doctors, veterinarians, and many others who enrich our lives and fuel our economy.

Professors and other teachers and scholars in higher education need freedom to discuss all relevant matters in the classroom as well as explore all avenues of scholarship, research, and creative expression and publish the results of such work. This *academic freedom* empowers them to bring the latest breakthroughs into the classroom, innovate in research, scholarly work and creative endeavors, and disseminate knowledge for the benefit of society. When they speak or write as experts in their field, or as participants in institutional governance, or as citizens, they should be free from institutional censorship or discipline.

Faculty members are the subject matter experts with first-hand knowledge of what works and does not work in the classroom. To this end, institutions of higher learning can only function optimally for students and for Texas when faculty have a formalized, primary role at all levels of internal decision-making that affect the curriculum, teaching, and learning. Without shared governance, institutions cannot adequately protect academic freedom and intellectual exploration.

I/we pledge to fully support academic freedom and intellectual exploration by professors and other scholars in public higher education, and will hold higher education institutions accountable for protecting academic freedom, shared governance, and intellectual exploration by faculty.

Tenure provides security of employment and safeguards for academic freedom. This combination gives professors the time and freedom for intellectual exploration. It can take many years, and sometimes decades, for a highly innovative idea to be fully developed into a commercial product, a widely adopted business practice or educational method, a scholarly book, or a highly honored artistic work. Tenure empowers professors to exercise their professional obligation to safeguard the quality of education without fear of retribution when criticizing administrative policies and practices. Tenure protects faculty who report waste, fraud, and other misconduct by administrators on behalf of students, employees, and the public.

I/we pledge to strengthen and promote tenure at our community colleges, technical colleges, universities, and health institutions to better support faculty innovation, academic freedom, institutional shared governance, intellectual exploration, and creativity.

State funding per public higher education student dropped every year from \$6292 in 2001 to \$4610 in 2020 after adjusting for inflation. The cumulative effects have limited faculty and staff hiring, academic offerings, and student opportunities and services. It is critical to restore and maintain State funding to recruit and retain highly effective faculty and staff by raising their pay and strengthening their health care and retirement benefits. On the other hand, the reduction in

ITEM #07

*Adopted by the Texas Conference of American Association of University Professors on October 8, 2022
Please sign the [online pledge](#)*

state funding has led to dramatic increases in tuition. The out-of-pocket cost of attendance needs to be reduced through increased State funding as well as scholarships and other financial support so that all Texans can afford public higher education while accruing little or no debt.

I/we pledge to support the full funding of our public community colleges, technical colleges, universities, and health institutions and make them more affordable for students to attend.

Signed

References

[1940 Statement of Principles on Academic Freedom & Tenure](#), jointly formulated by American Association of Colleges & Universities and the American Association of University Professors.

[1966 Statement on Government of Colleges and Universities](#), jointly formulated by the American Association of University Professors, American Council on Education representing, and Association of Governing Boards of Universities & Colleges.

[State Support for Higher Education per Full-Time Equivalent Student](#), National Science Foundation, 2000-2020.

[The Economic Impact of Texas Community Colleges: Recent Comptroller Study Outlines Benefits](#), Texas Comptroller, *Fiscal Notes*, July 2020.

[Building a Talent Strong Texas: a strategic plan for higher education](#), The Texas Higher Education Coordinating Board, accessed Oct. 3, 2022.

[Texas Higher Education Data](#), The Texas Higher Education Coordinating Board. Accessed Oct. 3, 2022. *Among the 106 public institutions of higher education, Texas has 50 community college districts each with multiple campuses; 6 technical college systems; 37 universities; 3 state colleges; and 10 health institutions. Among 42 private institutions of higher education, Texas has 1 junior college, 38 universities, 1 health institution, and 2 chiropractic schools.*

[Tenure](#), American Association of University Professors, accessed Oct. 5, 2022.

[Becoming a Classroom Teacher in Texas](#), Texas Education Agency,, *“There are five requirements to become a certified teacher. 1. Obtain a Bachelor’s Degree...”*

[Newly Certified Educators](#), Texas Education Agency. *From 2013-14 to 2020-21, at least 80% of principals and superintendents were certified by Texas four-year colleges/universities, and among those whose granting institutions for Bachelor’s degrees were tracked, 74% of teachers and 81% of educators received certification from Texas higher education institutions.*

[Texas Education Code, Sec. 51.354, Institutional Responsibility](#), *“... each institution of higher education has the general responsibility to serve the public and, within the institution’s role and mission, to: (1) transmit culture through general education; (2) extend knowledge; (3) teach and train students for professions; (4) provide for scientific, engineering, medical, and other academic research; (5) protect intellectual exploration and academic freedom; (6) strive for intellectual excellence; (7) provide educational opportunity for all who can benefit from postsecondary education and training; and (8) provide continuing education opportunities.”*

**CEP Items for Senate
November 2, 2022**

8A. 2023-'24 Undergraduate Course Inventory

8B. 2022-'23 Graduate Course Inventory

8C. 2023-'24 Graduate Course Inventory

8D. Nonprofit Management Minor and UG Certificate

8E. Permanent Waiver of GRE Scores (Graduate Programs in Mathematical Sciences)

8F. Academic Credentials Policy

8G. Religious Holy Days

Undergraduate Courses to be offered in 2023-2024

COURSE	AHT	BBS	ECS	EPPS	GENS	JSOM	NSM	HONS	UGRD	TOTAL
Addition	12									12
Edit	6		1	5			3			15
Inactivation	1									1
Total	19		1	5			3			28
Repeatable	10									10
Online/Hybrid										

Addition										
AHT		BBS	ECS	EPPS	IS	JSOM	NSM	HONS		
AHTC 1100	+ AHTC 4V88									
AHTC 2120	+ ARTS 3374									
+ AHTC 2V71	+ FILM 3326									
+ AHTC 4V50	RHET 2310									
+ AHTC 4V51	+ RHET 4310									
+ AHTC 4V71	RHET 4395									

Edit									
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD	
★ ARAB 1311		↑ BMEN 3200	SOC 4369			ISNS 2366			
★ ARAB 1312			SOC 4371			PHYS 3411			
ARTS 3340			SOC 4372			/ PHYS 4340			
/ HIST 4376			SOC 4384						
★ RHET 1302			SOC 4385						
★ RHET 2302									

Repeatable (contains Additions & Edits Only)									
AHT		BBS	ECS	EPPS	IS	JSOM	NSM	HONS	
+ AHTC 2V71	+ ARTS 3374								
+ AHTC 4V50	+ FILM 3326								
+ AHTC 4V51	+ RHET 4310								
+ AHTC 4V71	ARTS 3340								
+ AHTC 4V88	/ HIST 4376								

Inactivation									
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD	
ATCM 3330									

Core			
AHT	BBS	ECS	EPPS
★ ARAB 1311			
★ ARAB 1312			
★ RHET 1302			
★ RHET 2302			

Online/Hybrid			
AHT	BBS	ECS	EPPS

Notes:

Legend			
+	New as repeatable	#	Update to repeat hours
=	Renumber – no additional info required	~	Reinstate – no additional info required
/	Updated Title	↑	Update to Contact Hours
*	See Attached Core Report	★	Core but no change to core status
@	New Online/Hybrid Course		

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * ahtc1100 (r1) ahtc1100.2 group_head series_head	<p>AHTC 1100 First Year Seminar (1 semester credit hour) This course is a graduation requirement for all freshmen in the School of Arts, Humanities, and Technology (AHT). Incoming freshmen will learn about the intellectual and cultural environment in AHT through lectures, activities, guest panels, and attendance at artistic and cultural events. Students will also learn about A&H majors, research opportunities, careers, and internships. This course is open to undeclared majors interested in AHT. Corequisite: UNIV 1010. (1-0) Y</p> <p style="text-align: center;">request notes</p> <p>(Oct 2022 - Added at the request of the department (Nielsen) to fulfill need after AHT merger. - DDC)</p> <p style="text-align: center;">peoplesoft diff:</p> <p style="color: green;">AHTC 1100 First Year Seminar (1 semester credit hour) This course is a graduation requirement for all freshmen in the School of Arts, Humanities, and Technology (AHT). Incoming freshmen will learn about the intellectual and cultural environment in AHT through lectures, activities, guest panels, and attendance at artistic and cultural events. Students will also learn about A&H majors, research opportunities, careers, and internships. This course is open to undeclared majors interested in AHT. Corequisite: UNIV 1010. (1-0) Y</p> <p style="text-align: center;">show fields: ahtc1100.2</p> <ul style="list-style-type: none"> • cat_repeat_units: 1 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2022-10-14 12:52:12 audit: -1303.8 m index: -1303.8 m match_fail
phase:	approve									
status:	approving									
audit:	13									

AHTC 1100 - New Course Additional Information

Prefix	AHTC
Number	1100
Year Min	2023
School	ahtc
Dept	ahtc
Curriculum_Fit	elective
Is Replacement	replace_yes
Replaces	ARHM 1100 and ATCM 1100
Similar To	Yes
Reasoning	This course will replace ARHM 1100 and ATCM 1100 as the required First Year Seminar course for the merged schools
Requestor	Nielsen
Preparer	Climer
Create_DateTime	2022-10-14 12:44:15
Create_NetID	ddc130130

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * ahtc2120 (r1) ahtc2120.2 group_head series_head	<p>AHTC 2120 Careers Exploration in the Arts, Humanities, and Technology (1 semester credit hour) Provides students with assistance in exploring careers in the arts, humanities, and technology and the knowledge and skills to make effective career decisions. (1-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin-bottom: 10px;">request notes</div> <p>(Added course at request of department (Nielsen) to fulfill need after AHT merger. Set to eventually replace ISAH 2130. - DDC - Oct 2022)</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin-bottom: 10px;">peoplesoft diff:</div> <p style="color: green;">AHTC 2120 Careers Exploration in the Arts, Humanities, and Technology (1 semester credit hour) Provides students with assistance in exploring careers in the arts, humanities, and technology and the knowledge and skills to make effective career decisions. (1-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin-bottom: 10px;">show fields: ahtc2120.2</div> <ul style="list-style-type: none"> cat_repeat_units: 1 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2022-10-17 08:45:46 audit: -1303.7 m index: -1303.7 m match_fail
phase:	approve									
status:	approving									
audit:	13									

AHTC 2120 - New Course Additional Information

Prefix	AHTC
Number	2120
Year Min	2023
School	ahtc
Dept	ahtc
Curriculum_Fit	elective
Is Replacement	replace_yes
Replaces	ISAH 2130 and ISEA 2121
Similar To	-
Reasoning	AHTC 2120 is replacing ISAH 2130 and ISEA 2121
Requestor	Nielsen
Preparer	Climer
Create_DateTime	2022-10-14 12:45:34
Create_NetID	ddc130130

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * ahtc2v71 (r1) ahtc2v71.2 group_head series_head	<p>AHTC 2V71 Independent Study in the Arts, Humanities, and Technology (1-3 semester credit hours) Independent study under a faculty member's direction. May be repeated for credit (9 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">request notes</p> <p>(Oct 2022 - Added at the request of the department (Nielsen) to fulfill need after AHT merger. Using transcript notes rather than subtitles. - DDC)</p> <p style="text-align: center;">peoplesoft diff:</p> <p>AHTC 2V71 Independent Study in the Arts, Humanities, and Technology (1-3 semester credit hours) Independent study under a faculty member's direction. May be repeated for credit (9 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">repeat reason</p> <p>Topics will change each time this course is offered. Using transcript notes rather than subtitles.</p> <p style="text-align: center;">show fields: ahtc2v71.2</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2022-10-17 08:59:07 audit: -1303.6 m index: -1303.6 m match_fail
phase:	approve									
status:	approving									
audit:	13									

AHTC 2V71 - New Course Additional Information

Prefix	AHTC
Number	2V71
Year Min	2023
School	ahtc
Dept	ahtc
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	Adding IND for merged AHT
Requestor	Nielsen
Preparer	Climer
Create_DateTime	2022-10-17 08:47:13
Create_NetID	ddc130130

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * ahtc4v50 (r1) ahtc4v50.2 group_head series_head	<p>AHTC 4V50 Internship (1-3 semester credit hours) Students undertake a new learning experience at a supervised work situation related to their academic interests. Students explore a professional working environment, application of theory to working realities, and an opportunity to test skills and clarify goals. Course requirements include formal and reflective writing. Credit/No Credit only. May be repeated for credit (6 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">request notes</p> <p>(Oct 2022 - Added at request of department (Nielsen) to fulfill need after AHT merger. Set to replace ISAH 4V50. - DDC)</p> <p style="text-align: center;">peoplesoft diff:</p> <p>AHTC 4V50 Internship (1-3 semester credit hours) Students undertake a new learning experience at a supervised work situation related to their academic interests. Students explore a professional working environment, application of theory to working realities, and an opportunity to test skills and clarify goals. Course requirements include formal and reflective writing. Credit/No Credit only. May be repeated for credit (6 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">repeat reason</p> <p>Internship projects will change each time</p> <p style="text-align: center;">show fields: ahtc4v50.2</p> <ul style="list-style-type: none"> • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2022-10-17 09:09:30 audit: -1303.5 m index: -1303.5 m match_fail
phase:	approve									
status:	approving									
audit:	13									

AHTC 4V50 - New Course Additional Information

Prefix	AHTC
Number	4V50
Year Min	2023
School	ahtc
Dept	ahtc
Curriculum_Fit	elective
Is Replacement	replace_yes
Replaces	ISAH 4V50 & ISEA 4V50
Similar To	ISAH 4V50 & ISEA 4V50
Reasoning	Replacing existing ISAH/ISEA course with new AHTC prefix
Requestor	Nielsen
Preparer	Climer
Create_DateTime	2022-10-17 08:49:32
Create_NetID	ddc130130

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * ahtc4v51 (r1) ahtc4v51.2 group_head series_head	<p>AHTC 4V51 Co-op Education (1-3 semester credit hours) Students completing this course will integrate academic learning with their co-op work experience. Course requirements include formal and reflective writing. Credit/No Credit only. May be repeated for credit (6 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">request notes</p> <p>(Oct 2022 - Added at the request of the department (Nielsen) to fulfill need after AHT merger. - DDC)</p> <p style="text-align: center;">peoplesoft diff:</p> <p>AHTC 4V51 Co-op Education (1-3 semester credit hours) Students completing this course will integrate academic learning with their co-op work experience. Course requirements include formal and reflective writing. Credit/No Credit only. May be repeated for credit (6 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">repeat reason</p> <p>Co-op work experience will differ</p> <p style="text-align: center;">show fields: ahtc4v51.2</p> <ul style="list-style-type: none"> • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2022-10-17 09:14:08 audit: -1303.4 m index: -1303.4 m match_fail
phase:	approve									
status:	approving									
audit:	13									

AHTC 4V51 - New Course Additional Information

Prefix	AHTC
Number	4V51
Year Min	2023
School	ahtc
Dept	ahtc
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	Adding Co-Op Education course to the new AHTC prefix
Requestor	Nielsen
Preparer	Climer
Create_DateTime	2022-10-17 08:50:37
Create_NetID	ddc130130

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * ahtc4v71 (r1) ahtc4v71.2 group_head series_head	<p>AHTC 4V71 Independent Study in the Arts, Humanities, and Technology (1-3 semester credit hours) Independent study under a faculty member's direction. May be repeated for credit (9 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">request notes</p> <p>(Oct 2022 - Added at the request of the department (Nielsen) to fulfill need after AHT merger. Using transcript notes rather than subtitles. - DDC)</p> <p style="text-align: center;">peoplesoft diff:</p> <p>AHTC 4V71 Independent Study in the Arts, Humanities, and Technology (1-3 semester credit hours) Independent study under a faculty member's direction. May be repeated for credit (9 semester credit hours maximum). Instructor consent required. ([1-3]-0) R</p> <p style="text-align: center;">repeat reason</p> <p>Topics will change each time. Using transcript notes rather than subtitles.</p> <p style="text-align: center;">show fields: ahtc4v71.2</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2022-10-17 09:17:55 audit: -1303.3 m index: -1303.3 m match_fail
phase:	approve									
status:	approving									
audit:	13									

AHTC 4V71 - New Course Additional Information

Prefix	AHTC
Number	4V71
Year Min	2023
School	ahtc
Dept	ahtc
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	Adding upper-level IND for new AHTC prefix
Requestor	Nielsen
Preparer	Climer
Create_DateTime	2022-10-17 08:51:49
Create_NetID	ddc130130

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * ahtc4v88 (r1) ahtc4v88.2 group_head series_head	<p>AHTC 4V88 Special Topics in Arts, Humanities, and Technology (1-3 semester credit hours) Focuses on a significant topic or issue through which students are offered an opportunity to gain experience in various analytic, interpretive, or creative approaches. Explores interdisciplinary connections among artistic and intellectual endeavors appropriate to a range of courses in the School of Arts, Humanities, and Technology. Topics will include the convergence of the liberal arts. May be repeated for credit as topics vary (9 semester credit hours maximum). ([1-3]-0) R</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; background-color: #f0f0f0;">request notes</div> <p>(Oct 2022 - Added at the request of the department (Nielsen) to fulfill need after AHT merger. - DDC)</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; background-color: #f0f0f0;">peoplesoft diff:</div> <p style="color: green;">AHTC 4V88 Special Topics in Arts, Humanities, and Technology (1-3 semester credit hours) Focuses on a significant topic or issue through which students are offered an opportunity to gain experience in various analytic, interpretive, or creative approaches. Explores interdisciplinary connections among artistic and intellectual endeavors appropriate to a range of courses in the School of Arts, Humanities, and Technology. Topics will include the convergence of the liberal arts. May be repeated for credit as topics vary (9 semester credit hours maximum). ([1-3]-0) R</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; background-color: #f0f0f0;">repeat reason</div> <p>Topics will vary</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; background-color: #f0f0f0;">show fields: ahtc4v88.2</div> <ul style="list-style-type: none"> cat_repeat_units: 9 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>12</td> </tr> </table>	phase:	approve	status:	approving	audit:	12	ddc130130 2022-10-17 09:22:50 audit: -1303.1 m index: -1303.1 m match_fail
phase:	approve									
status:	approving									
audit:	12									

AHTC 4V88 - New Course Additional Information

Prefix	AHTC
Number	4V88
Year Min	2023
School	ahtc
Dept	ahtc
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	Adding upper-level Special Topics course for new AHTC prefix
Requestor	Nielsen
Preparer	Climer
Create_DateTime	2022-10-17 08:52:29
Create_NetID	ddc130130

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * arts3374 (r3) arts3374.4 group_head series_head	<p>ARTS 3374 Documentary Photography (3 semester credit hours) In this studio-based course, students will explore and respond photographically to concepts in Documentary Photography, including street photography, social documentary, intimate life, reportage, and photojournalism, among other approaches throughout the history of documentary and documentary-style photography. Students will gain experience working with digital technologies for image capture and post-processing while learning about the documentary approach. Assigned reading and class discussion will address contemporary issues and inform the students' research. May be repeated for credit (6 semester credit hours maximum). Prerequisite: ARTS 1316 or ARTS 2316 or ARTS 2348 or ARTS 2350 or ARTS 2380 or ATCM 2301 or ATCM 2302 or instructor consent required. (0-3) Y</p> <p style="text-align: center;">request notes</p> <p>New type of photography course</p> <p style="text-align: center;">peoplesoft diff: 000777 2010-08-12</p> <p>ARTS 3374 Documentary Photography (3 semester credit hours) In this studio-based course, students will explore and respond photographically to concepts in Documentary Photography, including street photography, social documentary, intimate life, reportage, and photojournalism, among other approaches throughout the history of documentary and documentary-style photography. Students will gain experience working with digital technologies for image capture and post-processing while learning about the documentary approach. Assigned reading and class discussion will address contemporary issues and inform the students' research. May be repeated for credit (6 semester credit hours maximum). Prerequisite: ARTS 1316 or ARTS 2316 or ARTS 2348 or ARTS 2350 or ARTS 2380 or ATCM 2301 or ATCM 2302 or instructor consent required. (0-3) Y</p> <p style="text-align: center;">repeat reason</p> <p>Type of documentary photography varies. Skills developed with each attempt.</p> <p style="text-align: center;">show fields: arts3374.4</p> <ul style="list-style-type: none"> • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	mlg105020 2022-10-11 10:09:01 000777 audit: -1279 m index: -1279 m match_fail
phase:	approve									
status:	approving									
audit:	29									

ARTS 3374 - New Course Additional Information

Prefix	ARTS
Number	3374
Year Min	2023
School	ahtc
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	New type of photography course
Requestor	Megan Gray Hering
Preparer	Megan Gray Hering
Create_DateTime	2022-10-11 10:09:01
Create_NetID	mlg105020

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	reinstatement * film3326 (r3) film3326.3 group_head series_head	<p>FILM 3326 World Cinema (3 semester credit hours) Explorations in global cinemas, including the history and theoretical debates relevant to national and international film production, exhibition, distribution, and reception. Designed to introduce students to the study of international film movements, festivals, auteurs, and the cultural, economic, and political influences that shape film-making and the study of film around the globe. May be repeated for credit as topics vary (9 SCH maximum). Prerequisite: FILM 1303 or FILM 2332 or instructor consent required. (3-0) Y</p> <p style="text-align: center;">request notes</p> <p>This is a new course.</p> <p style="text-align: center;">peoplesoft diff: 005288 2007-08-01</p> <p>FILM 3326 World Cinema (3 semester credit hours) Explorations in global cinemas, including the history and theoretical debates relevant to national and international film production, exhibition, distribution, and reception. Designed to introduce students to the study of international film movements, festivals, auteurs, and the cultural, economic, and political influences that shape film-making and the study of film around the globe. May be repeated for credit as topics vary (9 SCH maximum). Prerequisite: FILM 1303 or FILM 2332 or instructor consent required. (3-0) Y</p> <p style="text-align: center;">repeat reason</p> <p>This is a topics course. Course content may vary from one semester to the next.</p> <p style="text-align: center;">show fields: film3326.3</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>25</td> </tr> </table>	phase:	approve	status:	approving	audit:	25	<p>cxp160030 2022-10-11 10:34:56 005288</p> <p>audit: -1280.7 m index: -1280.7 m match_fail</p>
phase:	approve									
status:	approving									
audit:	25									

FILM 3326 - New Course Additional Information

Prefix	FILM
Number	3326
Year Min	2023
School	ahtc
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	New Course
Requestor	Parsonault, Catherine
Preparer	Parsonault, Catherine
Create_DateTime	2022-10-11 10:34:56
Create_NetID	cxp160030

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * rhet2310 (r1) rhet2310.2 group_head series_head	<p>RHET 2310 Introduction to Professional and Technical Writing (3 semester credit hours) Introduction to patterns of writing used in reports and other professional documents. Prerequisite: RHET 1302 or instructor consent required. (3-0) S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>New course for BA in LIT concentration</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff:</div> <p style="color: green;">RHET 2310 Introduction to Professional and Technical Writing (3 semester credit hours) Introduction to patterns of writing used in reports and other professional documents. Prerequisite: RHET 1302 or instructor consent required. (3-0) S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">show fields: rhet2310.2</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	cxh074100 2022-10-07 14:59:33 audit: -1265.7 m index: -1265.7 m match_fail
phase:	approve									
status:	approving									
audit:	13									

RHET 2310 - New Course Additional Information

Prefix	RHET
Number	2310
Year Min	2023
School	ahtc
Dept	arhm
Curriculum_Fit	major_req
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	No other introduction to professional and technical writing
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-10-07 14:55:12
Create_NetID	cxh074100

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * rhet4310 (r1) rhet4310.2 group_head series_head	<p>RHET 4310 Topics in Editing and Publishing (3 semester credit hours) Exploration of topics related to professional, academic/ scholarly, and literary editing and publishing. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: RHET 1302 and RHET 2310 or instructor consent required. (3-0) R</p> <p style="text-align: center;">request notes</p> <p>New course for LIT concentration</p> <p style="text-align: center;">peoplesoft diff:</p> <p>RHET 4310 Topics in Editing and Publishing (3 semester credit hours) Exploration of topics related to professional, academic/ scholarly, and literary editing and publishing. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: RHET 1302 and RHET 2310 or instructor consent required. (3-0) R</p> <p style="text-align: center;">repeat reason</p> <p>Topics course; subject matter will vary substantially from semester to semester</p> <p style="text-align: center;">show fields: rhet4310.2</p> <ul style="list-style-type: none"> • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>12</td> </tr> </table>	phase:	approve	status:	approving	audit:	12	cxh074100 2022-10-07 15:12:31 audit: -1269.1 m index: -1269.1 m match_fail
phase:	approve									
status:	approving									
audit:	12									

RHET 4310 - New Course Additional Information

Prefix	RHET
Number	4310
Year Min	2023
School	ahtc
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	No other courses in publishing
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-10-07 15:08:35
Create_NetID	cxh074100

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	add * rhet4395 (r1) rhet4395.2 group_head series_head	<p>RHET 4395 Internship (3 semester credit hours) Internship in professional and technical writing. Credit/No Credit only. Prerequisites: RHET 1302 and RHET 2310 and Program Head consent required. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>New course for LIT concentration; internship course</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff:</div> <p style="color: green;">RHET 4395 Internship (3 semester credit hours) Internship in professional and technical writing. Credit/No Credit only. Prerequisites: RHET 1302 and RHET 2310 and Program Head consent required. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">show fields: rhet4395.2</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	cxh074100 2022-10-07 15:07:20 audit: -1270.7 m index: -1270.7 m match_fail
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status:	approving									
audit:	13									

RHET 4395 - New Course Additional Information

Prefix	RHET
Number	4395
Year Min	2023
School	ahtc
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	No internships in RHET
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-10-07 15:02:03
Create_NetID	cxh074100

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * arab1311 (r5) arab1311.10 group_head series_head	<p>ARAB 1311 (ARAB 1411) Beginning Arabic I (3 semester credit hours) Development of basic skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: Equivalent based on placement exam score or instructor consent required. (3-0) S</p> <p style="text-align: center;">request notes</p> <p>Edited course description and prerequisite for parity with introductory-level courses in other languages; updated course offering frequency. (Updated to add state approved 90 core - DDC) Added TCCN (10/2022)</p> <p style="text-align: center;">peoplesoft diff: 000663 2022-08-21 ddc130130</p> <p>ARAB 1311 (ARAB 1411) Beginning Arabic I (3 semester credit hours) Development of basic skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: Equivalent based on placement exam score or instructor consent required. (3-0) S</p> <p style="text-align: center;">show fields: arab1311.10</p> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: 090 • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	cxh074100 2022-10-16 10:17:15 000663 audit: -1284 m index: -1284 m match_fail
phase:	approve									
status:	approving									
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2023-open	edit * arab1312 (r8) arab1312.13 group_head series_head	<p>ARAB 1312 (ARAB 1412) Beginning Arabic II (3 semester credit hours) Continued development of basic skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: ARAB 1311 or equivalent based on placement exam score or instructor consent required. (3-0) S</p> <p style="text-align: center;">request notes</p> <p>Edited course description for parity with other foreign language courses; updated course offering frequency. (Updated to add state approved 90 core - DDC) Added TCCN (10/2022)</p> <p style="text-align: center;">peoplesoft diff: 000664 2022-08-21 ddc130130</p> <p>ARAB 1312 (ARAB 1412) Beginning Arabic II (3 semester credit hours) Continued development of basic skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: ARAB 1311 or equivalent based on placement exam score or instructor consent required. (3-0) S</p> <p style="text-align: center;">show fields: arab1312.13</p> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: 090 • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	cxh074100 2022-10-16 10:17:53 000664 audit: -1283.7 m index: -1283.7 m match_fail
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audit:	29									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * arts3340 (r8) arts3340.12 group_head series_head	<p>ARTS 3340 Topics in Studio Art (3 semester credit hours) This course will investigate special topics exploring the wide variety of ideas, concepts, principles and techniques inherent in different media in the visual arts. Sections may be devoted exclusively to sculpture, photography, computer imaging, or painting. 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 instructor consent. (0-3) R</p> <div data-bbox="412 478 1131 520" style="border: 1px solid #ccc; padding: 2px; text-align: center;">request notes</div> <p>Added instructor consent as a possible prereq</p> <div data-bbox="412 600 1131 642" style="border: 1px solid #ccc; padding: 2px; text-align: center;">peoplesoft diff: 000769 2022-08-21 ddc130130</div> <p>ARTS 3340 Topics in Studio Art (3 semester credit hours) This course will investigate special topics exploring the wide variety of ideas, concepts, principles and techniques inherent in different media in the visual arts. Sections may be devoted exclusively to sculpture, photography, computer imaging, or painting. 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. 2381 or instructor consent. (0-3) R</p> <div data-bbox="412 919 1131 961" style="border: 1px solid #ccc; padding: 2px; text-align: center;">repeat reason</div> <p>Course content and projects will vary each time this course is taught.</p> <div data-bbox="412 1066 1131 1108" style="border: 1px solid #ccc; padding: 2px; text-align: center;">show fields: arts3340.12</div> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	mlg105020 2022-10-11 10:26:53 000769 audit: -1288.2 m index: -1288.2 m match_fail
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audit:	29									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * hist4376 (r7) hist4376.10 group_head series_head	<p>HIST 4376 Advanced Topics in History (3 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: Completion of a 060 core course. (3-0) R</p> <p style="text-align: center;">request notes</p> <p>Creating a 3000-level topics course; title change to differentiate.</p> <p style="text-align: center;">peoplesoft diff: 006945 2022-08-21 ddc130130</p> <p>HIST 4376 Advanced Topics in History (3 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: Completion of a 060 core course. (3-0) R</p> <p style="text-align: center;">repeat reason</p> <p>Topics vary in terms of historical eras, location, and subject of historical investigation each time this class is offered.</p> <p style="text-align: center;">show fields: hist4376.10</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>28</td> </tr> </table>	phase:	approve	status:	approving	audit:	28	exs082000 2022-09-16 09:36:01 006945 audit: -1297.9 m index: -1297.9 m match_fail
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audit:	28									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * rhet1302 (r8) rhet1302.9 group_head series_head	<p>RHET 1302 (ENGL 1302) Rhetoric (3 semester credit hours) An integrated approach to writing, reading, and critical thinking; development of the grammatical, logical, and rhetorical skills necessary for university-level writing. (3-0) S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center;">request notes</div> <p>Minor edits to course description; corrected CIP code</p> <div style="border: 1px solid gray; padding: 2px; text-align: center;">peoplesoft diff: 011269 2022-08-21 ddc130130</div> <p>RHET 1302 (ENGL 1302) Rhetoric (3 semester credit hours) This course presents an An integrated approach to writing, reading, and critical thinking-by-developing thinking; development of the grammatical, logical, and rhetorical skills necessary for university university-level writing. (3-0) S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center;">show fields: rhet1302.9</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: 1090 • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>28</td> </tr> </table>	phase:	approve	status:	approving	audit:	28	cxh074100 2022-10-07 14:49:16 011269 audit: -1289.2 m index: -1289.2 m match_fail
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audit:	28									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * rhet2302 (r4) rhet2302.8 group_head series_head	<p>RHET 2302 Intermediate Composition and Rhetoric (3 semester credit hours) Continued development of the grammatical, logical, and rhetorical skills necessary for university-level writing. Prerequisite: RHET 1302 or instructor consent required. (3-0) S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>Minor edits to course description; corrected CIP code; updated frequency</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff: 014989 2022-08-21 ddc130130</div> <p>RHET 2302 Intermediate Composition and Rhetoric (3 semester credit hours) This course continues the exploration of principles and practices in rhetoric and writing. Students will be introduced to patterns Continued development of writing used in reports the grammatical, logical, and letters rhetorical skills necessary for business, industry, and technology. university-level writing. Prerequisite: RHET 1302 or instructor consent required. (3-0) R S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">show fields: rhet2302.8</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: 010 cat_subtitles: no_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>28</td> </tr> </table>	phase:	approve	status:	approving	audit:	28	cxh074100 2022-10-07 14:52:38 014989 audit: -1288.7 m index: -1288.7 m match_fail
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ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * bmen3200 (r3) bmen3200.7 group_head series_head	<p>BMEN 3200 Biomedical Engineering Fundamentals and Design (2 semester credit hours) This course will cover the fundamentals of biomedical engineering and design techniques through a combination of labs, lectures, and a guided design project. Students will learn the broad fundamentals of biomedical engineering and also the design process including such topics as ethical behavior, particularly with respect to human and animal subjects, intellectual property considerations, global biomedical engineering, codes and standards, and FDA regulations. The students will receive hands-on training on machining, wetlab techniques, computer-aided modeling and simulation, basic electrical and electronic circuit design and computer programming. Completion of this course will provide students with the skills and knowledge to enable them to be successful in future design courses. Lab fee of \$30 required. Prerequisites: BMEN 3220 and BMEN 3320 and BMEN 3331 and BMEN 3399. Corequisite: BMEN 4310. (1-3) S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>Added per dept. Updated listing to 2 lab hours, not 2 lec hours, and updated to major course. 2-14-22 ltm Updated to new course format of one hour lec, 3 hour lab meeting. Also updated to be a regular lab, not a no-fee lab. 9-26-22 ltm Added \$80 lab fee to course description. 10-6-22 ltm Revised fee to \$30 per bursar's communication of fee limit. 10-6-22 ltm</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff: 015904 2022-08-21 ddc130130</div> <p>BMEN 3200 Biomedical Engineering Fundamentals and Design (2 semester credit hours) This course will cover the fundamentals of biomedical engineering and design techniques through a combination of labs, lectures, and a guided design project. Students will learn the broad fundamentals of biomedical engineering and also the design process including such topics as ethical behavior, particularly with respect to human and animal subjects, intellectual property considerations, global biomedical engineering, codes and standards, and FDA regulations. The students will receive hands-on training on machining, wetlab techniques, computer-aided modeling and simulation, basic electrical and electronic circuit design and computer programming. Completion of this course will provide students with the skills and knowledge to enable them to be successful in future design courses. Lab fee of \$30 required. Prerequisites: BMEN 3220 and BMEN 3320 and BMEN 3331 and BMEN 3399. Corequisite: BMEN 4310. (0-2) (1-3) S</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">show fields: bmen3200.7</div> <ul style="list-style-type: none"> • cat_repeat_units: 2 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	lxm162530 2022-10-06 10:47:57 015904 audit: -1299.1 m index: -1299.1 m match_fail
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status:	approving									
audit:	29									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * soc4369 (r5) soc4369.5 group_head series_head	<p>SOC 4369 Public Health and Society (3 semester credit hours) This class is an overview of public health, with an emphasis on the relationship between social forces and health. Topics covered include the history of public health, research ethics, public health careers, epidemiology, behavior change theory, and program development. Particular emphasis will be devoted to social determinants of health and health disparities in the U.S. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>New instructor has revised course content.</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff: 013198 2020-08-16 ddc130130</div> <p>SOC 4369 Public Health and Society (3 semester credit hours) An This class is an overview of public and population health, with an emphasis on the relationship between social forces and health. Topics to be covered include the history of public health institutions and occupations; the determinants and social components of infectious and noninfectious diseases, including major public health epidemics and the response to them; public health rates, risk factors, indicators, and vital statistics; health, research ethics, public health law, policy, and ethics; and the effects of social forces on health, including social inequality, culture careers, epidemiology, behavior change theory, and lifestyle, and environmental and occupational influences on health. program development. Particular emphasis will be devoted to social determinants of health and health disparities in the U.S. and globally. U.S. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">show fields: soc4369.5</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	scotch 2022-10-02 14:05:04 013198 audit: -1293.1 m index: -1293.1 m match_fail
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start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * soc4371 (r8) soc4371.8 group_head series_head	<p>SOC 4371 Mental Health and Illness (3 semester credit hours) An overview of how society has identified and treated mental illness over time and in different cultures. Topics include causes and cures, social determinants and mental health, history of societal responses to mental illness, including public policies, and how mental illness is represented in media. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>New instructor is offering revised course content.</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 011599 2014-08-24 adp130030</div> <p>SOC 4371 Mental Health and Illness (3 semester credit hours) Explores the diverse, disturbing, disruptive, and disabling phenomena An overview of how society has identified and treated mental disorders. illness over time and in different cultures. Topics to be covered include the classification of mental disorders, the etiology causes and epidemiology of mental illnesses, cures, social determinants and the mental health, history of societal responses to mentally ill, mental illness, including public policies. policies, and how mental illness is represented in media. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">show fields: soc4371.8</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	scotch 2022-10-02 14:20:42 011599 audit: -1286 m index: -1286 m match_fail
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audit:	31									
2023-open	edit * soc4372 (r7) soc4372.7 group_head series_head	<p>SOC 4372 Health and Illness (3 semester credit hours) An introduction to medical sociology, this class examines the social causes of health and disease, health and illness behaviors, medicalization and the social construction of illness, global health disparities, history of and current practices in medical school and the health professions, and the formulation and implementation of health policies and programs. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>New instructor has revised course content.</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 011600 2014-08-24 adp130030</div> <p>SOC 4372 Health and Illness (3 semester credit hours) An examination of introduction to medical sociology, this class examines the social conditions and correlates causes of diseases, health and disease, health and illness behaviors, medicalization and the social behavior construction of the sick, illness, global health institutions disparities, history of and current practices in medical school and the health professions, and the formulation and implementation of health policies and programs. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">show fields: soc4372.7</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	scotch 2022-10-02 14:10:25 011600 audit: -1286.4 m index: -1286.4 m match_fail
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audit:	31									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * soc4384 (r4) soc4384.5 group_head series_head	<p>SOC 4384 Social Epidemiology (3 semester credit hours) Social epidemiology emphasizes that health, disease, and injury are influenced over the life course not only on an individual level, but on multiple levels, including social groups, communities, and policies. This course explores how socioeconomic status, discrimination, war, workplace policies, and other social determinants contribute to disparities in the distribution of disease and injury. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>New instructor is offering revised course content.</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 013762 2015-08-23 sxr090100</div> <p>SOC 4384 Social Epidemiology (3 semester credit hours) A non-technical overview of Social epidemiology (disease investigation) and its role in public health theory emphasizes that health, disease, and practice, with emphasis on injury are influenced over the life course not only on an individual level, but on multiple levels, including social dimensions groups, communities, and policies. This course explores how socioeconomic status, discrimination, war, workplace policies, and other social determinants contribute to disparities in the distribution of health, illness, disease and injury. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">show fields: soc4384.5</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	scotch 2022-10-02 14:15:35 013762 audit: -1287 m index: -1287 m match_fail
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ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * soc4385 (r4) soc4385.4 group_head series_head	<p>SOC 4385 Global Health and Society (3 semester credit hours) Using the United Nations' sustainable development goals as a framework, this class covers the measurement of the global burden of disease, research ethics, different global health systems, and why people in different parts of the world are at different levels of risk for communicable and non-communicable diseases. Additionally, there is a focus on particular issues such as injuries, environment, and nutrition, as well as special populations such as women and children. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>Simpler clearer course title. New instructor is offering revised course content.</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff: 013763 2019-08-18 ddc130130</div> <p>SOC 4385 Global Health and Society (3 semester credit hours) A review of frameworks for understanding global health issues and Using the improvement of health at United Nations' sustainable development goals as a population level. Topics include framework, this class covers the measurement of (and strategies for reducing) the global burden of morbidity and mortality; the relationships among culture, political economy, and health; comparative health care systems and health policies; the relationship between economic development and health; and the role of disease, research ethics, different global governmental health systems, and nongovernmental institutions in promoting health. Course concepts will be examined why people in the context different parts of case studies the world are at different levels of global epidemics risk for communicable and the response to them. non-communicable diseases. Additionally, there is a focus on particular issues such as injuries, environment, and nutrition, as well as special populations such as women and children. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">show fields: soc4385.4</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	scotch 2022-10-02 14:18:33 013763 audit: -1302.1 m index: -1302.1 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * isns2366 (r3) isns2366.7 group_head series_head	<p>ISNS 2366 Global Climate Change (3 semester credit hours) The course will integrate the four main Earth Sciences - Geology, Oceanography, Meteorology, and Astronomy - and will demonstrate the inseparable connection between these disciplines and how their physical and chemical interactions determine local, regional, and global climate conditions. It will also be demonstrated that unique forces in today's modern world as a result of human activity are changing the climate in ways that may yield significantly negative outcomes for life on Earth in the not-too-distant future, depending on actions taken by human civilization today. (3-0) S</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>acad org updated to correct dept</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff: 015763 2021-08-22 ddc130130</div> <p>ISNS 2366 Global Climate Change (3 semester credit hours) The course will integrate the four main Earth Sciences - Geology, Biology, Paleontology, Oceanography, Meteorology, and Astronomy - and will demonstrate the inseparable connection between these sciences disciplines and how their interplay determines world physical and chemical interactions determine local, regional, and global climate conditions. A biological component – including the evolution of the human species– It will also be incorporated to show how life itself is likely Earth's thermostat demonstrated that regulates climate on unique forces in today's modern world as a range result of spatial and temporal scales. human activity are changing the climate in ways that may yield significantly negative outcomes for life on Earth in the not-too-distant future, depending on actions taken by human civilization today. (3-0) S</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; margin: 5px 0;">show fields: isns2366.7</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	jds107020 2022-09-24 22:31:32 015763 audit: -1296.8 m index: -1296.8 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * phys3411 (r10) phys3411.17 group_head series_head	<p>PHYS 3411 Theoretical Physics (4 semester credit hours) Index Notation; Vector spaces and linear operators; Gradient, divergence and curl; Using Green's, Stokes' and divergence theorems to relate surface integrals to either line or volume integrals; Fourier series; Separating variables in PDEs. Corequisite: MATH 2420. Prerequisites: MATH 2418 with a grade of at least C- and [(MATH 2415 with a grade of at least C-) or (MATH 2451 or MATH 3351 with a grade of at least C-)] and (PHYS 2326 or PHYS 2422). (4-0) S</p> <p style="text-align: center;">request notes</p> <p>10.26.16 Prerequisite changed; department approved. Updated prereq per Dr. Slinker (DDC - 09.20.17). 4.9.20-Per Dr. Biewer, MATH 3351 was added to prerequisite. 1.4.21-Per Dr. Biewer; updated prerequisite to reflect correct placement of MATH 3351</p> <p style="text-align: center;">peoplesoft diff: 012911 2021-08-22 ddc130130</p> <p>PHYS 3411 Theoretical Physics (4 semester credit hours) Index Notation; Vector spaces and linear operators; Gradient, divergence and curl; Using Green's, Stokes' and divergence theorems to relate surface integrals to either line or volume integrals; Fourier series; Separating variables in PDEs. Corequisite: MATH 2420. Prerequisites: MATH 2418 with a grade of at least C- and [(MATH 2415 with a grade of at least B->C-) or (MATH 2451 or MATH 3351 with a grade of at least C-)] and (PHYS 2326 or PHYS 2422). (4-0) S</p> <p style="text-align: center;">show fields: phys3411.17</p> <ul style="list-style-type: none"> • cat_repeat_units: 4 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	jds107020 2022-10-10 12:35:50 012911 audit: -1295.5 m index: -1295.5 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * phys4340 (r2) phys4340.5 group_head series_head	<p>PHYS 4340 Introduction to Quantum Information (3 semester credit hours) A general introduction to the field of quantum information: physics of information processing; quantum logic; quantum algorithms including Shor's factoring algorithm; physics hardware for quantum computation; quantum communications; error corrections. Prerequisite: MATH 2418 or equivalent. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>The course was renamed and updated to reflect changes and work better with new additional courses being added to generate a certification program in quantum information.</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 016002 2021-08-22 ddc130130</div> <p>PHYS 4340 Introduction to Quantum Computing Information (3 semester credit hours) Physics A general introduction to the field of quantum information: physics of information processing; quantum logic; quantum algorithms including Shor's factoring algorithm; physics hardware for quantum computation; quantum communications; error corrections. Prerequisite: MATH 2418 or equivalent. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">show fields: phys4340.5</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	jds107020 2022-10-10 13:06:34 016002 audit: -1292.3 m index: -1292.3 m match_fail
phase:	approve									
status:	approving									
audit:	30									

ITEM #08A

start end	req type course req_id	catalog course description	request status	request metadata						
2023-2023	remove * emac3326 atcm3330 (r3) atcm3330.4 group_head series_head	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">request to remove this course from catalog</div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">request notes</div> <p>Course was renumbered at the 2k level and this is the old version that needs to be removed</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">show fields: atcm3330.4</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">99</td> </tr> </table>	phase:	approve	status:	approving	audit:	99	mlg105020 2022-10-14 14:26:53 012764 audit: -1274.3 m index: -1274.3 m
phase:	approve									
status:	approving									
audit:	99									

ITEM #08B Graduate Courses to be offered in 2022-2023 – MidCycle Additions

COURSE	AHT	BBS	ECS	EPPS	IS	JSOM	NSM	TOTAL
Addition		2						2
Total		2						2
Repeatable								
Online/Hybrid								

Addition							
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	
	HCS 6397 PSYC 6397						

Repeatable (contains Additions & Edits Only)							
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	

Online/Hybrid		
AHT	BBS	ECS

Notes:

Legend			
*	New as repeatable	#	Update to repeat hours
=	Renumber – no additional info required	~	Reinstate – no additional info required
+	Update to Title	↑	Update to Contact Hours
@	New Online/Hybrid Course		

start end	req type course req_id	catalog course description	request status	request metadata						
2022-open	add * hcs6397 (r1) hcs6397.2 group_head series_head	<p>HCS 6397 (PSYC 6397) The Neuroscience Basis of Cultural Psychology (3 semester credit hours) Classic and current research in the neuroscience basis of cultural psychology. The course includes theoretical perspectives, psychological diversity across cultures, neurological and biological foundations of culture, and varieties of culture. (3-0) T</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">request notes</div> <p>(Oct 2022 - Added at the request of Dr. Stillman for use in spring 2023 - DDC)</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">course alias: psyc6397.2 (psyc6397)</div> <p>PSYCHCS 6397 (HCS (PSYC 6397) The Neuroscience Basis of Cultural Psychology (3 semester credit hours) Classic and current research in the neuroscience basis of cultural psychology. The course includes theoretical perspectives, psychological diversity across cultures, neurological and biological foundations of culture, and varieties of culture. (3-0) T</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">peoplesoft diff:</div> <p>HCS 6397 (PSYC 6397) The Neuroscience Basis of Cultural Psychology (3 semester credit hours) Classic and current research in the neuroscience basis of cultural psychology. The course includes theoretical perspectives, psychological diversity across cultures, neurological and biological foundations of culture, and varieties of culture. (3-0) T</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; margin: 5px 0;">show fields: hcs6397.2</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: *null* cat_subtitles: no_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>11</td> </tr> </table>	phase:	approve	status:	approving	audit:	11	ddc130130 2022-10-03 09:01:16 audit: -1483.4 m index: -1483.4 m match_failmatch_fail
phase:	approve									
status:	approving									
audit:	11									

HCS 6397 - New Course Additional Information

Prefix	HCS
Number	6397
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	-
Is Replacement	-
Replaces	-
Similar To	-
Reasoning	-
Requestor	-
Preparer	-
Create_DateTime	2022-09-29 11:45:36
Create_NetID	stillman

ITEM #08B

start end	req type course req_id	catalog course description	request status	request metadata						
2022-open	add * psyc6397 (r1) psyc6397.2 group_head series_head	<p>PSYC 6397 (HCS 6397) The Neuroscience Basis of Cultural Psychology (3 semester credit hours) Classic and current research in the neuroscience basis of cultural psychology. The course includes theoretical perspectives, psychological diversity across cultures, neurological and biological foundations of culture, and varieties of culture. (3-0) T</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>(Oct 2022 - Added at the request of Dr. Stillman for use in spring 2023 - DDC)</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">course alias: hcs6397.2 (hcs6397)</div> <p>HCSPSYC 6397 (PSYC (HCS 6397) The Neuroscience Basis of Cultural Psychology (3 semester credit hours) Classic and current research in the neuroscience basis of cultural psychology. The course includes theoretical perspectives, psychological diversity across cultures, neurological and biological foundations of culture, and varieties of culture. (3-0) T</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff:</div> <p>PSYC 6397 (HCS 6397) The Neuroscience Basis of Cultural Psychology (3 semester credit hours) Classic and current research in the neuroscience basis of cultural psychology. The course includes theoretical perspectives, psychological diversity across cultures, neurological and biological foundations of culture, and varieties of culture. (3-0) T</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">show fields: psyc6397.2</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: *null* cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">11</td> </tr> </table>	phase:	approve	status:	approving	audit:	11	ddc130130 2022-10-03 09:05:13 audit: -1483.4 m index: -1483.4 m match_failmatch_fail
phase:	approve									
status:	approving									
audit:	11									

PSYC 6397 - New Course Additional Information

Prefix	PSYC
Number	6397
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	-
Is Replacement	-
Replaces	-
Similar To	-
Reasoning	-
Requestor	-
Preparer	-
Create_DateTime	2022-09-29 11:48:45
Create_NetID	stillman

Graduate Courses to be offered in 2023-2024

COURSE	AHT	BBS	ECS	EPPS	IS	JSOM	NSM	TOTAL
Addition								
Edit				6			1	7
Inactivation								
Total				6			1	7
Repeatable								
Online/Hybrid								

Addition							
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	

Edit							
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	
			PPPE 6302 PPPE 6303 PPPE 6328 PSCI 6302 PSCI 6303 PSCI 6328				+ PHYS 5340

Repeatable (contains Additions & Edits Only)							
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	

Inactivation							
AHT	BBS	ECS	EPPS	IS	JSOM	NSM	

Online/Hybrid		
AHT	BBS	ECS

Notes:

Legend			
*	New as repeatable	#	Update to repeat hours
=	Renumber – no additional info required	~	Reinstate – no additional info required
+	Update to Title	↑	Update to Contact Hours
@	New Online/Hybrid Course		

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * pppe6302 (r2) pppe6302.3 group_head series_head	<p>PPPE 6302 (PSCI 6302) Political Violence and Conflict in Cyberspace (3 semester credit hours) Cyberspace is not an isolated concept. It expands beyond the conventional notions of networks. Indeed, despite its technical specificities, cyberspace is a domain of human interactions. While many security issues organizations and individuals face are highly technical, their underlying causes and systematic effects are inherently behavioral. Therefore, it makes little sense to approach cybersecurity from a narrow, purely technical perspective. Yet many courses focus on 'the mechanics' of cybersecurity at the expense of behavioral and political aspects. In contrast, this class considers cyberspace as a synergistic entity. First, it examines conflicts and violence in the pre-digital age. Next, it discusses the origins, organization, and evolution of cyberspace. Finally, it explores how cyberspace reshapes conventional conflicts and produces new ones. (3-0) R</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">request notes</div> <p>(Sept 2022 - Updated at the request of Dr. Tom Brunell - DDC)</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">course alias: psci6302.4 (psci6302)</div> <p>PSCIPPE 6302 (PPPE (PSCI 6302) Political Violence and Conflict in Cyberspace (3 semester credit hours) Cyberspace is not an isolated concept. It expands beyond the conventional notions of networks. Indeed, despite its technical specificities, cyberspace is a domain of human interactions. While many security issues organizations and individuals face are highly technical, their underlying causes and systematic effects are inherently behavioral. Therefore, it makes little sense to approach cybersecurity from a narrow, purely technical perspective. Yet many courses focus on 'the mechanics' of cybersecurity at the expense of behavioral and political aspects. In contrast, this class considers cyberspace as a synergistic entity. First, it examines conflicts and violence in the pre-digital age. Next, it discusses the origins, organization, and evolution of cyberspace. Finally, it explores how cyberspace reshapes conventional conflicts and produces new ones. (3-0) R</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">peoplesoft diff: 015895 2020-08-16 ddc130130</div> <p>PPPE 6302 (PSCI 6302) Political Violence and Conflict in Cyberspace (3 semester credit hours) In this discussion-based and interdisciplinary seminar, we examine concepts, causes, and consequences Cyberspace is not an isolated concept. It expands beyond the conventional notions of different types networks. Indeed, despite its technical specificities, cyberspace is a domain of political violence human interactions. While many security issues organizations and individuals face are highly technical, their underlying causes and war, with systematic effects are inherently behavioral. Therefore, it makes little sense to approach cybersecurity from a special narrow, purely technical perspective. Yet many courses focus on how cyber attacks compare causally 'the mechanics' of cybersecurity at the expense of behavioral and strategically to more conventional types political aspects. In contrast, this class considers cyberspace as a synergistic entity. First, it examines conflicts and violence in the pre-digital age. Next, it discusses the origins, organization, and evolution of conflicts. cyberspace. Finally, we will discuss</p>	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	ddc130130 2022-09-28 09:45:03 015895 audit: -1426.8 m index: -1426.8 m match_failmatch_fail
phase:	approve									
status:	approving									
audit:	30									

ITEM #08C

start end	req type course req_id	catalog course description	request status	request metadata
		<p>the different policy responses to cyber versus it explores how cyberspace reshapes conventional attacks. conflicts and produces new ones. (3-0) R</p> <div data-bbox="406 315 1039 357" style="border: 1px solid gray; padding: 2px; text-align: center;"> show fields: pppe6302.3 </div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles 		

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * pppe6303 (r2) pppe6303.3 group_head series_head	<p>PPPE 6303 (PSCI 6303) Cyber Security Policy (3 semester credit hours) This course introduces students to the public policy aspects of cybersecurity. Students will apply the tools of game theory, statistics, and causal inference to inform policy decision-making. The course is divided into four parts. The first introduces the basic concepts and definitions related to policy, governance, and threats. The second part exposes students to the modern policy analysis toolkit. The third part explores the impact of cyber policies on the private sector (topics include cyberpiracy, Dark Net markets, data breaches, deplatforming, and others). The fourth part of the course focuses on the state actors (topics include, electoral integrity, misinformation, digital repression, and others). (3-0) R</p> <div data-bbox="406 619 1036 655" style="border: 1px solid #ccc; padding: 2px; text-align: center;">request notes</div> <p>(Sept 2022 - Updated at the request of Dr. Tom Brunell - DDC)</p> <div data-bbox="406 766 1036 802" style="border: 1px solid #ccc; padding: 2px; text-align: center;">course alias: psci6303.4 (psci6303)</div> <p>PSCIPPE 6303 (PPPE (PSCI 6303) Cyber Security Policy (3 semester credit hours) This course introduces students to the public policy aspects of cybersecurity. Students will apply the tools of game theory, statistics, and causal inference to inform policy decision-making. The course is divided into four parts. The first introduces the basic concepts and definitions related to policy, governance, and threats. The second part exposes students to the modern policy analysis toolkit. The third part explores the impact of cyber policies on the private sector (topics include cyberpiracy, Dark Net markets, data breaches, deplatforming, and others). The fourth part of the course focuses on the state actors (topics include, electoral integrity, misinformation, digital repression, and others). (3-0) R</p> <div data-bbox="406 1249 1036 1285" style="border: 1px solid #ccc; padding: 2px; text-align: center;">peoplesoft diff: 015896 2020-08-16 ddc130130</div> <p>PPPE 6303 (PSCI 6303) Cyber Security Policy (3 semester credit hours) This class focuses on how course introduces students to craft cyber security policies that promote the organizational mission. Strategy, mission, public policy aspects of cybersecurity. Students will apply the tools of game theory, statistics, and objectives vary by organization. Consequently, security management planning varies by organization. This causal inference to inform policy decision-making. The course stresses is divided into four parts. The first introduces the importance of strategic alignment basic concepts and definitions related to policy, governance, and threats. The second part exposes students to the use of an integrated approach where modern policy analysis toolkit. The third part explores the aims impact of security are balanced with fundamental organizational drivers cyber policies on the private sector (topics include cyberpiracy, Dark Net markets, data breaches, deplatforming, and goals. Discussion about how to best achieve security within budgetary, personnel, organizational culture others). The fourth part of the course focuses on the state actors (topics include, electoral integrity, misinformation, digital repression, and infrastructure limitations. others). (3-0) R</p> <div data-bbox="406 1953 1036 1988" style="border: 1px solid #ccc; padding: 2px; text-align: center;">show fields: pppe6303.3</div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	ddc130130 2022-09-28 09:42:39 015896 audit: -1425.3 m index: -1425.3 m match_failmatch_fail
phase:	approve									
status:	approving									
audit:	30									

ITEM #08C

start end	req type course req_id	catalog course description	request status	request metadata
		<ul style="list-style-type: none">• cat_repeat_units: 3• cat_delivery_method: deliverymethod_100• cat_core: *null*• cat_subtitles: no_subtitles		

start end	req type course req_id	catalog course description	request status	request metadata						
2023-open	edit * pppe6328 (r2) pppe6328.4 group_head series_head	<p>PPPE 6328 (PSCI 6328) Capstone in Cyber Security and Policy (3 semester credit hours) This is the culminating experience for graduating students. Students integrate knowledge from across the curriculum to participate in an experiential learning project or case studies. This capstone project can be a faculty-directed semester-long applied research project or a case study of a private organization or a public institution. In addition, students can work on comprehensive cyber policy or strategy, policy impact evaluation, commercial or open-source projects related to information security, cyber law assessment, or a cyber incident investigation. Finally, students present a concise report summarizing the project's results. (3-0) R</p> <div data-bbox="406 588 1039 630" style="background-color: #f0f0f0; padding: 5px; text-align: center;">request notes</div> <p>(Sept 2022 - Updated at the request of Dr. Tom Brunell - DDC)</p> <div data-bbox="406 735 1039 777" style="background-color: #f0f0f0; padding: 5px; text-align: center;">course alias: psci6328.6 (psci6328)</div> <p>PSCIPPPE 6328 (PPPE (PSCI 6328) Capstone in Cyber Security and Policy (3 semester credit hours) This is the culminating experience for graduating students. Students integrate knowledge from across the curriculum to participate in an experiential learning project or case studies. This capstone project can be a faculty-directed semester-long applied research project or a case study of a private organization or a public institution. In addition, students can work on comprehensive cyber policy or strategy, policy impact evaluation, commercial or open-source projects related to information security, cyber law assessment, or a cyber incident investigation. Finally, students present a concise report summarizing the project's results. (3-0) R</p> <div data-bbox="406 1197 1039 1239" style="background-color: #f0f0f0; padding: 5px; text-align: center;">peoplesoft diff: 015878 2020-08-16 ddc130130</div> <p>PPPE 6328 (PSCI 6328) Capstone in Cyber Security and Policy (3 semester credit hours) This is the culminating experience for graduating students. Students integrate knowledge from across the curriculum to participate in an experiential learning project or case studies. This capstone project can be a faculty-directed semester-long applied research project or it can be a case study of an a private organization or local company. Students create a public institution. In addition, students can work on comprehensive cyber security policy that identifies the risks, the available security and or strategy, policy options, the sector specific privacy, ethics and legal standards and policies, and promotes institutional resilience in unfamiliar circumstances. impact evaluation, commercial or open-source projects related to information security, cyber law assessment, or a cyber incident investigation. Finally, students will have to develop and present a concise policy brief that summarizes their recommendations. report summarizing the project's results. (3-0) R</p> <div data-bbox="406 1785 1039 1827" style="background-color: #f0f0f0; padding: 5px; text-align: center;">show fields: pppe6328.4</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	ddc130130 2022-09-28 09:43:46 015878 audit: -1425.5 m index: -1425.5 m match_failmatch_fail
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2023-open	edit * psci6302 (r4) psci6302.4 group_head series_head	<p>PSCI 6302 (PPPE 6302) Political Violence and Conflict in Cyberspace (3 semester credit hours) Cyberspace is not an isolated concept. It expands beyond the conventional notions of networks. Indeed, despite its technical specificities, cyberspace is a domain of human interactions. While many security issues organizations and individuals face are highly technical, their underlying causes and systematic effects are inherently behavioral. Therefore, it makes little sense to approach cybersecurity from a narrow, purely technical perspective. Yet many courses focus on 'the mechanics' of cybersecurity at the expense of behavioral and political aspects. In contrast, this class considers cyberspace as a synergistic entity. First, it examines conflicts and violence in the pre-digital age. Next, it discusses the origins, organization, and evolution of cyberspace. Finally, it explores how cyberspace reshapes conventional conflicts and produces new ones. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>(Sept 2022 - Modified to match the combined course which was updated at the request of Dr. Brunell - DDC)</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">course alias: pppe6302.3 (pppe6302)</div> <p>PPPEPSCI 6302 (PSCI (PPPE 6302) Political Violence and Conflict in Cyberspace (3 semester credit hours) Cyberspace is not an isolated concept. It expands beyond the conventional notions of networks. Indeed, despite its technical specificities, cyberspace is a domain of human interactions. While many security issues organizations and individuals face are highly technical, their underlying causes and systematic effects are inherently behavioral. Therefore, it makes little sense to approach cybersecurity from a narrow, purely technical perspective. Yet many courses focus on 'the mechanics' of cybersecurity at the expense of behavioral and political aspects. In contrast, this class considers cyberspace as a synergistic entity. First, it examines conflicts and violence in the pre-digital age. Next, it discusses the origins, organization, and evolution of cyberspace. Finally, it explores how cyberspace reshapes conventional conflicts and produces new ones. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 011051 2020-08-16 ddc130130</div> <p>PSCI 6302 (PPPE 6302) Political Violence and Conflict in Cyberspace (3 semester credit hours) In this discussion-based and interdisciplinary seminar, we examine concepts, causes, and consequences Cyberspace is not an isolated concept. It expands beyond the conventional notions of different types networks. Indeed, despite its technical specificities, cyberspace is a domain of political violence human interactions. While many security issues organizations and individuals face are highly technical, their underlying causes and war, with systematic effects are inherently behavioral. Therefore, it makes little sense to approach cybersecurity from a special narrow, purely technical perspective. Yet many courses focus on how cyber attacks compare causally 'the mechanics' of cybersecurity at the expense of behavioral and strategically to more conventional types political aspects. In contrast, this class considers cyberspace as a synergistic entity. First, it examines conflicts and violence in the pre-digital age. Next, it discusses the origins, organization, and evolution of conflicts. cyberspace. Finally, we will discuss</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	ddc130130 2022-09-28 09:59:11 011051 audit: -1425.7 m index: -1425.7 m match_failmatch_fail
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		<p>the different policy responses to cyber versus it explores how cyberspace reshapes conventional attacks. conflicts and produces new ones. (3-0) R</p> <div data-bbox="406 315 1039 357" style="border: 1px solid #ccc; padding: 2px; text-align: center;"> show fields: psci6302.4 </div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles 		

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2023-open	edit * psci6303 (r4) psci6303.4 group_head series_head	<p>PSCI 6303 (PPPE 6303) Cyber Security Policy (3 semester credit hours) This course introduces students to the public policy aspects of cybersecurity. Students will apply the tools of game theory, statistics, and causal inference to inform policy decision-making. The course is divided into four parts. The first introduces the basic concepts and definitions related to policy, governance, and threats. The second part exposes students to the modern policy analysis toolkit. The third part explores the impact of cyber policies on the private sector (topics include cyberpiracy, Dark Net markets, data breaches, deplatforming, and others). The fourth part of the course focuses on the state actors (topics include, electoral integrity, misinformation, digital repression, and others). (3-0) R</p> <p style="text-align: center;">request notes</p> <p>(Sept 2022 - Modified to match the combined course which was updated at the request of Dr. Brunell - DDC)</p> <p style="text-align: center;">course alias: pppe6303.3 (pppe6303)</p> <p>PPPEPSCI 6303 (PSCI (PPPE 6303) Cyber Security Policy (3 semester credit hours) This course introduces students to the public policy aspects of cybersecurity. Students will apply the tools of game theory, statistics, and causal inference to inform policy decision-making. The course is divided into four parts. The first introduces the basic concepts and definitions related to policy, governance, and threats. The second part exposes students to the modern policy analysis toolkit. The third part explores the impact of cyber policies on the private sector (topics include cyberpiracy, Dark Net markets, data breaches, deplatforming, and others). The fourth part of the course focuses on the state actors (topics include, electoral integrity, misinformation, digital repression, and others). (3-0) R</p> <p style="text-align: center;">peoplesoft diff: 011052 2022-08-21 ddc130130</p> <p>PSCI 6303 (PPPE 6303) Cyber Security Policy (3 semester credit hours) This class focuses on how course introduces students to craft cyber security policies that promote the organizational mission. Strategy, mission, public policy aspects of cybersecurity. Students will apply the tools of game theory, statistics, and objectives vary by organization. Consequently, security management planning varies by organization. This causal inference to inform policy decision-making. The course stresses is divided into four parts. The first introduces the importance of strategic alignment basic concepts and definitions related to policy, governance, and threats. The second part exposes students to the use of an integrated approach where modern policy analysis toolkit. The third part explores the aims impact of security are balanced with fundamental organizational drivers cyber policies on the private sector (topics include cyberpiracy, Dark Net markets, data breaches, deplatforming, and goals. Discussion about how to best achieve security within budgetary, personnel, organizational culture others). The fourth part of the course focuses on the state actors (topics include, electoral integrity, misinformation, digital repression, and infrastructure limitations. others). (3-0) R</p> <p style="text-align: center;">show fields: psci6303.4</p>	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	ddc130130 2022-09-28 10:00:08 011052 audit: -1426.1 m index: -1426.1 m match_failmatch_fail
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2023-open	edit * psci6328 (r6) psci6328.6 group_head series_head	<p>PSCI 6328 (PPPE 6328) Capstone in Cyber Security and Policy (3 semester credit hours) This is the culminating experience for graduating students. Students integrate knowledge from across the curriculum to participate in an experiential learning project or case studies. This capstone project can be a faculty-directed semester-long applied research project or a case study of a private organization or a public institution. In addition, students can work on comprehensive cyber policy or strategy, policy impact evaluation, commercial or open-source projects related to information security, cyber law assessment, or a cyber incident investigation. Finally, students present a concise report summarizing the project's results. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>(Sept 2022 - Modified to match the combined course which was updated at the request of Dr. Brunell - DDC)</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">course alias: pppe6328.4 (pppe6328)</div> <p>PPPEPSCI 6328 (PSCI (PPPE 6328) Capstone in Cyber Security and Policy (3 semester credit hours) This is the culminating experience for graduating students. Students integrate knowledge from across the curriculum to participate in an experiential learning project or case studies. This capstone project can be a faculty-directed semester-long applied research project or a case study of a private organization or a public institution. In addition, students can work on comprehensive cyber policy or strategy, policy impact evaluation, commercial or open-source projects related to information security, cyber law assessment, or a cyber incident investigation. Finally, students present a concise report summarizing the project's results. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 011062 2020-08-16 ddc130130</div> <p>PSCI 6328 (PPPE 6328) Capstone in Cyber Security and Policy (3 semester credit hours) This is the culminating experience for graduating students. Students integrate knowledge from across the curriculum to participate in an experiential learning project or case studies. This capstone project can be a faculty-directed semester-long applied research project or it can be a case study of an a private organization or local company. Students create a public institution. In addition, students can work on comprehensive cyber security policy that identifies the risks, the available security and or strategy, policy options, the sector specific privacy, ethics and legal standards and policies, and promotes institutional resilience in unfamiliar circumstances. impact evaluation, commercial or open-source projects related to information security, cyber law assessment, or a cyber incident investigation. Finally, students will have to develop and present a concise policy brief that summarizes their recommendations. report summarizing the project's results. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">show fields: psci6328.6</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	ddc130130 2022-09-28 10:00:31 011062 audit: -1426.2 m index: -1426.2 m match_failmatch_fail
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2023-open	edit * phys5340 (r2) phys5340.4 group_head series_head	<p>PHYS 5340 Introduction to Quantum Information (3 semester credit hours) A general introduction to the field of quantum information: physics of information processing; quantum logic; quantum algorithms including Shor's factoring algorithm; physics hardware for quantum computation; quantum communications; error corrections. Prerequisite: Math 2418 or equivalent. (3-0) Y</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>The change of the title from quantum computing to quantum information to reflect the nature of the course as an introductory course to the field of quantum information. The course will be offered every year for a graduate certificate program. (Removed course cross-listing as it is against policy to combine grad and ugrd courses - DDC)</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 015996 2021-08-22 ddc130130</div> <p>PHYS 5340 Introduction to Quantum Computing Information (3 semester credit hours) Physics A general introduction to the field of quantum information: physics of information processing; quantum logic; quantum algorithms including Shor's factoring algorithm; physics hardware for quantum computation; quantum communications; error corrections. Prerequisite: Math 2418 or equivalent. (3-0) Y</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; margin: 10px 0;">show fields: phys5340.4</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: *null* cat_subtitles: no_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	ddc130130 2022-10-12 10:59:58 015996 audit: -1424.2 m index: -1424.2 m match_fail
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Proposed Concentration¹ or Minor Program Form
Title: Minor in Nonprofit Management
School: EPPS

Contact(s):

Elizabeth Searing (Elizabeth.Searing@UTDallas.edu), Allison Russell (allison.russell@utdallas.edu), and James Harrington (james.harrington@utdallas.edu)

Administrative Academic Unit:

Public and Nonprofit Management Program in the School of Economic, Political and Policy Sciences

Implementation Date:

Fall of 2023 (August 21, 2023)

Description including rationale for new Concentration or Minor:

The new minor allows students both in EPPS and across the university to gain skills useful for entering the workforce for nonprofits and other enterprises in the social economy. It is a natural extension of the priority UTD places on giving back to the community and will allow students of any major to gain useful knowledge and skills on nonprofit organizations, how they function, and how to accomplish social impact. It will also provide a means for students from different majors to identify opportunities for leveraging their unique interests and discipline-specific training in service of their career goals post-graduation.

UTD has also been increasing our ties with the local nonprofit sector, including creating a student chapter of the Association of Fundraising Professionals and offering access to the Nu Lambda Mu Honors Society for students in the Graduate Certificate in Nonprofit Management. The Public and Nonprofit Program in EPPS, especially, involves community organizations extensively in their graduate-level nonprofit-related courses. What we have not been able to do, however, is provide training beyond a single class to our undergraduate students in order to strengthen the incoming workforce of the organizations with which we work. Introducing the Nonprofit Management Minor will help us address both the demand for courses from the students and the supply of talented employees for the sector.

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

Academic Focus of the Concentration or Minor:

The academic focus is on the knowledge and skills necessary to work in the nonprofit sector. This means an understanding of why the sector exists, how nonprofit and public organizations operate, how to provide services, and how to fund such services. The minor will allow our students to develop their own practical job skills, while also having a solid understanding of the deeper fundamentals of why a nonprofit sector exists and its role in modern society. They will also become familiar with the concepts of public service and civic engagement and how to harness them in service of social change.

Job Market for the Concentration or Minor:

The job market is primarily the Texas nonprofit sector, which directly employs over half a million Texans and contributes \$110 billion toward Texas’s GDP (Built for Texas, 2018). Further, skills such as fundraising and volunteer management are useful for not only nonprofit careers but also careers in other sectors and participation in civic life more broadly. As mentioned, the Public and Nonprofit Management Program in EPPS has been building ties with the local nonprofit sector through their graduate offerings, so this allows us to provide similar, top-quality education to those hoping to serve the public through nonprofit and other social sector organizations.

Number of Required Semester Credit Hours:

18

Course requirements for Concentration or Minor:

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

Required Courses: 12 semester credit hours

PA 4355	Managing Nonprofit Organizations
PA *4XXX	Measuring Social Impact
PA *4XXX	Starting a Nonprofit or Social Enterprise
PA 3333	Human Resources Management: Leading a Diverse Workforce
OR	
PA *4XXX/6335	Resource Development for Nonprofits (existing grad course, proposing concurrent course)

Commented [HJ1]: We plan to change this to a 3000-level course and rename it as Introduction to the Nonprofit Sector

Commented [KS2]: Concurrent course approval process is separate from approval process for a minor.

Upper-Division Courses: 6 semester credit hours

Any upper-division course with a PA prefix with the exception of [PA 4V97](#), [PA 4V98](#), and [PA 4V99](#).

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

Required Courses: 12 semester credit hours

PA 4355	Dr. Allison Russell
PA *4XXX	(“Impact”) Dr. Allison Russell
PA 3333	Dr. Meghna Sabharwal
PA *4XXX	(“Starting”) Dr. Elizabeth Searing
PA *4XXX/6335	Dr. Elizabeth Searing

Upper-Division Courses: 6 semester credit hours

Upper division course in PA taught by: Dr. Abraham Benavides, Teodoro Benavides, Dr. Evgenia Gorina, Dr. James Harrington, Dr. John McCaskill, Dr. Allison Russell, Dr. Meghna Sabharwal, and Dr. Elizabeth Searing

Additional Information:

Course Descriptions:

PA 3333 Human Resources Management: Leading a Diverse Workforce
This introductory course provides an overview to public and nonprofit human resource management. Leadership, motivation, leading diverse workplaces, issues of equity and inclusion, decision making, conflict resolution, performance, strategic management, and other important challenges of personnel human resources management in government and nonprofit organizations.

PA *4XXX Measuring Social Impact
Nonprofit and public agencies seek to generate and provide public good to society. Yet, it can be difficult to determine whether programs and services are producing the intended impact, particularly when dealing with intangible outcomes. This course introduces students to the concept of social impact and examines the challenges of conceptualizing and measuring outcomes and impact in nonprofit and public organizations. Drawing on principles of evaluation and research design, this course offers students perspectives, frameworks, and tools for designing, implementing, and evaluating programs in pursuit of social impact. This course is suitable for students interested in the nonprofit or public sectors, as well as business students interested in the role and implementation of

corporate social responsibility and environmental, social and governance goals in the for-profit sector.

PA 4355 Managing Nonprofit Organizations

This course provides a thorough introduction to the trillion-dollar nonprofit sector, which encompasses education, research, healthcare, art, religious congregations, social services, advocacy, legal services, international assistance, foundations, and mutual benefit organizations. The course explores the history of nonprofit organizations in the United States, qualifications for charitable groups and their governance, and various management issues. Students will become familiar with nonprofit concepts and theories while expanding their knowledge of nonprofit management and developing practical skills

PA *4XXX Starting a Nonprofit or Social Enterprise

This course provides an in-depth exposure to starting a new nonprofit, as well as creating new ventures within an existing nonprofit organization. The course focuses on the process for creating successful new ventures within a nonprofit context, including comparisons with traditional and low-profit corporate forms. Students will critically engage in the discourse surrounding social entrepreneurship in order to more successfully become change-makers.

PA *4XXX/6335 Resource Development for Nonprofits (existing grad course, proposing concurrent course)

This course examines sources of revenue for nonprofit organizations. Specific topics include fundraising, grant writing, and donor dynamics. The course is designed to prepare the student to work effectively as a member of a fundraising team - either as staff or volunteer board member.

**The University of Texas at Dallas
Substantive Change Determination Form**

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

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

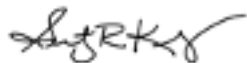
Minor in Nonprofit Management (EPPS)

(Title of Requested Proposal / Change; attached appropriate forms and/or memo: Yes xx No)

The SACSCOC Liaison has reviewed the proposal / request in accordance with the SACSCOC Substantive Change Policy Procedures and has determined that approval/notification is is not XX necessary based on the following reason(s):

The minor in Nonprofit Management, CIP Code 44.0401.00, is not a significant departure for UT Dallas' academic programs because the School of Economic, Political and Policy Sciences (EPPS) offers a graduate certificate in nonprofit management under the helm of Public and Nonprofit Management program. It will complement both the BS in Public Affairs and the proposed undergraduate certificate. EPPS will add three new undergraduate courses and one of these courses will be a concurrent course with an existing graduate course; these courses are the same core courses as shown in the proposed undergraduate certificate. The percentage of new content is calculated by dividing the total requirements (120 SCH minus 42 SCH in general education/core curriculum ($18 / 78 = 23\%$), below the 50% reporting threshold per SACSCOC's substantive change policy.

Signed:



10-18-2022

Serenity Rose King, PhD
SACSCOC Accreditation Liaison

Date

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

Proposed Academic Certificate Program
Title: Undergraduate Certificate in Nonprofit Management
School: EPPS

Contact(s): Elizabeth Searing (Elizabeth.Searing@UTDallas.edu), Allison Russell (allison.russell@utdallas.edu), and James Harrington (james.harrington@utdallas.edu)

Academic Administrative Unit: Public and Nonprofit Management Program in the School of Economic, Political and Policy Sciences

Implementation Date: Fall of 2023 (August 21, 2023)

Description including rationale for new program:

The new Undergraduate Certificate allows students both in EPPS and across the university to gain skills useful for entering the workforce for nonprofits and other enterprises in the social economy. It also provides an on-ramp into undergraduate education for the many talented nonprofit employees in the DFW area, who would like to learn management skills but have not yet completed an undergraduate education. When promoting the MPA and Graduate Certificate in Nonprofit Management, faculty have noticed that many community members are very interested but do not have the BA required for the graduate certificate. This undergraduate certificate both enables them to achieve the goal of top-quality instruction and gives them a head start on achieving the full undergraduate degree as well. It is also a natural extension of the priority UTD places on giving back to the community and will allow students of any major to gain useful knowledge and skills on nonprofit organizations, how they function, and how to accomplish social impact.

UTD has also been increasing our ties with the local nonprofit sector, including creating a student chapter of the Association of Fundraising Professionals and offering access to the Nu Lambda Mu Honors Society for students in the Graduate Certificate in Nonprofit Management. The Public and Nonprofit Program in EPPS, especially, involves community organizations extensively in their graduate-level, nonprofit-related courses. What we have not been able to do, however, is provide training beyond a single class to our undergraduate students in order to strengthen the incoming workforce of the organizations with which we work. Introducing the Undergraduate Certificate in Nonprofit Management (alongside the Nonprofit Management Minor, which draws on the same core classes) will help us address both the demand for courses from the students and the supply of talented employees for the sector.

Academic Focus of the Certificate:

The academic focus is on the knowledge and skills necessary to work in the nonprofit sector. This means an understanding of why the sector exists, how nonprofit and public organizations operate, how to provide services, and how to fund such services. The undergraduate certificate will allow our students to develop their own practical job skills,

while also having a solid understanding of the deeper fundamentals of why a nonprofit sector exists and its role in modern society. They will also become familiar with the concepts of public service and civic engagement and how to harness them in service of social change.

CIP Code (as authorized by the THECB’s program inventory for UT Dallas; leave it blank if you need assistance¹ during the preliminary planning phase): 44.0401

Undergraduate or Graduate (select level): Undergraduate

State-Supported or Self-Supporting (Cohort or Executive Education) (please select the appropriate funding model): State-supported

Job Market for the Certificate:

The job market is primarily the Texas nonprofit sector, which directly employs over half a million Texans and contributes \$110 billion toward Texas’s GDP (Built for Texas, 2018). Further, skills such as fundraising and volunteer management are useful for not only nonprofit careers but also careers in other sectors and participation in civic life more broadly. As mentioned, the Public and Nonprofit Management Program in EPPS has been building ties with the local nonprofit sector through their graduate offerings, so this allows us to provide similar, top-quality education to those hoping to serve the public through nonprofit and other social sector organizations.

Admission Criteria:

Number of Semester Credit Hours and Relevant Degree Programs:

12 semester credit hours for the certificate

Relevant Degree programs:

- Proposed Minor in Nonprofit Management (undergraduate)
- Major in Public Affairs (undergraduate)
- Masters in Public Administration (standalone and fast track)
- Graduate Certificate in Nonprofit Management

Approximate Time to Complete Academic Certificate:

Achievable in a year, part time

Course Offerings and Site Locations (note new courses with an asterisk which may require SACSCOC notification/approval; also, an off-campus location will require SACSCOC approval prior to implementation):

PA 4355	Managing Nonprofit Organizations
PA *4XXX	Measuring Social Impact

Commented [HJ1]: We plan to change this to a 3000-level course and rename it as Introduction to the Nonprofit Sector

¹ Contact Dr. Serenity King, Associate Vice President, email: serenity.king@utdallas.edu; telephone: 972.883.6749

- PA *4XXX Starting a Nonprofit or Social Enterprise
- PA 3333 Human Resources Management: Leading a Diverse Workforce
- OR
- PA *4XXX/6335 Resource Development for Nonprofits (existing grad course, proposing concurrent course)

Commented [VMJ2]: Concurrent course approval process is separate from approval process for a certificate.

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

- PA 4355 Dr. Allison Russell
- PA *4XXX (“Impact”) Dr. Allison Russell
- PA 3333 Dr. Meghna Sabharwal
- PA *4XXX (“Starting”) Dr. Elizabeth Searing
- PA *4XXX/6335 Dr. Elizabeth Searing

Additional Information:

PA 3333 Human Resources Management: Leading a Diverse Workforce
 This introductory course provides an overview to public and nonprofit human resource management. Leadership, motivation, leading diverse workplaces, issues of equity and inclusion, decision making, conflict resolution, performance, strategic management, and other important challenges of personnel human resources management in government and nonprofit organizations.

PA *4XXX Measuring Social Impact
 Nonprofit and public agencies seek to generate and provide public good to society. Yet, it can be difficult to determine whether programs and services are producing the intended impact, particularly when dealing with intangible outcomes. This course introduces students to the concept of social impact and examines the challenges of conceptualizing and measuring outcomes and impact in nonprofit and public organizations. Drawing on principles of evaluation and research design, this course offers students perspectives, frameworks, and tools for designing, implementing, and evaluating programs in pursuit of social impact. This course is suitable for students interested in the nonprofit or public sectors, as well as business students interested in the role and implementation of corporate social responsibility and environmental, social and governance goals in the for-profit sector.

PA 4355 Managing Nonprofit Organizations
 This course provides a thorough introduction to the trillion-dollar nonprofit sector, which encompasses education, research, healthcare, art, religious congregations, social services, advocacy, legal services, international assistance, foundations, and mutual benefit organizations. The course explores the history of nonprofit organizations in the United States, qualifications for charitable groups and their governance, and various management issues. Students will become familiar with nonprofit concepts and theories

while expanding their knowledge of nonprofit management and developing practical skills

PA *4XXX Starting a Nonprofit or Social Enterprise

This course provides an in-depth exposure to starting a new nonprofit, as well as creating new ventures within an existing nonprofit organization. The course focuses on the process for creating successful new ventures within a nonprofit context, including comparisons with traditional and low-profit corporate forms. Students will critically engage in the discourse surrounding social entrepreneurship in order to more successfully become change-makers.

PA *4XXX/6335 Resource Development for Nonprofits (existing grad course, proposing concurrent course)

This course examines sources of revenue for nonprofit organizations. Specific topics include fundraising, grant writing, and donor dynamics. The course is designed to prepare the student to work effectively as a member of a fundraising team - either as staff or volunteer board member.

Please attach the accompanying form, Certificate Assessment Plan Form (included in webpage: <https://provost.utdallas.edu/academic-program-proposals/new-certificates>)

**The University of Texas at Dallas
Substantive Change Determination Form**

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

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

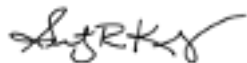
Undergraduate Certificate in Nonprofit Management (EPPS)

(Title of Requested Proposal / Change; attached appropriate forms and/or memo: Yes xx No)

The SACSCOC Liaison has reviewed the proposal / request in accordance with the SACSCOC Substantive Change Policy Procedures and has determined that approval/notification is is not XX necessary based on the following reason(s):

The undergraduate academic certificate in Nonprofit Management, CIP Code 44.0401.00, is not a significant departure for UT Dallas' academic programs because the School of Economic, Political and Policy Sciences (EPPS) offers a graduate certificate in nonprofit management under the helm of Public and Nonprofit Management program and will also complement the BS in Public Affairs and the proposed minor in Nonprofit Management. The academic certificate will be 12 semester credit hours (SCH) with a request to add three undergraduate courses (the same core courses as shown in the proposed minor). One of these courses will be a concurrent course with an existing graduate course. The percentage of new content is 7.5% for 9 SCH and 10% for the total requirements of 120 SCH. Therefore, the threshold is below 50% per SACSCOC's substantive change policy.

Signed:



10/18/2022

Serenity Rose King, PhD
SACSCOC Accreditation Liaison

Date

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



THE UNIVERSITY OF TEXAS AT DALLAS

Department of Mathematical Sciences

800 West Campbell Road, Richardson, Texas 75080-3021. Tel: (972) 883-2161

TO: Juan Gonzalez, Dean, Office of Graduate Education
 VIA: Pankaj Choudhary, Associate Dean, Graduate Studies, NSM
 FROM: Vladimir Dragovic, Department Head, Mathematical Sciences *V. Dragovic*
 SUBJECT: Permanent Waiver of General GRE Requirement for Admission to the
 MS and PhD programs in Mathematical Sciences
 DATE: October 20, 2022

The Department of Mathematical Sciences requests a permanent waiver of the General GRE requirement for admission to its five graduate programs: PhD and MS in Mathematics, PhD and MS in Statistics, and MS in Actuarial Science, based on the enthusiastic recommendation of the Graduate Admissions Committee of the department. These programs have been operating under a temporary waiver of the GRE requirement since March 2020 due to the Covid-19 pandemic, limited availability (or in many cases no availability) of GRE testing, and other factors. The department’s MS in Bioinformatics and Computational Biology program, which is run jointly with the Department of Biological Sciences, was granted a permanent waiver in August 2021.

This request for permanent waiver is based on the following findings of an analysis of data from 2018-2022 Fall semesters and of trends at highly ranked institutions:

1. The size, diversity, and quality of the applicant pool when GRE was required are similar to those when GRE was waived.
2. Performance of students enrolled when GRE was required is similar to that when GRE was waived.
3. General GRE score is not a strong predictor of student performance in the concerned programs.
4. Highly ranked graduate programs in Mathematical Sciences nationwide and in Texas have removed the GRE requirement.

Current and Proposed Admission Criteria:

Currently, the department uses multiple criteria in a holistic manner. Upon removal of the GRE requirement, the department will continue to use the criteria in a holistic manner and placing greater emphasis on the academic record, especially the performance in advanced courses as shown on the transcripts, the letters of recommendation, and the personal narrative (essay or statement of purpose, for which the department provides guidelines). Table 1 summarizes the current and proposed admissions criteria.

Table 1: Current and Proposed Admissions Criteria for Graduate Programs in Mathematical Sciences.

Current Admissions Criteria	Proposed Admissions Criteria
<ul style="list-style-type: none"> • Undergraduate or Master's degree • Transcript of undergraduate coursework • Transcript of graduate coursework (if applicable) • English proficiency (per UTD requirement) • Personal narrative • 3 Letters of Recommendation 	<ul style="list-style-type: none"> • Undergraduate or Master's degree • Transcript of undergraduate coursework • Transcript of graduate coursework (if applicable) • English proficiency (per UTD requirement) • Personal narrative • 3 Letters of Recommendation

- GRE General score

Similar Applicant Pools when GRE Required and GRE Waived

The department reviewed applicant data for admission to the five graduate programs in Fall semesters of 2018 and 2019 (when GRE was required) and 2021 and 2022 (when GRE was waived). The data for 2020 were not considered because the GRE waiver was granted in March 2020 by when the admission process for Fall 2020 was well underway. Table 2 summarizes the data by aggregating them over two-year time frames to reduce variability. Clearly, GRE has little practical impact on size, diversity, and quality of the applicant pool.

Table 2: Application Data Summary for GRE Required versus Waived.

Timeframe	# Applicants	% Females	% Domestic	% Offered Admission	% Enrolled
2018 & 2019 (GRE Required)	549	41	30	39	16
2021 & 2022 (GRE Waived)	543	39	33	46	16

Similar Student Performance when GRE Required and GRE Waived

A total of 126 students joined the five graduate programs in Fall semesters of 2018 and 2019 (when GRE was required) and 2021 (when GRE was waived). Figure 1 presents semesterwise boxplots of their first-semester GPA. The data for 2020 are not considered for reasons including the one mentioned above and presence of Covid-19 related confounding factors. Little practical difference is seen in the GPA distributions over the three semesters (e.g., the medians are 3.67, 3.78, and 3.78 for 2018, 2019, and 2021, respectively). This indicates that the performance of students who joined when GRE was required is similar to the performance of those who joined when GRE was waived.

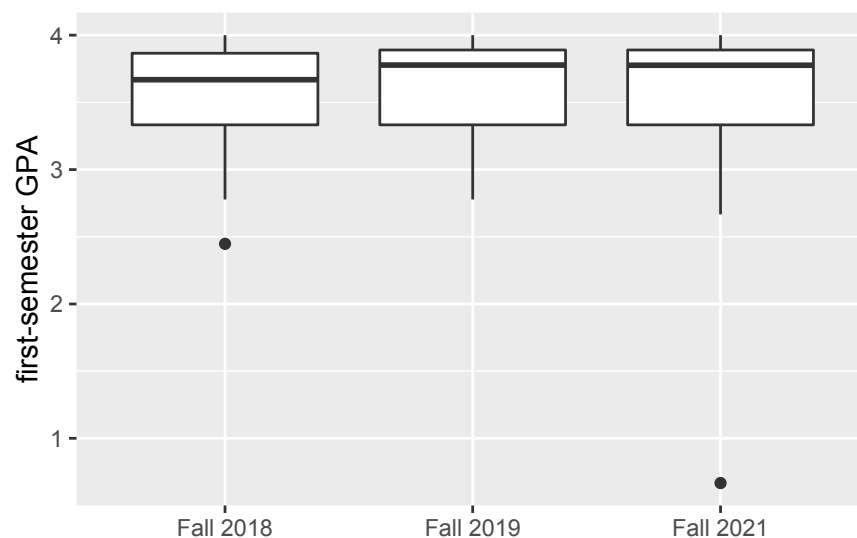


Figure 1: Distributions of first-semester GPA when GRE was required (2018-19) and was waived (2021).

GRE Score Not a Strong Predictor of Student Performance

Among the 126 students who enrolled in the five programs in Fall semesters of 2018, 2019, and 2021, a total of 91 students submitted GRE scores. Figure 2 presents a scatterplot of their first-semester GPA against the GRE score. Lack of a clear increasing trend in the plot shows that the GRE is not a strong predictor of student performance in the concerned programs.

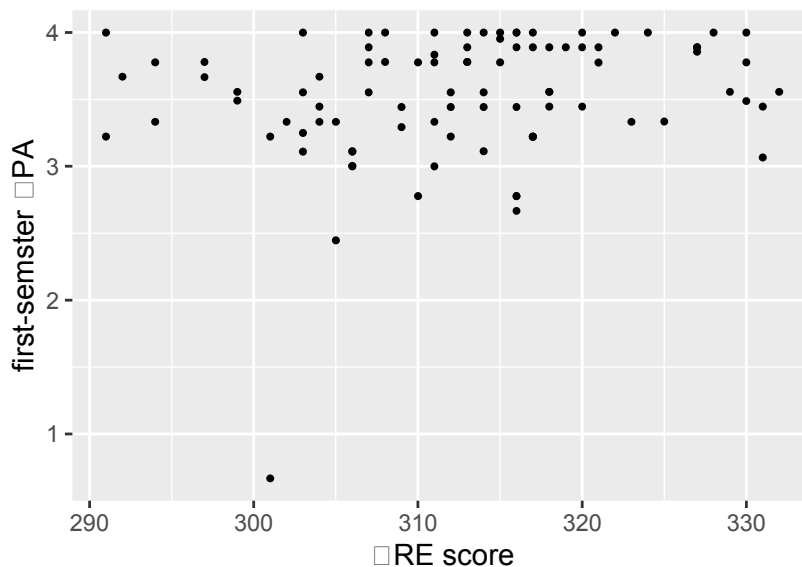


Figure 2: Relation between first-semester GPA and GRE score.

No GRE Requirement at Highly Ranked Programs in Texas and Nationally:

A review of the highly ranked Mathematical Sciences graduate programs in Texas and nationally revealed that many schools do not currently require the GRE for Fall 2023 admission. They include the following (not an exhaustive list):

Texas:

UT-Austin (Mathematics); Texas A&M, Rice U., and Texas Tech U. (both Mathematics and Statistics)

Nationally:

U. Michigan, U. Wisconsin—Madison, U. Washington, and NC State U. (both Mathematics and Statistics)

As seen above, the trend among our highly ranked peers is to not require GRE scores. Requiring them for our programs will likely hurt our competitiveness as students may opt to apply to programs that do not require GRE scores.

Evidence of Student Performance to Evaluate Impact of GRE Waiver

Students admitted to the Mathematical Sciences graduate programs under the temporary GRE waiver are progressing at a similar rate through milestones. If granted a permanent waiver of GRE scores for admissions, the department will monitor student performance based on the following:

- Overall GPA and Core GPA to ensure students meet the graduation requirements
- Pass rate for qualifying exam (doctoral students)
- Time to degree completion

Why Removal of the GRE Score is Preferable to Revising Minimum Scores

UTD Mathematical Sciences attracts graduate students from throughout the world, and as the world continues to come out of the pandemic, GRE affordability continues to be a challenge. Additionally, as noted above, many highly ranked Mathematical Sciences programs no longer require the GRE. If an applicant is looking at admissions requirements for a program that does not require the GRE versus a program that does require the GRE, the applicant is likely to pick the program that does not require the GRE from a cost and convenience (time saved by not having to schedule and take the GRE) perspective. To remain competitive for qualified applicants, we request removal of the GRE requirement.

Academic Certificate Programs-- UTDPP1001

Policy Statement

An academic certificate program, for the purposes of this policy document, is a prescribed set of graded, organized courses, offered for academic credit, the satisfactory completion of which entitles a student to a certificate of completion, but not a degree.

The courses taken for an academic certificate program may be used in partial fulfillment of the requirements for a degree, to the extent that is permitted by the requirements of the cognate degree program. Admission to an academic certificate program does not constitute admission to a degree program.

Approvals

Before an academic certificate program that meets this definition can be advertised or students enrolled, the program must be approved by the school's curriculum committee as outlined in the school's bylaws, the Office of the Chief Academic Officer, the Graduate Council or the Council for Undergraduate Education, as appropriate, the Committee on Educational Policy, and the Academic Senate. An assessment plan must accompany every proposal request for an academic certificate program. In addition, all graduate academic certificate programs that require more than 15 semester credit hours of graded, organized courses, and all undergraduate academic certificate programs that require more than 20 hours of graded, organized courses, are subject to review and prior approval by the Texas Higher Education Coordinating Board (THECB). Certificate programs, regardless of semester credit hour length, may only be offered in areas and at levels authorized by an institution's Program Inventory in adherence to *Texas Administrative Code*, Chapter 5, Subchapter C, Section 5.48.

Changing the academic certificate program's length (semester credit hours) may be subject to the THECB approval process and/or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approval in accordance with the SACSCOC Substantive Change Policy.

Templates for academic certificates and for assessment plans can be found online on the Provost's Office Academic Forms and Templates website at: <http://provost.utdallas.edu/home/academic-program-proposals>.

~~Recognition of Certificate Completion on Student Transcripts~~

~~Undergraduate certificates: The student's transcript will reflect that the student has completed the undergraduate level academic certificate program, if the student (a) has a grade point average of at least 2.0 in the organized courses that constitute the undergraduate academic certificate program, (b) meets all academic standards as required by the school and stated in the catalog, (c) the certificate program and the courses constituting such program are listed in the catalog, and (d) the student declares to the RUO of the Program his/her intent to complete the certificate.~~

~~Graduate certificates: The student's transcript will reflect that the student has completed the graduate level academic certificate program, if the student (a) has a grade point average of at least 3.0 in the organized courses that constitute the graduate academic certificate program, (b) meets all academic standards as required by the school and stated in the catalog, (c) the certificate program and the courses constituting such program are listed in the catalog, and (d) the student declares to the RUO of the Program his/her intent to complete the certificate.~~

~~Closing a Certificate Program~~

~~In accordance with the University and SACSCOC Substantive Change policies, a certificate program may not be closed until UT Dallas has received prior SACSCOC approval of a teach-out plan. The dean of the school must submit to the Provost's Office a memo that includes a teach-out plan. The Provost's Office will submit the request to the SACS Commission on Colleges.~~

~~Declaring Admission into a Certificate Program and Reporting~~

~~In order to automate certificate program completion audits, students will be required to declare admission into a certificate program in order to be tracked within the university's student data system as a certificate program student. The Office of the Registrar will certify that all undergraduate certificate programs requirements have been met and will award the student's certificate. The Office of Graduate Education will certify that all graduate certificate program requirements have been met and will award the student's graduate certificate.~~

~~Policy History~~

- ~~• Issued: 2007-02-14~~
- ~~• Revised: 2009-02-02~~
- ~~• Revised: 2014-11-12~~

- Revised: 2017-11-09
- Editorial Amendments: 2018-12-05
- Revised: 2021-05-20
- Revised: 2022-01-27

Policy Links

- Permalink for this policy: <https://policy.utdallas.edu/utdpp1001>
- Link to PDF version: <https://policy.utdallas.edu/utdpp1001/makepdf>
- Link to printable version: <https://policy.utdallas.edu/utdpp1001/makeprint>

UTDPPxxxx: Academic Credentials Policy: Micro-Credentials, Certificates, Digital Badges, and Recognition of Completion

Policy Statement

The University of Texas at Dallas (UT Dallas) will provide learners various pathways to earn credentials that will meet the current workforce needs. Learners include UT Dallas enrolled students desiring proficiency in certain disciplines, UT Dallas alumni who need to update their skills and abilities to remain current in their chosen fields, and prospective learners who may or may not possess a degree but need to earn credentials quickly to pursue employment opportunities and to advance their careers. Irrespective of their status, learners' skills and accomplishments will be recognized in verifiable and identifiable methods, including transcripts and digital badges.

Definitions

Learner: A more inclusive term that encompasses a variety of target audiences, including those who are taking part in the educational process whether it be a micro-credential or a full degree program. UT Dallas welcomes learners to learn new competencies and skills whether they are currently enrolled students, alumni, or have never been associated with UT Dallas but seek opportunities to enhance their current skills to secure employment opportunities and advance their careers or advance their knowledge in subject matters.

Academic Certificates: Consist of semester-based, credit-bearing, and graded UT Dallas courses offered on the undergraduate, graduate, and post-baccalaureate levels. UT Dallas academic certificates typically have a minimum of semester credit hours (SCH), ranging from 9 to 15 SCH. Completed certificates are recorded in academic records and on transcripts. Admission to an academic certificate program does not constitute admission to a degree program.

Embedded Academic Certificates: Some of UT Dallas' degree programs have embedded certificates that could lead to the completion of degree programs as

permitted by the requirements of the cognate degree program. Learners who enroll in embedded academic certificates are degree-seeking students at UT Dallas.

Stand-alone Academic Certificates: Consist of free-standing body of knowledge with organized, graded UT Dallas courses, and are often offered in an interdisciplinary manner. Generally, learners are certificate-seeking students although some of them may choose to apply to be degree-seeking students and enroll subsequently into degree programs.

Digital Badges: Consist of online representations that recognize competencies, skills, achievements, and participation earned by learners. Although the phrase of “micro-credentials” is used interchangeably with “digital badges,” however, digital badges at UT Dallas refer to the learners’ successful completion of micro-credentials. These badges will include verifiable and identifiable data associated with the specific learner.

Academic Micro-credentials (sub-certificates): Consist of a smaller subset of credit-bearing graded UT Dallas courses or specifically designed modules that are less than a full academic certificate. Micro-credentials are narrower in scope with a maximum of 6 SCH. If these micro-credentials are embedded within academic certificate programs, they may lead to the completion of academic certificates as permitted by the requirements of the cognate academic certificate program. Completed micro-credentials are recognized as digital badges. Academic micro-credentials may need to be renewed and approved on a periodic basis.

Professional Certificates: Consist of non-credit modules aimed at full-time professionals (non-degree seeking students) who are seeking additional knowledge and certification related to their industries. These certificates are typically earned in a short timeframe within a year or less. Learners will receive awarded certificates that will not be recorded on transcripts; learners may receive digital badges and/or other approved institutional documents.

Professional Micro-credentials: Consist of competency or skills-based criteria that allow learners to develop proficiency in particular areas. Similar to professional certificates, credentials are earned in a short timeframe within a year or less. Learners will receive awarded certificates that will not be recorded on transcripts; learners may receive digital badges and/or other approved institutional documents, similar to the awarding of professional certificates. Professional micro-credentials may be renewed and approved on a periodic basis.

Alternative Credential Platforms: Non-traditional and digital credentials are offered through UT Dallas’ partnerships with approved third-party vendors. These alternative credentials may be viewed as pathways to obtain attainable and accessible education. Such courses or modules may be used as supplemental

materials to instruction provided within UT Dallas graded, organized courses or may be offered as a stand-alone program. Digital badge awards do not come with letter grades upon completion, and therefore, do not add or subtract to an enrolled student's GPA, or produce a GPA for non-enrolled students. The following section on Transfer Credit provides additional information regarding credit earned within these platforms.

Transfer Credit

Students may petition for transfer credit when they provide documentation of their awarded digital badges to the program head and/or school of their declared majors or academic certificate programs after being admitted to UT Dallas. Petitions should ideally be completed within the student's first semester at UT Dallas, but no later than the first day of the student's graduating term. Upon admission, academically qualified UT Dallas faculty in the program and/or school will review the student's documentation to determine the content provided by the alternative credential platform(s) to ensure non-credit work is comparable in both content and rigor for the awarding of an equivalent credit in the respective certificate and/or degree program. As credit is petitioned after admission, academic credit for awarded digital badges will not be considered as part of an applicant's transferable GPA or transfer hours for admission. The Schools' Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education will provide final approval of individual cases based on recommendations from their program and/or school faculty. Some schools or programs may opt not to allow individual petitions for awarded digital badges as specified on their departmental websites.

Approvals

Before an academic certificate or academic micro-credential program that meets the definitions can be advertised or students enrolled, the program must be approved according to the school's curricular approval process; the Chief Academic Officer; the Office of Institutional Success and Decision Support; the Graduate Council or the Council for Undergraduate Education, as appropriate; the Committee on Educational Policy; and the Academic Senate. An assessment plan must accompany every proposal request for an academic certificate or academic micro-credential program. In addition, all graduate academic certificate programs that require more than 15 semester credit hours of graded, organized courses, and all undergraduate academic certificate programs that require more than 20 hours of graded, organized courses, are subject to review and prior approval by the Texas Higher Education Coordinating Board (THECB). Certificate programs, regardless of semester credit hour length, may only be offered in areas and at levels authorized

by an institution's Program Inventory in adherence to *Texas Administrative Code*, Chapter 5, Subchapter C, Section 5.48.

Changing the academic certificate program's length (semester credit hours) may be subject to the THECB approval process and/or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approval in accordance with the SACSCOC Substantive Change Policy.

Templates for academic certificates and for assessment plans can be found online on the Forms and Templates website at: <http://provost.utdallas.edu/home/academic-program-proposals>.

Approvals should be secured for professional certificates and/or professional micro-credentials before offering them. Schools who are interested in offering these types of credentials are encouraged to review the [Professional Certificate](#) template.

Recognition of Certificate Completion on Student Transcripts

Undergraduate academic certificates: The student's transcript will reflect that the student has completed the undergraduate level academic certificate program, if the student (a) has a grade point average of at least 2.0 in the organized courses that constitute the undergraduate academic certificate program, (b) meets all academic standards as required by the school and stated in the catalog, (c) the certificate program and the courses constituting such program are listed in the catalog, and (d) the student declares to the RUO of the Program their intent to complete the certificate.

Graduate academic certificates: The student's transcript will reflect that the student has completed the graduate level academic certificate program, if the student (a) has a grade point average of at least 3.0 in the organized courses that constitute the graduate academic certificate program, (b) meets all academic standards as required by the school and stated in the catalog, (c) the certificate program and the courses constituting such program are listed in the catalog, and (d) the student declares to the RUO of the Program their intent to complete the certificate.

Recognition of Earned Credentials on Other Institutional Documents

The official academic transcript remains as the official document and will list the degree and major, and if applicable, second major, double degree, minors,

concentrations, designations, academic certificates, and academic honors. Other institutional documents may include the following:

1. **Digital badge:** an official record that recognize competencies, skills, achievements, and participation earned by learners and awarded upon completion.
2. **Comprehensive Learner Record (CLR):** an official portable document that captures different methods of learning, both in and outside of the classroom, by recording career ready skills and experiences earned by learners. The document may include one or more credentials, such as badges, degrees, certificates, courses, and experiences.

Closing a Certificate Program

In accordance with the University and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Substantive Change policies, an academic certificate or an academic micro-credential program may not be closed until UT Dallas has received prior SACSCOC approval of a teach-out plan. The dean of the school must submit to the Office of Institutional Success and Decision Support (OISDS) a memo that includes the rationale for closure (such as low enrollments or shifts in market demand) and a teach-out plan for currently enrolled students. OISDS will submit the request to SACSCOC.

A teach-out plan is not needed when closing a professional certificate and/or professional micro-credential program; however, the dean of the school should notify the OISDS if the professional program is closed so that the office can update the University's comprehensive authorized offerings list.

Declaring Admission into a Certificate Program and Reporting

In order to automate the academic certificate program and the academic micro-credentials completion audits, students will be required to declare admission into a certificate and/or micro-credentials program in order to be tracked within the University's student data system as a certificate/micro-credentials program student. The Office of the Registrar will certify that all undergraduate certificate programs requirements have been met and will award the student's certificate. The Office of Graduate Education will certify that all graduate certificate program requirements have been met and will award the student's graduate certificate.

Policy History

- TBD

Policy Links

- Permalink for this policy: TBD
- Link to PDF version: TBD
- Link to printable version: TBD

Undergraduate Policies and Procedures

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time, for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the school's vice or associate dean, who serve as the President's designees for these rulings. **President** of UT Dallas or from the President's designee. ~~The chief executive officer or designee~~ vice and associate deans must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of ~~the chief executive officer or designee.~~ designee vice or associate dean.

Updated: 2021-08-02 11:42:08 v1.2a4bac

Graduate Policies and Procedures

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time, for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

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UT Dallas
FY 2022
Financial
Update

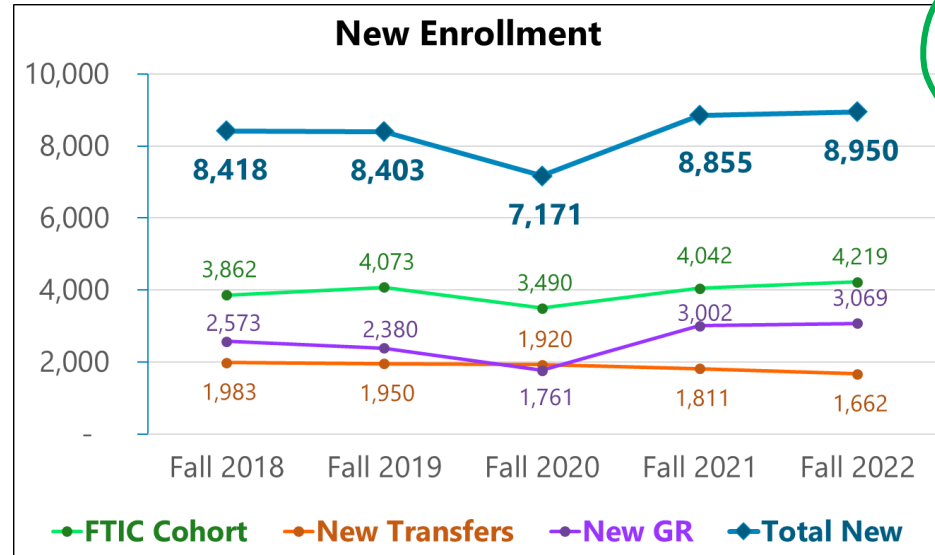
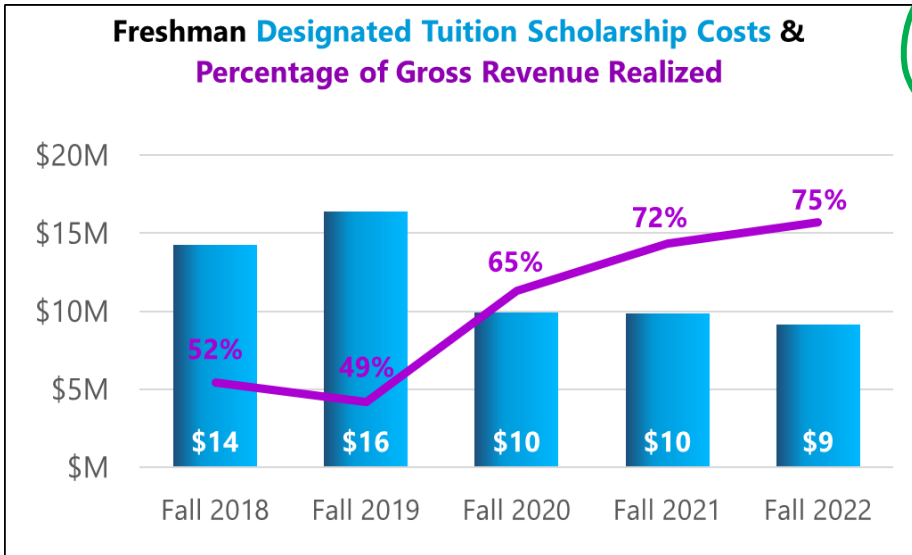
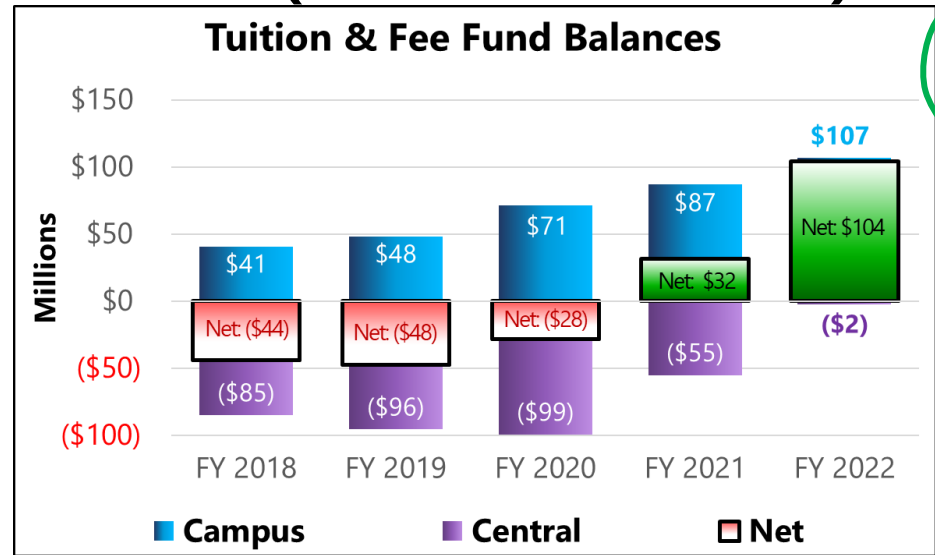
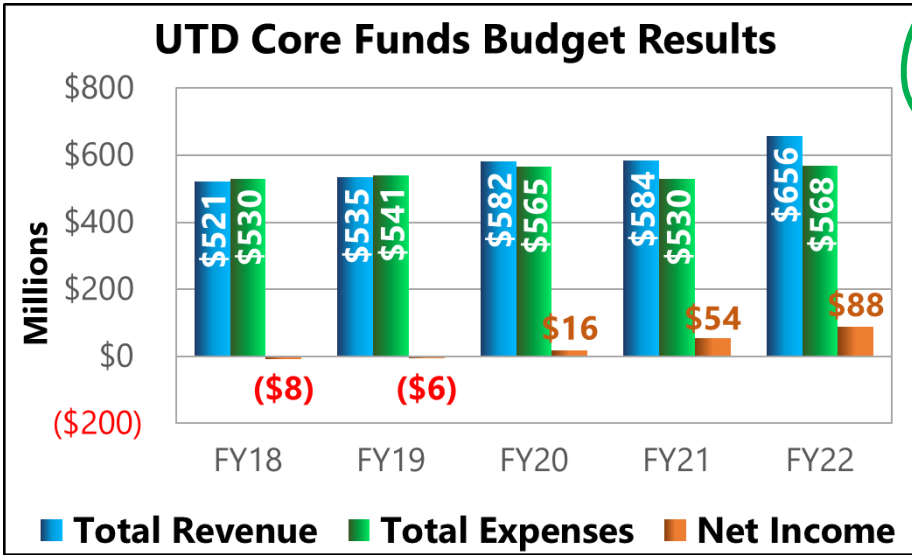
Terry Pankratz

Vice President for Budget and Finance

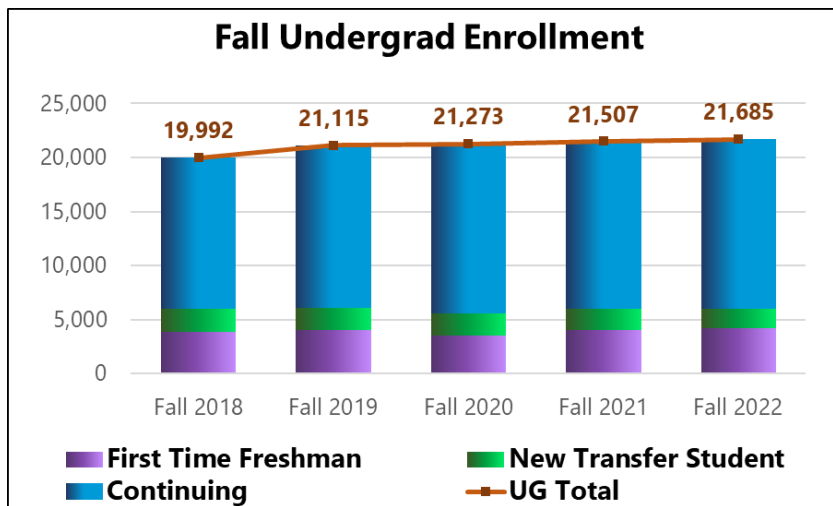
Data as of September 2022



Financial Performance Indicators (October 2022)

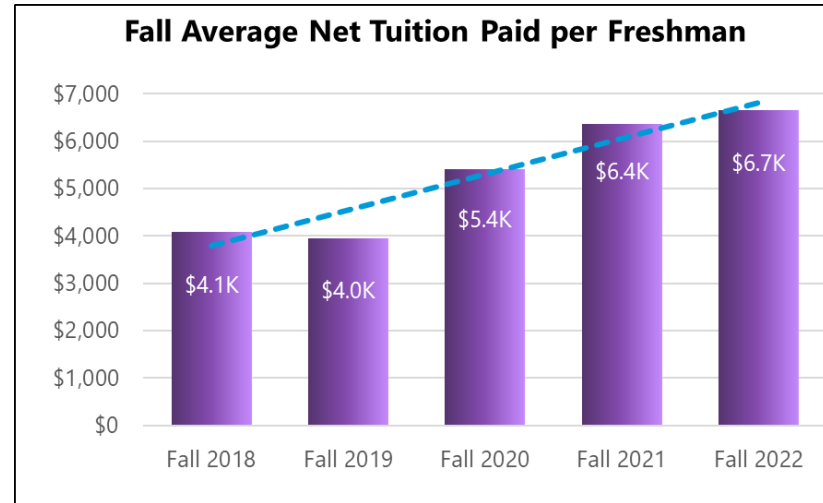
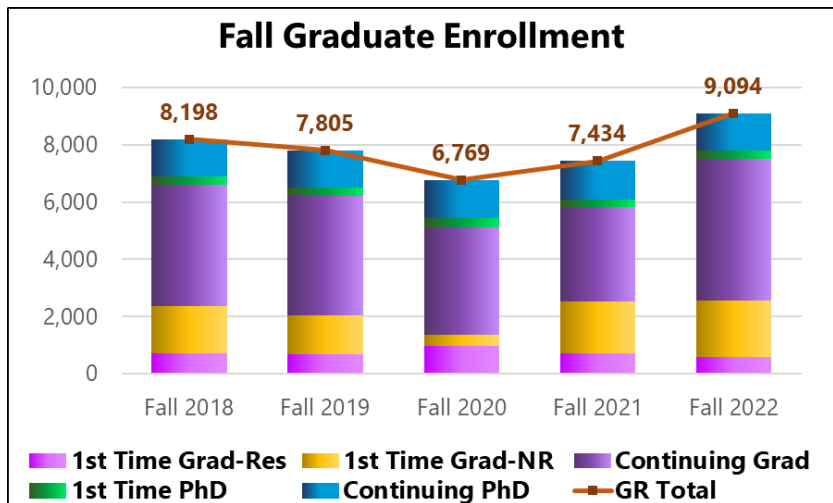
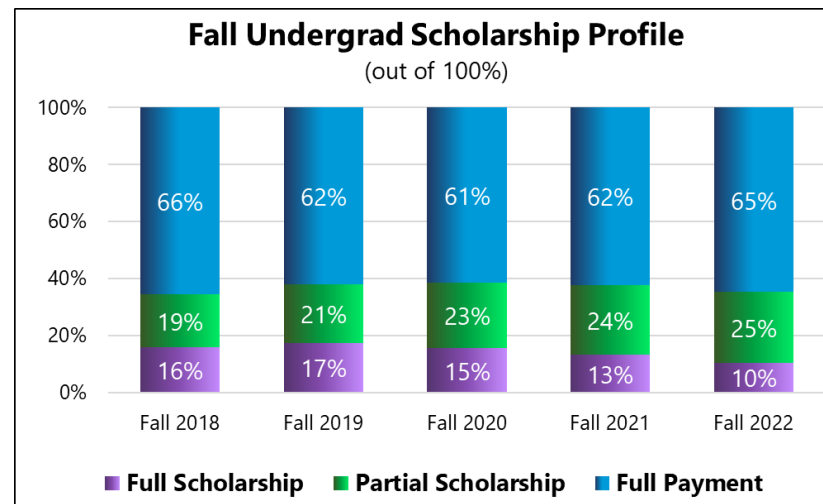


Enrollment Profile Supports Future Revenue Growth



Total Central Scholarships

Year	Actual
FY 2018	\$56,741,684
FY 2019	\$62,587,100
FY 2020	\$81,934,371
FY 2021	\$82,531,921
FY 2022	\$85,571,394



Executive Summary - FY 23 Priorities

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



FINANCIAL OUTLOOK

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



ACTIONS


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


Executive Summary - FY 23 Other Actions


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





ACTIONS

 Provided schools and administrative units \$11.5M in new operating funds

 Continued annual financial support for T/TT faculty expansion program

 Provided staff salary increases to off-set rising inflation

 Launched the UTD Strategic Funding Process (Fall 2022)

 Earmarked funding for HR to secure an external review of UTD staff class & comp system

 Increased funding for maintenance and equipment refresh in Facilities, OIT, and Educational Technology Services

 Updated university practices regarding distribution of IDC returns and residual faculty IDC

Questions & Discussion