



Academic Governance

The University of Texas at Dallas

800 West Campbell Road, AD 23, Richardson, TX 75080-3021
(972) 883-6715 FAX (972) 883-2276

March 18, 2010

TO: Academic Senate Members
FROM: Office of Academic Governance
Vicki Carlisle, Academic Governance Secretary
RE: Academic Senate Meeting

The Academic Senate will meet on **Wednesday, March 24 at 2:00 p.m. in the T.I. Auditorium, ECS South 2.102.**

Please bring the agenda packet with you to this meeting. If you cannot attend, please notify me at x6751.

Attachments

xc: David Daniel	James Marquart	Larry Redlinger	Daniel Calhoun
Hobson Wildenthal	John Wiorkowski	Darlene Rachavong	Chief Larry Zacharias
Andrew Blanchard	Calvin Jamison	Abby Kratz	Deans
Serenity King	Inga Musselman	Rhonda Blackburn	Diana Kao, SGA President

2009-2010 Academic Senate

Anderson, Mark	Izen, Joseph
Andreescu, Titu	Kieschnick, Robert
Beron, Kurt	Kumar, Nanda
Bhatia, Dinesh	Leaf, Murray*
Boots, Denise	Menon, Syam
Breen, Gail	Miller, Dennis
Burr, John	Murthi, B.P.S.
Cantrell, Cyrus	Nielsen, Steven
Chandrasekaran, R.	Ntafos, Simeon
Cordell, David**	Prakash, Ravi
Dieckmann, Greg	Redman, Timothy
Dowling, Jay	Rosen, Mark
Durbin, Kelly	Ryu, Young
Hoffman, John	Scotch, Richard
Holmes, Jennifer	Sriskandarajah, Chelliah
Holub, Shayla	Stern, Robert
Huxtable-Jester, Karen	Thompson, Lucien
Ishak-Boushaki, Mustapha	Wissinger, Tonja

*Speaker

**Secretary



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AGENDA ACADEMIC SENATE MEETING March 24, 2010

- | | |
|--|--------------|
| 1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS | DR. DANIEL |
| 2. APPROVAL OF THE AGENDA | DR. LEAF |
| 3. APPROVAL OF MINUTES
FEBRUARY 17, 2010 Meeting | DR. LEAF |
| 4. SPEAKER'S REPORT | DR. LEAF |
| 5. UTD RESPONSE TO STATE LEADERSHIP REQUEST FOR
UNIVERSITY BUDGET CUTS | DR. DANIEL |
| 6. APPROVAL OF SENATE BUDGET ADVISORY COMMITTEE
MEMBERS | DR. LEAF |
| 7. CEP PROPOSALS – NEW DEGREE PLANS, GRADUATE AND
UNDERGRADUATE CATALOG | DR. CANTRELL |
| 8. EXIGENCY POLICY | DR. LEAF |
| 9. ADJOURNMENT | DR. DANIEL |

UNAPPROVED AND UNCORRECTED MINUTES

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

ACADEMIC SENATE MEETING
February 17, 2010

PRESENT: Kurt Beron, Gail Breen, John Burr, R. Chandrasekaran, David Cordell, Greg Dieckmann, Kelly Durbin John Hoffman, Jennifer Holmes, Karen Huxtable-Jester, Mustapha Ishak-Boushaki, Marilyn Kaplan, Robert Kieschnick, Murray Leaf, Dennis Miller, Simeon Ntafos, Tim Redman, Mark Rosen, Richard Scotch, Lucien Thompson, Tonja Wissinger

ABSENT: Sheila Amin Gutierrez de Piñeres, Mark Anderson, Titu Andreescu, Dinesh Bhatia, Denise Boots, Cyrus Cantrell, Jay Dowling, Shayla Holub, Joe Izen, Nanda Kumar, Syam Menon, B.P.S. Murthi, Steven Nielson, Ravi Prakash, Young Ryu, Chelliah Sriskandarajah, Robert Stern

VISITORS: Andrew Blanchard, Daniel Calhoun, Diana Kao, Serenity King, Chris Parr

1. **CALL TO ORDER, ANNOUNCEMENTS AND QUESTIONS**
Associate Provost Andrew Blanchard called the meeting to order. There were no announcements or questions, and Dr. Blanchard turned the meeting over to Speaker Leaf.
2. **APPROVAL OF THE AGENDA**
Dr. Leaf noted that there was an additional item to be added to the agenda – (Item 12 – Name Judy Barnes as Chair of Commencement Committee replacing Judy Hensley.) Dr. Richard Scotch made a motion to approve the agenda as amended. Kurt Beron seconded the motion. The motion was approved.
3. **APPROVAL OF MINUTES**
Speaker Leaf called for corrections to the minutes as circulated. There were no corrections. Tim Redman made a motion to approve the minutes as circulated. Richard Scotch seconded. The motion carried.
4. **SPEAKER’S REPORT**
 1. ***Elimination of the Apply Texas Form from the Graduate Admissions website***
Speaker Leaf noted that the Apply Texas form has been eliminated from the graduate application website. Curt Ely, VP for Enrollment Management, had previously felt that the Apply Texas application might be helpful as an alternate channel for potential students who do not find our own form. He has now done an analysis of the applications, and this turns out not to be the case. Only about three applicants came through the Apply Texas form alone and there is a substantial problem with applications coming in through both forms, apparently on the theory that this increases the applicant’s chances. The

duplicate applications are a potential source of confusion and it is time-consuming to check for them.

Mr. Ely wanted governance approval before removing the application, and this raised the question of who should respond. Speaker Leaf had thought the Senate could respond. Professor Cantrell felt that action of the full Senate was more than was required. After discussion, Speaker Leaf concurred. Since the Senate has already, on several occasions, expressed its dissatisfaction with the Apply Texas form, his view was that Cy Cantrell, as Chair of the ad hoc liaison committee for the Senate on the graduate website and Austin Cunningham, Chair of the Graduate Council, could speak for the Senate on this matter. They have approved, and the Apply Texas form has now been removed.

2. *Policy on Notifications of Closings for Inclement Weather*

At its last meeting the HOP committee considered whether revisions to the UTD policy on notifications for inclement weather should go to the Senate for approval. The Senate had been involved in setting up the present policy, about eleven years ago. Since the modified policy keeps the same timeline—that decisions should be made no later than 6 a.m. — Speaker Leaf decided that Senate approval was not required. The amendments simply reflect changes in technology since the original policy was settled. It was noted that this was implemented last week with the weather-related closings.

3. *HOP Committee Template for Policies*

The HOP committee has developed a standard template to be used for all policies, which would include academic policies originating in the Senate. Speaker Leaf has requested that the Academic Council be allowed to review all policies as they are rewritten on the new templates to ensure there are no resulting substantive changes. The template was also supposed to apply to charges to committees as well. Since committee charges require different elements, it was the opinion of Speaker Leaf that this format would be inappropriate and he offered to provide an alternative model. The charge for the proposed Advisory Committee on the Budget, on the agenda for today, follows the model that Dr. Leaf has written.

4. *Learning Management Systems Committee*

The Learning Management Systems Committee is beginning to work with two UTD students who are trying to develop some educational software. The software would combine two things that both the UTD Senate and the System Faculty Advisory Council have been involved in. One is what has always referred to as the “dating service” allowing faculty to link up with other faculty and graduate students for research interests and the other is course preparation. In this new software, these would be combined with a web crawler to look at other courses that are being taught on an algorithm that makes them seem the same. The students have asked for FAC endorsement, which has been given. Dr. Leaf has asked the Learning Management Systems Committee to work with them in developing this software and our campus will be working with them to test

and develop this software. Once the software is tested faculty should contact Dinesh Bhatia, Chair of the LMS committee with feedback

5. *Sheila Amin Gutierrez de Piñeres Resignation*

Dr. Leaf announced that Dr. Piñeres has been named acting Dean of libraries and as such feels that she should resign from the Senate. There are no reserve members at this time, so her position will remain unfilled.

5. FACULTY ADVISORY COUNCIL REPORT

Speaker Leaf outlined the highlights of the FAC meeting in January. One of the first items of business was a meeting with Dan Sharporn and Dr. Pedro Reyes of the Chancellors Task Force rewriting Regent's Rules on exigency. The rules as currently written do not apply to medical campuses, so the challenge was to determine wording that can accommodate both. The Exigency Committee has agreed to a position taken by the Faculty Advisory Council assuring transparency, a written policy, and governance involvement in a crucial way throughout the process. The agreed upon policy is essentially consistent with the exigency policy we have adopted for our campus, which the FAC has adopted as their template. This will be adjusted to fit both types of campuses and the Exigency Committee has agreed on a final draft that is currently being reviewed. Speaker Leaf feels that the policy is strong, fair and consistent with our campus policy.

The new UTSA policy regarding the ownership of research data was briefly discussed. The UTSA policy appears to say that all research data and all course materials developed by faculty while in UTSA employment are owned by UTSA, regardless of funding source or contractual arrangements. Among other things, faculty need permission to take it with them if they end their employment with UTSA. The consensus was that there was no effort to impose such a problematic policy on other campuses. Faculty research data are owned by faculty or as specified in contracts or grants that the faculty member and the university have agreed to.

In the meantime, however, since the definition of "data" has been an ongoing problem in the UT System because of the overreaching of Business Affairs in providing for security of their own records, two FAC members (Murray Leaf (UTD) and Amy Jaspersen (UTSA)) will do a search to see if there may already be a standardized statement or definition of research data that could be used or referred to in order to address the problem.

The FAC also had the opportunity to meet with Regent Longoria, Chair of the Regent's Academic Affairs Committee. They are discussing the possibility of having a more permanent faculty presence on the Board of Regents. This would be not a formal regent but a representative of the FAC that would serve in a type of consultancy capacity for the regents.

6. **STUDENT GOVERNMENT LIAISON REPORT**

Marilyn Kaplan, Senate Liaison to Student Government, noted that the Student Government is putting together a task force on textbook pricing. They have concluded that they would like to have some faculty members to consult with but not to serve as permanent members of the task force. Dr. Kaplan asked that anyone willing to serve in this capacity contact her and she would pass the information along to the appropriate Student Government representatives. The question of why students wanted a faculty representative was raised. Diana Kao, Student Government President, answered that the students felt it would be beneficial to have faculty input on the process of ordering textbooks and what type of information professors received from publishers prior to determining which books would be used.

7. **DRAFT – STRATEGIC PLAN FOR CB RESEARCH INITIATIVE**

The draft of the strategic plan was sent electronically to Senate members separately from the Agenda packet. None of those present had recognized that the email sent to them with the document was to be read for discussion at the meeting. This made a thorough discussion of the plan impossible. Dr. Wildenthal stated that the plan is consistent with the strategic plan that the governance system organized shortly after President Daniel began his term of office. Speaker Leaf read the executive summary from the plan. After discussion of the general points, Tim Redman made a motion to authorize an email vote to approve the draft of the strategic plan with a deadline for ballots to be returned on March 5. Richard Scotch seconded. The deadline for votes to be received by Senate Secretary is March 5, 2010. It was also noted that the vote must total a quorum in order to approve the draft. Speaker Leaf will draft an email message to be resent along with an electronic copy of the draft document.

8. **DISCUSSION OF UTD RESPONSE TO STATE LEADERSHIP REQUEST FOR UNIVERSITY BUDGET CUTS**

Dr. Wildenthal noted that since this item was placed on the agenda the cut is now higher than originally thought. It is now a request for a full 5% cut. This will result in UTD losing \$7 million in available funds. Our plan is to address this by cutting travel expenses and realigning faculty positions. Additionally, there will be a push to be more effective in our operations. It was agreed that there was no action needed by the Senate.

9. **GRADUATE CATALOG POLICY ON REPEATING COURSES**

Tim Redman made a motion to accept the wording as distributed. Kurt Beron seconded the motion. There was no discussion and the motion carried.

10. **FACULTY FITNESS FOR DUTY POLICY**

Dr. Richard Scotch noted that this was presented at the last Senate meeting. There were some significant concerns with the policy at that time. Dr. Scotch reviewed the changes that had been made to the policy and made a motion to accept the policy as amended. Jennifer Holmes seconded. There was no discussion and the motion carried.

11. **CHARGE TO SENATE BUDGET ADVISORY COMMITTEE**

Speaker Leaf noted that he had written the charge for this Committee and it had been discussed by the Academic Council. Dr. Leaf asked for a motion to approve the charge, with a reminder that the vote would be on approving the new format for the charge as well as the charge itself. Tim Redman made a motion to approve the charge. Jennifer Holmes seconded. The motion carried. Dr. Leaf will appoint the original members of the ad hoc committee to serve and bring the names of additional committee members at the next Senate meeting. It was noted during the discussion that the charge may very well need modification in the future as the Committee actually begins its work.

12. **NAME REPLACEMENT TO CHAIR OF COMMENCEMENT COMMITTEE**

Richard Scotch made a motion to name Judy Barnes, Director of University Events, as Chair of the Commencement Committee replacing Judy Hensley, who has retired. Jennifer Holmes seconded the motion. There was no discussion and the motion carried.

13. **ADJOURNMENT**

There being no further business, Provost Wildenthal adjourned the meeting

APPROVED: _____
Murray J. Leaf
Speaker of the Academic Senate

DATE: _____

Senate Advisory Committee on the University Budget

Title and Purpose

The Senate Advisory Committee on the University Budget is a concurrent committee reporting to the Senate and the President. The purpose of the committee is to advise the Senate and President on the academic implications of the university budget, and to suggest policies on budgetary matters that bear on faculty morale, retention, and productivity, and on the quality and productivity of U T Dallas academic programs.

Membership

The committee shall have nine voting members. One voting member shall be appointed from the faculty of each School, one voting member shall be chosen from the faculty at large for special expertise or interest in institutional budgeting, and one shall be the Speaker of the Faculty. Members shall serve staggered three year terms, except that in the first year three of the nine members shall be appointed for one year, three for two years, and three for three years. The Associate Vice President for Budget and Resource Planning shall serve as member ex officio and assure that the Committee receives information on the budget in a form the Committee finds usable. Voting members shall be appointed according to the procedures in the Handbook of Operating Procedures III.21. IV. B. Vacancies that arise from resignation or departure shall be filled in the same manner.

Reporting

The responsible university official shall be the Provost of the University or the Provost's designee. The committee will receive the budgetary information it requires each year before the budget is finalized, and prepare its assessment and advice, to be conveyed to the Senate, Provost, and President. Policy recommendations shall also be conveyed to the Senate, Provost, and President.

Activities and schedule

Each year, the committee is to review the university budget and provide an assessment of the impact of budget priorities on the academic programs and teaching and research priorities of the faculty. In addition, the committee shall from time to time, either on a regular cycle or as need may arise, prepare analyses of specific issues that affect faculty and the quality and productivity of academic programs. Issues of this kind that the committee may consider could include, but are not limited to:

1. The relative priorities of consideration of pay equity and of using money to attract especially outstanding new faculty.
2. Salary and pay policy, including problems of salary equity, compression, and inversion.
3. Relative budgetary weight of support services and academic personnel
4. The possible uses of endowment funds within the constraints of the endowment requirements.

ITEM #6

5. Tuition and fees, including admission fees.
6. Allocation of faculty positions to the several schools and programs in relation to university goals and policies.
7. Student salary scales and policies, including policies regarding salary equity.
8. Availability and cost of campus housing in general and for specific student populations, such as graduate versus undergraduate.
9. Costs and benefits of new programs.
10. The balance to be struck between scholarships based on need and scholarships based on merit.

The committee shall also recommend policies or changes in policy on these matters and other such matters as may seem fit, framing the issues to lead the the Senate to an informed discussion.

Annual Reports

Annually, but no later than August 31, the Chair of the Committee provides the Speaker of the Faculty with a written report for the Academic Senate of the Committee's activities for the prior academic year.

**MEMBERSHIP – SENATE ADVISORY COMMITTEE
ON UNIVERSITY BUDGET**

Dr. Robert Kieschnick (Chair), (SOM)

Dr. Timothy Redman, (A&H)

Dr. Richard Scotch (EPPS)

Dr. D.T. Huynh (ECS)

Dr. Mark Anderson (SOM)

Dr. Robert Serfling (NS&M)

Dr. Jay Dowling (BBS)

Dr. Elizabeth Salter, (IS)

Speaker of the Senate, voting ex-officio member

New Program Request Form for Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. **Institution:** The University of Texas at Dallas

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

Bachelor of Science in Global Business

3. **Proposed CIP Code:**

52

4. **Brief Program Description** – Describe the program and the educational objectives:

The Bachelor of Science degree in Global Business (BS in GB) caters to students who seek to focus their business study on the global dimensions of business. The program provides students with the knowledge and skills required for succeeding as a global manager while developing an understanding of the cultural, political and regulatory environments that shape international business and trade.

Students who enroll in the BS in GB program will learn the skills necessary for understanding the international business environments and financial markets, cross-cultural communication and negotiation, international human resource management, formulating and implementing global strategy, as well as marketing on a global basis. Completion of this program will enable students to seek careers in multinational corporations, consultancy firms, or internationally oriented organizations that operate in today's increasingly globalized economy.

The BS in GB program requires successful completion of 120 credit hours. It includes 1. the university's core curriculum (42 SCH); 2. required preparatory courses (15 SCH); 3. business core courses (21 SCH); 4. Global Business core courses (15 SCH); and 5. elective courses (27 SCH), which comprise (a) 9 hours of GB electives, (b) 6 hours of learning a foreign language, (c) 6 hours of advanced electives, and (d) 6 hours of free electives. A special feature of the program is that students are required to study a second language of their choice offered by UT Dallas or community colleges.

5. **Administrative Unit** – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):
School of Management

6. **Proposed Implementation Date** – Report the first semester and year that students would enter the program:

Fall 2010

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

Name: Hasan Pirkul

Title: Dean

E-mail: hpirkul@utdallas.edu

Phone: 972-883-2705

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

As the global economy continues to grow, the demand for international business education is higher than ever before. The BS in GB program prepares students for positions in business, government, and international agencies. International business graduates often start their careers in the domestic operations of an organization. Overseas assignments may come after a few years with the organization, although such opportunities may arise earlier if the student possesses special skills, such as knowledge of a foreign language, needed by the organization in its foreign operations. Alternatively, there are opportunities to advance domestically in an organization to positions of coordinating and monitoring its global activities.

On November 12, 2009, an employer panel was organized by UT Dallas with representatives from Blockbuster, First American, Raytheon, and Flowserve. All of these companies have business in foreign countries. When asked whether their companies would hire graduates with a bachelor's degree in international business, all replied that they would.

According to the Bureau of Labor Statistics, one area of need is in the field of management analysts or consultants. Some firms and government agencies will hire individuals with a bachelor's degree, but with little experience for entry level jobs in the field. Trends identified by the BLS 2010-2018 report indicate that these positions will require "a more comprehensive knowledge of international business and foreign cultures and languages." They also find that human resource professionals will increasingly require knowledge of foreign languages and diverse cultural backgrounds as many firms have a "large immigrant workforce or...many overseas operations." This feedback indicates a solid job market need for graduates of the program.

Appendix A contains letters of support from prospective employers.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

Currently, the school of management offers a BS in Business Administration degree with an IB concentration. The demand for this concentration at UT Dallas in the past four years is provided in the following table. There is a very clear upward trend in demand.

F06	S07	F07	S08	F08	S09	F09
30	32	52	55	75	67	117

The concentration will run concurrently with the degree to accommodate students in the older catalogs. Once those catalogs expire, the concentration will not be offered. All students currently in the International Business concentration were surveyed by email: 17 responded, 15 of students indicated that they would switch from the concentration to the new degree plan, 2 were graduating too soon to take advantage of the new degree plan. Since there were so few email responses, we asked students currently enrolled in global business courses, with the following results:

	Fall 2010 Grads	Spring 2010 grads
Currently in the Concentration	29 of 29 would switch	4 students would switch to the major
Not in the Concentration		3 students would switch to the major

Though we were unable to get a response from every student, at this point no current student graduating in the fall or later has indicated that they would not change to the major.

In addition, there has been interest from students in double majors within the School of Management with one major Global Business.

The only local similar program is the international business and foreign language dual concentration at the University of Texas at Arlington. This is a 130 hour degree program that requires 26 hours of a language. Enrollments in the program have been:

2007-2008	2006-2007	2005-2006
96	102	117

These data were obtained from PREP data available online at http://www.txhighereddata.org/Interactive/PREP_New/.

Our degree program requires a foreign language, but stays at the 120 credit hour level. Although enrollments at UT Arlington have slightly declined, our enrollments in the concentration continue to grow each academic year.

- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

YEAR	1	2	3	4	5
Headcount	100	110	122	135	148
FTSE	67	74	82	90	99

II. Quality

- A. Degree Requirements – Use this table to show the degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

Category	Semester Credit Hours	Clock Hours
Core Curriculum (bachelor's degree only)	42	
Preparatory Requirements in Business	15	
Core Courses in Business	21	
Core Courses in Global Business	15	
Prescribed Electives	15	
Other Electives	12	
Other (Specify, e.g., internships, clinical work)	(if not included above)	
TOTAL	120	

B.

Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

Required Core Courses (42 hours)	SCH
Communication (RHET 1302 and BA 3311)	6
American History	6
Government	6
Social & Behavioral Science (ECON 2301)	3
Fine Arts (ARTS 1301)	3
Humanities (HUMA 1301)	3
Mathematics (Math 1325 and Math 1326)	6
Science	9

Prefix and Number	Preparatory Courses in Business (15 hours)	SCH
MATH 1325	Applied Calculus I (Listed above)	-
MATH 1326	Applied Calculus II (Listed above)	-
MATH 2333	Matrices, Vectors, and LP	3
ECON 2301	Principles of Macroeconomics (Listed above)	-
ECON 2302	Principles of Microeconomics	3
BA 2301	Business and Public Law	3
AIM 2301	Introductory Financial Accounting	3
AIM 2302	Introductory Management Accounting	3
	Total (Preparatory Courses)	15
	Business Core (21 hours)	
STAT 3360	Probability and Statistics	3
BA 3311	Business Communications (Listed above)	-

BA 3341	Business Finance	3
BA 3351	Introduction to MIS	3
BA 3352	Production Management	3
BA 3361	Organizational Behavior	3
BA 3365	Principles of Marketing	3
BA 4305	Strategic Management	3
	Total (Business Core)	21

Prefix and Number	Global Business Core Courses	SCH
BA 4371	International Business	3
BA 3374	International Marketing	3
BA 4361	International Finance Management	3
BA 4372	International Organizational Behavior and Human Resource Management	3
BA 4373	Global Strategy	3
	Total (Global Business Core)	15

Prefix and Number	Global Business Prescribed Elective Courses (9 hours, Select any 3)	SCH
BA 3372	Export Market Development	3
BA 4311	Entrepreneurial Strategy	3
BA 4317	Business Ethics	3
BA 4332	Negotiation and Dispute Resolution	3
BA 4345	Financial Markets and Institutions	3
BA 4366	Introduction to Supply Chain Management	3
BA 4v84	Seminar in International Management	3
BA 4199 and BA 4299	Thesis	3
ECON 3370	The Global Economy ¹	3
ECON 4360	International Trade ²	3
Prefix and Number	Foreign Language Elective Courses (6 hours)	SCH
	Six hours of the same foreign language	6
	Total	15

Prefix and Number	General Elective Courses (12 hours) ³	SCH
	Advanced Electives	6
	Free Electives	6
	Total (Elective Courses)	12
	Total Degree Hours	120

C. **Faculty** – Use these tables to provide information about **Core** and **Support** faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

¹ Courses are taught outside the School of Management by faculty credentialed in other schools/programs.

² Courses are taught outside the School of Management by faculty credentialed in other schools/programs.

³ Courses are taught outside the School of Management by faculty credentialed in other schools/programs.

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time⁴ Assigned To Program
Tsang, Eric* Associate Professor	PhD, University of Cambridge	BA 4371	100%
Lee, Seung Hyun Associate Professor	PhD, Ohio State University	BA 4371	100%
Peng, Mike Full Professor	PhD, University of Washington	BA 4373	33%
Salk, Jane Associate Professor	PhD, MIT	BA 4371	67%

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
George Barnes Senior Lecturer	MA, Tufts University	BA 3372	50%
Habte Woldu Senior Lecturer	PhD, Academy of Economics, Poland	BA 4371, BA 4372	75%
Rajiv Shah, Senior Lecturer	PhD, Rice University	BA4311	10%
Laurie Ziegler, Senior Lecturer	PhD, University of Texas at Arlington	BA4332	16%
Diane McNulty, Senior Lecturer	PhD, UT Dallas	BA4317	10%
Amal El-Ashmawi, Senior Lecturer	ABD, University of Texas at Dallas	BA4361	33%
Mary Chaffin, Senior Lecturer	PhD, UT Dallas	BA4345	10%
Divakar Rajamani, Clinical Professor	PhD, University of Windsor, Canada	BA4366	10%
Various Core and Support Faculty ⁵		BA4v84, BA4199, BA4299	---
Keith Dickinson Adjunct	MBA – International Management, Thunderbird	BA3374	50%
Peter Petrik Adjunct	MBA – International Management, Thunderbird MBA University of Texas at Arlington	BA4372	50%

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

⁴ Preparatory courses and the business core are shared by several degree programs. For the next 5 years, the growth in enrolment due to this degree will be absorbed by the current and are therefore not listed separately.

⁵ Students would be individually assigned to faculty members who would assist students without additional pay.

The program will participate in the general recruitment efforts of the School of Management and will have the same admission requirements as the other undergraduate programs of the school. Students are recruited through various methods: mailings to high school students; participation in high school college events; participation in local community college events; and invitations to prospective students to attend information sessions at the School of Management.

In addition, the area will actively recruit students from the local community colleges and high schools. The UTD faculty has good working relationships with faculty at Collin College and Richland College. The program will leverage on this relationship to recruit students from these colleges. The area will also establish relationships with area high schools to attract students.

E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The Bachelor of Science in Global Business degree plan includes a broad core curriculum including courses in microeconomics, macroeconomics, financial and management accounting, calculus and statistics, business communications, organizational behavior, marketing, and global strategy. Elective courses include export market development, entrepreneurial strategy, business ethics, negotiation and resolution dispute, financial markets and institutions, supply chain management, and international trade.

The McDermott Library collects broadly in these categories. A comparison was made to the collection at the University of Texas at Arlington in the discipline as they already support a bachelor's degree in international business. The collection at the University of Texas at Dallas was 17% larger than the one at the University of Texas at Arlington. During the period from 2004-2010, UT Dallas Libraries were collecting at a rate of 15% higher than UT Arlington. The budget and acquisitions of books should be adequate for Global Business undergraduates.

The journal collection at UT Dallas was compared to the business journals ranked in the *Journal Citation Reports*. The Library subscribes to all core international business journals. In addition, the librarian looked at the active, scholarly international business journals included in *UlrichsWEB*, a global serials directory. There are 5 titles that should be added in global business during the first 3 years of the program. The price of the 5 titles is \$3100 (2010 dollars).

In summary, the new bachelor's degree in Global Business will increase costs to the Libraries by approximately \$3,100 annually for 5 additional journals.

	Annual Cost	Cost over 5 years
Journals	\$3,100 + inflation	\$15,500 + inflation
Total	\$3,100 + inflation	\$15,500 + inflation

F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Current facilities are adequate to support the program. The school of management building was newly constructed in 2002, with state-of-the-art computer labs, class rooms, internet connectivity, and instructional technologies.

G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

Currently, the American Assembly of Collegiate Schools of Business (AACSB) is the accreditation body that accredits business school programs. The school of management was accredited by AACSB in 2002 and will be accredited again in 2010. The proposed degree utilizes existing courses as part of the current BSBA program with IB concentration) which meet the AACSB standards.

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The program evaluation process will consist of the following components.

1. At the end of every year, the program will perform a formal assessment process which will assess whether the courses are meeting the program goals and intended learning outcomes. This process includes developing detailed assessment reports for individual courses by faculty members, aggregating these data into a summary report by the program director, identifying the deficiencies in individual courses as well as program as a whole, and determining the actions to be taken to address these deficiencies.
2. At the end of every semester, graduating students will be asked to complete an exit survey. The exit survey will include questions about how well the individual courses and the program as a whole met the learning outcome goals. The survey will also include ask students to evaluate courses in terms of their usefulness to their career goals and to offer suggestions for improving the program.
3. Additionally, the school of management as well as the university, as part of the various accreditation processes, assesses every program within the school periodically. The procedures to be used for the institutional evaluation of the proposed program, as well as for all existing programs, have been established by The University of Texas at Dallas and are described in Policy Memorandum 94-III.24-63 (Academic Program Review), which governs the periodic review of academic programs and charges the review team to provide an "assessment of the goals, plans, staffing, resources, existing and potential strengths, etc., of the unit, and those areas needing improvement.." The Office of the Executive Vice President and Provost maintains the schedule of reviews and works with the Program Review Committee (PRC) and the unit under review to facilitate the review. The process is peer review oriented and includes a review team that incorporates both internal and external members. In addition, there will be periodic internal evaluations, which will encompass job offerings, initial salary, institutional wide assessment, and supervisor satisfaction. U. T. Dallas has a rigorous process of program review and assessment that ensures that expected outcomes are clearly defined and measurable and are used for improving education. Each academic degree program as well as each academic certificate program at U. T. Dallas is assessed annually using U. T. Dallas' online assessment tool, AT6. AT6 is a web-based solution to capture, manage, archive, and track academic and administrative assessment information for regional and disciplinary accreditation, program reviews, annual reporting, and program improvement.

III. **Costs and Funding**

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs	Five-Year Funding
-----------------	-------------------

Personnel ¹ Reallocated	\$ 3,334,835 3,334,835	Reallocated Funds	\$3,334,835
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$645,532
Library, Supplies, and Materials	\$15,500	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$395,520
Total Costs TOTAL NEW	\$3,350,335 \$15,500	Total Funding TOTAL NEW	\$4,375,887 \$1,041,052

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program). NO NEW HIRES
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included. AMOUNT FROM DESIGNATED TUITION AND FEES

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval

– For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date



<http://www.lombardglobal.com>

February 3, 2010

Marilyn R. Kaplan PhD
University of Texas at Dallas
Assistant Dean
Undergraduate Education
School of Management SM43
800 W Campbell Rd.
Richardson, Texas 75080-3021
mkaplan@utdallas.edu
972-883-2742

Dear Dr Kaplan:

As global strategy consultants and investment bankers, we at Lombard Global very much appreciate your efforts to develop the new Bachelor of Science in Global Business program at UT Dallas. For a major metropolitan area like DFW, it is time for such an educational program to be developed at a Tier One university. I also believe that corporate sponsors to the university, from Fortune 500 to small and medium-sized businesses in the area will be very enthusiastic and supportive. It will continue to add credence to the perception that UTD is the "university of the future" in Dallas Ft. Worth and in Texas.

We especially appreciate the foreign language requirements, which will add to the competitive edge of the graduates of the program in this age of globalization. We believe that DFW, North Texas, and the US economy will benefit from such well trained and globally savvy professionals.

We will be very supportive of your efforts, including speaking to classes and working with students.

Sincerely,


William Billeaud
Managing Partner

101 E. Park Boulevard, Suite 600
Plano, TX USA 75074
TOLL FREE (888) 868-8204



January 29, 2010

Dr Marilyn R. Kaplan
University of Texas at Dallas
Assistant Dean, Undergraduate Studies
School of Management
800 Campbell Rd.
Richardson Texas 75080
mkaplan@utdallas.edu
972-883-2742

Dear Dr. Kaplan,

I believe that talents trained in the Bachelor of Science in International Business program at UT Dallas will have career opportunities at companies such as Celanese Corporation in the DFW area. In our work, we frequently interact with colleagues from many different parts of the world, and our business has invested and operated in many parts of the world. Therefore, I am supportive of UT Dallas's efforts to train a new generation of managers equipped with the knowledge and capabilities in competing and managing in this era of globalization.

I especially appreciate the foreign language requirement that will enhance the global outlook of students and graduates and will enhance the quality of the talent pool in the DFW region.

Sincerely,

A handwritten signature in black ink, appearing to read "Jiong (Thomas) Liu".

Jiong (Thomas) Liu, CFA
Manager of Corporate Finance, Treasury
Celanese Corporation
Tel: 972-443-8041
Thomas.liu@celanese.com

New Program Request Form for Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. **Institution:** The University of Texas at Dallas

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

Bachelor of Science in Management Information Systems

3. **Proposed CIP Code:**

52.1201 Management Information Systems, General

4. **Brief Program Description** – Describe the program and the educational objectives:

The Bachelor of Science degree in Management Information Systems (BS in MIS) provides students with both practical and theoretical training in information technology (IT) which has become an integral part of every aspect of business. The objectives of the program are to prepare professionals who understand business processes and the information required to support them, have the IT expertise to automate, improve, and re-engineer business processes; and to develop an ability to stay abreast of the changing technology and information needs of businesses. Completion of the degree requirements will permit students to seek careers as business analysts, systems analysts, application developers, and IT consultants in many industries including corporations and government agencies. With the appropriate choice of courses, a student will be prepared to successfully obtain external professional certification in areas such as SAP, SAS Business Intelligence, and Information Security.

The unique feature of the proposed program is its emphasis on business processes and how IT supports, improves, and restructures business processes. While a traditional computer science or a computer information systems degree program emphasizes creation of software, the proposed BS in MIS degree program emphasizes creating value in businesses through IT-enabled business intelligence. Consequently, the program focuses on enterprise-wide business processes, data analytics, and the use of IT tools to support and redesign business processes.

The BS in MIS program will include, in addition to the university's general education requirements (42 hours), preparatory courses (15 hours) in mathematics, economics, accounting, and law that are essential to understand business concepts, core courses in business (21 hours) to obtain domain knowledge in various business processes, core courses in MIS (12 hours) that focus on the fundamental IT, Guided electives (12 hours), and other electives (18 hours). The program requires successful completion of 120 credit hours.

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

School of Management

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:

Fall 2010

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

Name: Hasan Pirkul

Title: Dean

E-mail: hpirkul@utdallas.edu

Phone: 972-883-2705

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

The job market for graduates trained in MIS who can be employed in an information systems (IS) function has always been strong and is likely to continue to be strong. The Bureau of Labor Statistics (2008-2009) reports that 5 of the 12 fastest growing occupations relate to the IS field – “Employment of computer and information systems managers is expected to grow 17 percent over the 2008-2018 decade, which is faster than the average for all occupations” with a projected need for 49,500 new information systems managers nationally between 2008 and 2018. Surveys from other publications and career sites such as Money Magazine, Tech Republic, Computer World, and Career Voyages also confirm the projections made by Bureau of Labor Statistics.

In addition to the projected long-term demand for information systems professionals, a review of job openings on a leading employment website reveals strong near-term demand. Approximately 39,000 information systems job openings across the United States are projected annually which require expertise with a leading software platform for automating organizational business processes. Furthermore, demand is strong in Texas as well as the local Dallas Fort-Worth area as evidenced by the estimated annual number of job postings in each market. The following table illustrates the near-term demand for information systems professionals skilled in the design, delivery, and use of enterprise systems software.

Job Market Area	Estimated Annual Job Openings ¹
U.S.	39,168
Texas	4,896
Dallas Fort-Worth	2,484

Table 1 – Estimated Annual Job Openings for SAP Enterprise Systems Professionals 2009 - 2010

Given that enterprise systems is a subset of the overall information systems domain, near-term demand for information systems professionals is expected to be much higher than the figures provided in the table above.

Appendix A contains a letter of support from one of our industry advisory board members indicating strong near and long-term demand for enterprise systems professionals.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

Currently, the school of management offers a BS in Business Administration degree with an MIS concentration. The demand for this concentration at UT Dallas in the past four years is provided in the following table. The MIS concentration will be eliminated when the BS in MIS program is implemented. We will allow current students a choice between the two programs and phase out the concentration in three to four years time. However, we expect all those that are currently pursuing and those that are interested in pursuing the MIS concentration to choose the BS in MIS program because our past interactions with the undergraduate students indicate that the students would like the diploma to reflect the MIS expertise they acquire as part of the degree program.

F06	S07	F07	S08	F08	S09	F09
140	134	108	95	100	88	119

The following table shows the number of students that graduated with MIS degree in comparable schools, out of about 28 schools throughout Texas that offer MIS undergraduate programs, during the last three years. These data were obtained from PREP data available online at http://www.txhighereddata.org/Interactive/PREP_New/.

University	2007-08	2006-07	2005-06
University of Texas at Austin	80	68	58
University of Texas at Arlington (UTA)	102	102	146
University of North Texas (UNT)	49	56	67
Texas A&M University	85	100	66

It should be noted that during the year 2001, the IT industry experienced a severe downturn (often referred to as “dotcom bust”) and this had a very strong negative impact on enrollments in the MIS programs nationwide. There is evidence that the MIS enrollments have started to increase again. Further, we note that during the most recent year for which data is available, UTA and UNT, which are the other two major universities in the DFW area, produced only about 150 graduates, much smaller than the current demand for MIS graduates in the DFW area. Further, the UTA and UNT programs focus on software design and development, whereas our program focuses on IT to support business processes and business intelligence.

¹ Estimated annual job openings are based on the number of job openings posted to www.dice.com on November 4th, 2009 which require enterprise systems expertise. Assumes each job opening has a life-span of 1 month and demand remains constant from November 1st, 2009 through October 31st, 2010.

The enrollment in UT Dallas' MS in Information Technology and Management program, which is the graduate level degree closely related to the BS in MIS, shown in the following table provides evidence that enrollments in MIS programs have started to increase.

F06	S07	F07	S08	F08	S09	F09
140	94	121	125	189	181	238

Further, the MIS programs offered by other universities tend to be more oriented towards software creation. However, we focus on the business process and business intelligence aspects. Conversations with the members of the industry advisory board of the information systems area have revealed that the industry needs students with a strong training in business process and business intelligence and that these students are in short supply. Since we are positioning our program to fill this need, we expect the demand for the program to increase over time.

- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (*Include majors only and consider attrition and graduation.*)

We assume a 10% increase per year in the headcount and FTSE starting from the year of implementation.

YEAR	1	2	3	4	5
Headcount	105	115	126	138	152
FTSE	70	77	84	92	102

II. Quality

- A. Degree Requirements – Use this table to show the degree requirements of the program. (*Modify the table as needed; if necessary, replicate the table for more than one option.*)

Category	Semester Credit Hours
Core Curriculum (<i>bachelor's degree only</i>)	42
Preparatory Requirements in Business	15
Core Courses in Business	21
Core Courses in MIS	12
Prescribed Electives	12
Other Electives	18
Other (<i>Specify, e.g., internships, clinical work</i>)	(if not included above)
TOTAL	120

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

Required Core Courses (42 hours)	SCH
Communication (RHET 1302 and BA 3311)	6
American History	6
Government	6
Social & Behavioral Science (ECON 2301)	3
Fine Arts (ARTS 1301)	3
Humanities (HUMA 1301)	3
Mathematics (Math 1325 and Math 1326)	6
Science	9
Total	42

Prefix and Number	Preparatory Courses (15 hours)	SCH
MATH 1325	Applied Calculus I (Listed above)	-
MATH 1326	Applied Calculus II (Listed above)	-
MATH 2333	Matrices, Vectors, and LP	3
ECON 2301	Principles of Macroeconomics (Listed above)	-
ECON 2302	Principles of Microeconomics	3
BA 2301	Business and Public Law	3
AIM 2301	Introductory Financial Accounting	3
AIM 2302	Introductory Management Accounting	3
	Total (Preparatory courses)	15
	Business Core (21 hours)	
STAT 3360	Probability and Statistics	3
BA 3311	Business Communications (Listed above)	-
BA 3341	Business Finance	3
BA 3352	Production Management	3
BA 3361	Organizational Behavior	3
BA 3365	Principles of Marketing	3
BA 4371	International Business	3
BA 4305	Strategic Management	3
	Total (Business core)	21

	MIS Core (12 Hours)	
BA 3351	Introduction to MIS	3
BA 4321	Database Fundamentals	3
BA 4322	Systems Analysis and Design	3
BA 4318	Programming in Visual Basic ²	3
	Total (MIS Core)	12

² BA 4331 or BA 4355 may be substituted for BA 4318
 AAR/Webmasters Updated 9/22/2009

Prefix and Number	Prescribed Elective Courses (Select four) ³	SCH
	Enterprise Systems Track	
BA 4356	Enterprise Resource Planning	3
BA 4325	ERP for SMEs	3
BA 4334	Enterprise Data Warehouses	3
	Business Intelligence Track	
BA 3371	Business Analytics using Excel	3
BA 4328	Introduction to Business Intelligence and Data Mining	3
BA 4357	Introduction to Web Analytics	3
	Systems Development Track	
BA 4331	Programming in Java	3
BA 4355	Web Systems Development	3
BA 4326	Systems Development Project	3
	Other Elective Courses	
BA4199 and BA4299	Thesis	3
BA 4329	Electronic Commerce	3
BA 4323	Business Data Communications	3
BA 4324	Information Systems Management	3
BA 4330	IT Security Management	3
AIM 3322	Integrated Accounting Information Systems	3
	Total Prescribed Electives	12

Prefix and Number	Elective Courses (18 hours)	SCH
	Advanced Electives	6
	Free Electives	12
	Total Electives	18
	Total Degree hours	120

C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program ⁴⁵
Cavusoglu, Huseyin, Assistant Professor	PhD, University of Texas at Dallas	BA 4330	33%
Geng, Xianjun, Assistant Professor	PhD, University of Texas at Austin	BA 3351	100%

³ The tracks listed below are suggested groups of related courses that may be used to satisfy the prescribed elective requirement and are not required. Accordingly, any four courses listed below may be used to satisfy the prescribed elective requirement.

⁴ The percentage time assigned to program is based on the percentage of total teaching time devoted to courses in the current MIS concentration by these faculty in recent years.

⁵ Preparatory courses and the business core are shared by several degree programs. For the next 5 years, the growth in enrolment due to this degree will be absorbed by the current and are therefore not listed separately.
AAR/Webmasters Updated 9/22/2009

New Program Request Form for
Bachelor's and Master's Degrees
Page 7

Menon, Syam, Associate Professor	PhD, University of Chicago	BA 4323	20%
Raghunathan, Srinivasan*, Full Professor	PhD, University of Pittsburgh	BA 4322	33%
Zheng, Zhiqiang	PhD, University of Pennsylvania	BA 3371, BA 4328	33%
Assistant Professor hired in Year 1		BA4357	50%

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Adler, Hans-Joachim, Senior Lecturer	PhD, Lyon	BA 3351, BA 4323, BA 4325	60%
Mookerjee, Radha, Senior Lecturer	PhD, Purdue University	BA 4321, BA 4318, BA 4331	70%
Savoie, Michael, Senior Lecturer	PhD, University of North Texas	BA 4324, BA 4329, BA 3351	100%
Thompson, Lou, Senior Lecturer	MS, DePaul	BA 3351, BA 4326, BA 4356, BA4334	75%
*Thouin, Mark, Senior Lecturer	PhD, Texas Tech	BA 3351, BA 4355	75%
Mary Beth Goodrich, Senior Lecturer	MBA, Louisiana State University	AIM3322	25%

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

The program will participate in the general recruitment efforts of the School of Management and will have the same admission requirements as the other undergraduate programs of the school. Students are recruited through various methods: mailings to high school students; participation in high school college events; participation in local community college events; and invitations to prospective students to attend information sessions at the School of Management.

In addition, the area will actively recruit students from the local community colleges and high schools. The UT Dallas faculty has good working relationships with faculty at Collin College and Richland College. The program will leverage on this relationship to recruit students from these colleges. The area will also establish relationships with area high schools to attract students.

The school and the area will make every effort to recruit and retain underrepresented students into the program. Beginning in the summer of 2009, the area of information systems began offering a "Do IT Better!" summer camp for high school students from underrepresented groups. Nineteen of the twenty students attending the inaugural summer camp were from underrepresented groups. The area plans to offer this camp in the future and particular emphasis will be placed on visiting high schools that have underrepresented students to recruit such students into the program.

The Center for Information Technology and Management (CITM), which is closely allied with programs related to Management Information Systems, will also be actively involved in promoting the program both to high school and community college students as well as those working in industry.

- E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The McDermott Library collects broadly in these categories. A comparison was made to the collections at the University of Texas at Arlington and the University of North Texas in the subject as they already support a bachelor's degree. The collection at the University of North Texas is about 62% larger than the one at the University of Texas at Dallas. The size of the University and the time they have been collecting are the major reasons for the difference. The collections at UT Dallas are over 200% larger than the University of Texas at Arlington in this discipline. Current levels of collecting are particularly strong for both print and electronic book materials. The budget in these areas should be adequate for undergraduate use by Management Information Systems undergraduates.

The journal collection compares favorably with collections at University of North Texas and the University of Texas at Arlington. UT Arlington has approximately 4% more journal titles in MIS than UT Dallas. The University of North Texas has 7% more journal titles. During the first 3 years of the program, the Library will add 3 titles at \$2,015 (2009 dollars). The titles are *Information resources management journal*, *Journal of information technology*, and *MIS quarterly executive*. In summary, the bachelor's degree in Management Information Systems will cost the Libraries approximately \$2,015 annually for 3 additional journals over present levels of acquisition.

	<u>Annual Cost</u>	<u>Cost over 5 years</u>
Journals	\$2,015 + inflation	\$10,075 + inflation
Total	\$2,015 + inflation	\$10,075 + inflation

Dean of Libraries Assessment:

Our current holdings that would support a bachelor's degree in Management Information Systems are already substantial because various aspects of the areas that would be covered in this program overlap with other programs already offered. Consolidation of the material in this new program allows for a more specialized degree program. The addition of three new journals would not impact the overall library budget substantially. It is also possible that in time these new journal titles will fall under the University of Texas System consortium program which would moderate the cost impact.

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Current facilities are adequate to support the program. The school of management building was newly constructed in 2002, with state-of-the-art computer labs, class rooms, internet connectivity, and instructional technologies.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

Currently, the American Assembly of Collegiate Schools of Business (AACSB) is the accreditation body that accredits business school programs. The school of management was accredited by AACSB in 2002 and will be accredited again in 2010. The proposed degree utilizes existing courses as part of the current BSBA program with MIS concentration) which meet the AACSB standards.

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The program evaluation process will consist of the following components.

1. At the end of every year, the program will perform a formal assessment process which will assess whether the courses are meeting the program goals and intended learning outcomes. This process includes developing detailed assessment reports for individual courses by faculty members, aggregating these data into a summary report by the program director, identifying the deficiencies in individual courses as well as program as a whole, and determining the actions to be taken to address these deficiencies.
2. At the end of every semester, graduating students will be asked to complete an exit survey. The exit survey will include questions about how well the individual courses and the program as a whole met the learning outcome goals. The survey will also include ask students to evaluate courses in terms of their usefulness to their career goals and to offer suggestions for improving the program
3. Additionally, the school of management as well as the university, as part of the various accreditation processes, assesses every program within the school periodically. The procedures to be used for the institutional evaluation of the proposed program, as well as for all existing programs, have been established by The University of Texas at Dallas and are described in Policy Memorandum 94-III.24-63 (Academic Program Review), which governs the periodic review of academic programs and charges the review team to provide an "assessment of the goals, plans, staffing, resources, existing and potential strengths, etc., of the unit, and those areas needing improvement.." The Office of the Executive Vice President and Provost maintains the schedule of reviews and works with the Program Review Committee (PRC) and the unit under review to facilitate the review. The process is peer review oriented and includes a review team that incorporates both internal and external members. In addition, there will be periodic internal evaluations, which will encompass job offerings, initial salary, institutional wide assessment, and supervisor satisfaction. U. T. Dallas has a rigorous process of program review and assessment that ensures that expected outcomes are clearly defined and measurable and are used for improving education. Each academic degree program as well as each academic certificate program at U. T. Dallas is assessed annually using U. T. Dallas' online assessment tool, AT6. AT6 is a web-based solution to capture, manage, archive, and track academic and administrative assessment information for regional and disciplinary accreditation, program reviews, annual reporting, and program improvement.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$3,401,740	Reallocated Funds	\$3,076,740
REALLOCATED	3,076,740		
NEW SALARIES	325,000		
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$663,607
Library, Supplies, and Materials	\$10,075	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$408,000
Total Costs	\$3,411,815	Total Funding	\$4,148,347
TOTAL NEW	\$335,075	TOTAL NEW	\$1,071,607

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program). One new hire included here.
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval

– For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date

SAP America, Inc.
5215 North O'Connor Blvd
Suite 800
Irving, TX 75039
T 850-704-4406



November 17th, 2009

Dear Sirs:

This letter is offered as support for the proposed Bachelor of Science in Management Information Systems degree currently being evaluated by the School of Management at UT Dallas.

As the world's leading provider of enterprise software, SAP fully supports the development of undergraduate degree programs that will successfully prepare the next generation of business leaders to face the increasing challenges of IT-enabled competition.

SAP, along with our 90,000 customers and 15,000 partners, has identified the emerging "business process expert" category as the fastest growing and most valuable skillset global corporations. The proposed BS/MIS is the fundamental prerequisite to a career in the strategic and lucrative business process expert role. The ability to effectively straddle the IT/Business divide by applying both MIS and business concepts is a critical skill that only an MIS major can provide. Deep understanding of the fundamental concepts of MIS, along with a generalist understanding of business fundamentals is a winning combination for at least the next decade, based real demand from SAP's customer and partner communities.

Given the significant number of large and medium-sized businesses in the North Texas region who are SAP customers, I can assure you that there is a current demand for this degree and that demand for MIS majors will only increase in the coming years.

Please feel free to contact me for further discussion.

Best Regards

A handwritten signature in black ink that reads "Jeffrey Word".

Jeff Word
Vice President of Product Strategy
SAP
M + 1 650 704 4406
E jeffrey.word@sap.com

New Program Request Form for Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. **Institution:** The University of Texas at Dallas
2. **Program Name:** Bachelor of Science in Marketing
3. **Proposed CIP Code:** 52.1401 Marketing/Marketing Management, General
4. **Brief Program Description:**

The Bachelor of Science degree in Marketing provides students with both practical and theoretical training in marketing, which has always been an integral part of business. Students will be taught strategic, effective and ethical marketing practices that will seek to meet key objectives. These objectives include preparing students for a career as marketing professionals who understand the needs of the consumer and are able to serve them better through designing and managing better products and services, communicating effectively through various media, and ensuring profitable, fair pricing and efficient distribution. Completion of the degree requirements will allow students to seek careers in product and brand management, sales and customer service, market research, retailing and advertising.

The unique feature of the proposed program is its emphasis on quantitative aspects of marketing. With the availability of large amounts of customer behavior data obtained through grocery scanners and the Internet, there is a growing demand for marketing students who are also proficient in using the systems and the analytical tools needed to analyze the data and make better marketing decisions. In-depth interviews with area professionals also indicate that a stronger emphasis be placed on the use of analytical tools and methods to better track sales and marketing investment. Consequently, our program emphasizes use of data and analysis in each course. Students will be exposed to Excel- based data analysis in many courses.

In addition to the University's general education requirements (42 hours), the BS in Marketing program will include Preparatory courses (15 hours) in mathematics, economics, accounting, and law that are essential to understand business concepts, Business Core courses (21 hours) to obtain domain knowledge in various business processes, Marketing Core courses in Marketing (15 hours), Marketing-guided electives (9 hours), and other electives (18 hours). Overall, students are required to take 24 hours in Marketing.

5. **Administrative Unit:** School of Management
6. **Proposed Implementation Date:** First semester and year that students would enter the program: Fall 2010

7. Contact Person:

Name: Hasan Pirkul

Title: Dean

E-mail: hpirkul@utdallas.edu

Phone: 972-883-2705

Program Information

I. Need

A. Job Market Need:

We conducted a survey in December among managers of 24 local companies seeking their feedback on the skills that they would like to see in the new marketing undergraduate students. They indicated that they would like to see courses that covered topics such as multichannel marketing, web-based marketing, social networking-based marketing, international marketing, and data-based marketing. We currently do not cover these topics in great detail and new courses have to be developed. The courses needed to make our students proficient in marketing will require additional courses to be taken. Thus there is a need for a bachelor's degree as opposed to a concentration in marketing.

Regarding job outlook, the Bureau of Labor and Statistics (2008-2009) states that employers prefer a bachelor's or a master's degree in business administration with an emphasis on marketing for management positions in marketing, sales and promotions. Employment in these areas is expected to increase by 13% through 2018. The BLS website states that "In particular, employers will seek those who have the skills to conduct new types of advertising, marketing, promotions, public relations, and sales campaigns involving new media, particularly the Internet" Further, market and survey researchers are projected to grow faster than average at 28% through 2018 and growth in professional and related services industries is expected to grow faster than average.

The above data suggests that marketing undergraduates need better skills in computer use and Internet based marketing to be relevant to the industry. Our program will develop new courses in marketing with this focus and students will take 24 hours in marketing instead of the current 12 hours needed for a concentration in marketing. This requires a bachelor's degree in marketing.

Employment data for 2008 (extracted from the BLS website) for sales and related professions at the city, state and national levels is high. There were 1.1 million jobs in Texas and 330,820 jobs in the DFW metroplex in the sales and related occupations. In 2008, there were 34,990 jobs in first line supervisory / management positions, 81,220 jobs as customer service representatives and 200,140 jobs in general sales in the DFW metroplex.

In addition, a survey of jobs conducted on November 30, 2009 at Careerbuilder.com indicated there were 969 postings for marketing and 719 positions in sales for a total of 1688 positions in the state of Texas. The corresponding number of DFW jobs alone was 577. On the AMA (American Marketing Association) website there were 271 national jobs listed. This information suggests a healthy job demand for our students.

B. Student Demand:

Currently, the school of management offers a BS in Business Administration degree with a concentration in marketing. The demand for this concentration at UT Dallas in the past four years is provided in the following table. If the BS degree in Marketing is approved, we will eliminate the degree program with a concentration in marketing. We will allow current students a choice between the two programs and phase out the concentration in three to four years time.

F06	S07	F07	S08	F08	S09	S10
37	47	75	83	94	82	115

The following table shows the number of students that declared their major as Marketing in large public universities in Texas during the last three years.

University	2008	2007	2006
University of Texas at Austin	482	483	515
University of Texas at Arlington	217	216	291
University of North Texas	536	555	573
Texas A&M University	1044	1075	1141
Total	7767	7808	8001

Although these four universities have experienced enrollment decline over the years, UT Dallas' offerings in Marketing have experienced substantial steady growth. This spring we had 115 students declare their concentration as marketing which is a significant jump of 40% from Spring 09.

We conducted a student survey in January 2010 seeking preference for a degree in marketing. Of the sample of 280 students, 13.6% indicated that they were pursuing a concentration in marketing. If a BS degree in marketing were offered, the percentage of students that would pursue the degree went up to 36.8%. This suggests that there is a demand for a degree program from the student population. Estimated enrollment for the first five years is presented below.

C. Enrollment Projections:

YEAR	1	2	3	4	5
Headcount	110	121	133	146	161
FTSE	74	81	89	98	108

Year 1 enrollment is based on the mean enrollment of the past three fall periods. Ongoing, we assume 10% growth in enrollment for the first five years given the other School of Management departments experiences in annual increase of 10% once a degree was offered. This is larger than the overall growth for the university at 4.7%. We anticipate that 10% growth is possible due to the planned promotions associated with building awareness of the program.

II. Quality

A. Degree Requirements

Category	Semester Credit Hours
General education requirements	42
Preparatory courses	15
Business Core courses	21
Marketing Core courses	15
Marketing-guided electives	9
Other Electives	18
TOTAL	120

B. Curriculum –

General Education Requirements (42 hours)	SCH
Communication (Rhet 1302 and BA 3311)	6
American History	6
Government	6
Social & Behavioral Science (ECON 2301)	3
Fine Arts (ARTS 1301)	3
Humanities (HUMA 1301)	3
Mathematics (Math 1325 and Math 1326)	6
Science	9
Total (General requirements)	42

Prefix and Number	Preparatory Courses (15 hours)	SCH
MATH 1325	Applied Calculus I	-
MATH 1326	Applied Calculus II	-
MATH 2333	Matrices, Vectors, and LP	3
ECON 2301	Principles of Macroeconomics	-
ECON 2302	Principles of Microeconomics	3
BA 2301	Business and Public Law	3
AIM 2301	Introductory Financial Accounting	3
AIM 2302	Introductory Management Accounting	3
	Total (Preparatory courses)	15
	Business Core Courses (21 hours)	
STAT 3360	Probability and Statistics	3
BA 3311	Business Communications	-

BA 3341	Business Finance	3
BA 3351	Introduction to MIS	3
BA 3352	Production Management	3
BA 3361	Organizational Behavior	3
BA 4371	International Business	3
BA 4305	Strategic Management	3
	Total (Business core)	21

	Marketing Core (15 Hours)	
BA 3365	Principles of Marketing	3
BA 4335	Marketing Research	3
BA 4337	Product and Brand Management	3
BA 4338	Sales and Distribution Management	3
BA 4340	Capstone Course in Marketing*	3
	Total (Marketing)	15

Prefix and Number	Marketing-Guided Electives (9 hours) (Select 3)	SCH
BA 3366	Consumer Behavior	3
BA 3374	International Marketing	3
BA 4308	Entrepreneurship	3
BA 4329	Electronic Commerce	3
BA 4336	Marketing Strategy	3
BA 4341	Services Marketing	3
BA 4342	Price Management	3
BA 4199 and BA 4299	Thesis	3
BA 4v93	Seminar Series in Marketing	3
ECON 3310	Intermediate Microeconomic Theory	3
BA 4339	Advertising	3
	Total (Marketing-Guided Electives)	9

Prefix and Number	Elective Courses (18 hours)**	SCH
	Advanced Electives	6
	Free Electives	12
	Total (Elective Courses)	18

C. Faculty:

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
B.P.S. Murthi*, Professor	PhD in Marketing, Carnegie Mellon	Administrative	10%
Yuanping Ying, Assistant Professor	PhD in Marketing, U. Michigan	BA 3365, BA 4335	50%
Yu Wang, Assistant Professor	PhD in Marketing, U. Michigan	BA 3365	50%
Andrei Strijnev, Assistant Professor	PhD in Marketing, U. of Washington in St. Louis	BA 3365, BA 4338	25%
Gonca Soysal, Assistant Professor	PhD in Marketing, Northwestern University	BA 3365	50%

New Program Request Form for
Bachelor's and Master's Degrees
Page 6

Upender Subramanian, Assistant Professor	PhD in Marketing, Wharton School	BA 3365	50%
Norris Bruce, Associate Professor	PhD in Marketing, Duke University	BA 3365, BA 4337	25%

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Fang Wu, Clinical Professor	PhD in Marketing UT Austin	BA 3365	80%
Julie Haworth*, Senior Lecturer	MBA, UT Austin	BA 3365, BA 4337, BA 4338	100%
Abhijit Biswas, Senior Lecturer	ABD Marketing, Purdue University	BA 3366, BA 4339	10%
Keith Dickinson	MBA – International Management, Thunderbird	BA 3374	10%
Jackie Kimzey, Senior Lecturer	MBA, University of Dallas	BA 4308	10%
Madison Pedigo, Senior Lecturer	MBA, UT Austin	BA 4329	10%

**Advanced Electives are taught outside the School of Management by credentialed faculty in other schools/programs.

D. Students:

The program will participate in the general recruitment efforts of the School of Management and will have the same admission requirements as the University. "Assured" UT Dallas admission can be obtained for students who take the Texas recommended high school curriculum and graduate in good standing and who possess one of the following scores or rankings (top 15%, 26 ACT or 1200 SAT). All students who do not meet the assured admission criteria are reviewed by the UT Dallas Admissions Committee but need to have completed a full, college-track high school curriculum and achieved a strong SAT.

In addition, the area will actively recruit students from the local community colleges and high schools. UT Dallas has good working relationships with Collin College and Richland College. The program will leverage these relationships to recruit students from these colleges. The area will also establish relationships with area high schools to attract students.

The school and the area will make every effort to recruit and retain underrepresented students into the program. The plans to achieve this outcome are outlined below.

1. Advertise in journals targeting minority groups.
2. Advertise on websites (National Hispanic MBA and National Black MBA associations).
3. Participate in forums and camps.

E. Library: In summary, the Bachelor's degree in Marketing will cost the Libraries approximately \$1,765 annually for increasing book purchases at the undergraduate level and for one journal.

	Annual Cost	Cost over 5 years
Journals	\$465 + inflation	\$2325 + inflation

Books	\$1,300 + inflation	\$6500 + inflation
Total	\$1,765 + inflation	\$8825 + inflation

Dean of Libraries Assessment:

Much of what is required to support a bachelor of science degree in marketing is already covered by other fields taught in the School of Management. The library has added significant access both online and in print to those complimentary fields for many years. So the current library holdings in Marketing already exceed those necessary for a bachelor of science degree in that subject when compared with the University of North Texas and the University of Texas at Arlington. To provide superior coverage for this degree will require only a modest budgetary outlay. This will enable the university to provide our students with a high quality marketing education and serve our marketing faculty with more means to pursue significant research.

- F. Facilities and Equipment: Current facilities are adequate to support the program. The school of management building was newly constructed in 2002, with state-of-the-art computer labs, class rooms, internet connectivity, and instructional technologies.
- G. Accreditation: Currently, the American Assembly of Collegiate Schools of Business (AACSB) is the accreditation body that accredits business school programs. The School of Management was accredited by AACSB in 2002 and will be accredited again in 2010. The proposed degree utilizes existing courses as part of the current BSBA program with a Marketing concentration which meets the AACSB standards.

H. Evaluation:

The program evaluation process will consist of the following components.

1. At the end of every year, the program will perform a formal assessment process which will assess whether the courses are meeting the program goal and intended learning objectives. This process includes developing detailed assessment reports for the Marketing core course by faculty members, aggregating the data into a summary report by the program director.
2. We will conduct a periodic assessment to identify the deficiencies in individual courses as well as program as a whole, and determine the actions to be taken to address these deficiencies.
3. Graduating students will be asked to complete an exit survey. The exit survey will include questions about how well the individual courses and the program as a whole met the learning goal and objectives. The survey will also ask students to evaluate courses in terms of their usefulness to their career goals and to offer suggestions for improving the program.
4. The program will be reviewed every five years to ensure that the needs of the market are being adequately addressed. The marketing advisory board which will consist of marketing professionals in the DFW will provide feedback and guidance in this aspect.
5. Additionally, the school of management as well as the university, as part of the various accreditation processes, assesses every program within the school periodically. The procedures to be used for the institutional evaluation of the proposed program, as well as for all existing programs, have been established by The University of Texas at Dallas and are described in Policy Memorandum 94-III.24-63 (Academic Program Review), which

governs the periodic review of academic programs and charges the review team to provide an "assessment of the goals, plans, staffing, resources, existing and potential strengths, etc., of the unit, and those areas needing improvement.." The Office of the Executive Vice President and Provost maintains the schedule of reviews and works with the Program Review Committee (PRC) and the unit under review to facilitate the review. The process is peer review oriented and includes a review team that incorporates both internal and external members. In addition, there will be periodic internal evaluations, which will encompass job offerings, initial salary, institutional wide assessment, and supervisor satisfaction. U. T. Dallas has a rigorous process of program review and assessment that ensures that expected outcomes are clearly defined and measurable and are used for improving education. Each academic degree program as well as each academic certificate program at U. T. Dallas is assessed annually using U. T. Dallas' online assessment tool, AT6. AT6 is a web-based solution to capture, manage, archive, and track academic and administrative assessment information for regional and disciplinary accreditation, program reviews, annual reporting, and program improvement.

III. Costs and Funding

Five-Year Costs and Funding Sources:

Five-Year Costs		Five-Year Funding	
Personnel ¹ Reallocated	\$2,309,295 2,309,295	Reallocated Funds	\$2,309,295
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$704,921
Library, Supplies, and Materials	\$8,825	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$432,000
Total Costs	\$2,318,120	Total Funding	3,446,216
Total New Costs	\$8,825	Total New Funding	\$1,136,921

1. Personnel costs are projected based on scheduled load for assigned faculty.
2. No incremental administrative or travel costs will be incurred as a result of this program.
3. Incremental formula funding projected for years three through five of the program only for students new to program at current rate of \$107.59
4. Includes designated fee projected for years three through five of the program only for student new to program at current rate of \$40 per credit hour.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval

– For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date



Cisco Systems, Inc.
2200 Pres. George Bush Hwy.
Richardson, Texas 75082

February 11, 2010

First let me thank both of you for the opportunity to speak about our future needs in terms of new grads entering our workforce.

With respect to your proposal to introduce a Marketing degree program, We believe such a program would be of value to firms like Cisco.

In the course of running our business, we are seeing a rising demand for resources with a broad set of skills spanning the traditional aspects of marketing, like pricing, brand management, market research, but now reaching into ecommerce, consumer behavior and entrepreneurship.

As the global economy continues to expand, so too will competition. To succeed we'll not only need to be best in class in the technology we offer, but also in our ability to innovate and reach target community faster than our competition. This will require the types of base skills your proposal will provide for our future work force.

A handwritten signature in black ink that reads "Brian Dal Bello". The signature is written in a cursive, flowing style.

Brian Dal Bello
Cisco Systems



Bottom-line marketing research solutions.

School of Management SM 10
The University of Texas at Dallas
800 W. Campbell Road
Richardson, TX 75080-3021

Dear Dr. Murthi:

I am writing about the proposal before the University for an Undergraduate Marketing Degree.

As President of Savitz Research Companies, one of the top 50 research firms in the U.S., I strongly recommend the University adopt this proposal for several reasons.

First, when we interview candidates for jobs at Savitz, we are much more convinced of their value to the firm when they have a degree in marketing from a recognized institution of higher learning compared to a certificate or concentration in marketing. When there is a degreed program involved, we know the candidate has taken all the courses necessary to be a marketing professional including quantitative methods and marketing research. When a candidate tells us they have a certificate or concentration in marketing we wonder how well trained they are. Indeed, we always feel compelled to ask what courses they have taken. Often times the requirements for certificates and concentrations in marketing do not have nearly the course requirements of a degreed program and, frankly, the candidates are not nearly as well prepared. In this case we sometimes wonder how much additional on the job training they will need.

Having graduated from Columbia and Wharton myself, I can certainly appreciate the quantitative orientation of the new Undergraduate Marketing Degree which is under proposal. In fact, I know of no other such quantitatively oriented undergraduate program in North Texas. As such, the new marketing degree program will clearly enable the University not only to differentiate itself from but distinguish itself above other area institutions that have undergraduate programs in the marketing field. In addition, this quantitative orientation is consistent with the University's desire to move up in stature in terms of published research which is, more often than not, highly quantitative in nature.

In short, I highly recommend the University take steps to begin the new Marketing Degree Program.

If you have any questions, please don't hesitate to contact me.

A handwritten signature in black ink, appearing to read "Jeffrey N. Savitz".

Jeffrey N. Savitz
President
Savitz Research Companies Inc.
T: 972-386-4050 ext 208
C: 214-763-7590
E-mail: jsavitz@savitzresearch.com

13747 Montfort Drive • Suite 330 • Dallas, Texas 75240 • Phone: 972-386-4050 • Fax: 972-661-3198

CEP PROPOSALS – GRADUATE AND UNDERGRADUATE CATALOG

All substantive changes in the “first forty” sections of both catalogs have already been approved by the Senate. *Please use the links below to review your School’s section of the catalog.*

Within each folder are subfolders for the various academic units.

The first link is to courses, the second to program descriptions and degree plans. Some academic units have submitted separate files for each discipline while others have combined all disciplines into a single file.

Use the following links to access the corresponding files:

/undergrad/2010 Catalog/Courses: (*The password is senate.*)
https://pluto.utdallas.edu/xythoswfs/webui/xy-4674_1-s_mvCngx8h

/undergrad/2010 Catalog/Academic Units: (*The password is senate.*)
https://pluto.utdallas.edu/xythoswfs/webui/xy-4673_1-s_mvCngx8h

Full graduate catalog (*no password required*)
<http://www.utdallas.edu/dept/graddean/CAT2010/test.html>