



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

May 14, 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, May 19 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	John Wiorkowski	Darrelene Rachavong	Chief Larry Zacharias
Hobson Wildenthal	Calvin Jamison	Abby Kratz	Deans
Andrew Blanchard	Inga Musselman	Rhonda Blackburn	Grace Biewalski, SG President
Serenity King	Larry Redlinger	Daniel Calhoun	

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, C.
Holub, Shayla	Stern, Robert
Huxtable-Jester, Karen	Thompson, Lucien
Ishak-Boushaki, M.	Wissinger, Tonja

2010-2011 Academic Senate-Elect

Bardhan, Indranil	Keith, Linda	Vidyasagar, M.
Beron, Kurt	Kiasaleh, Kamran	Xu, Yexiao
Bhatia, Dinesh	Kisunzu, Phillip	Xuan, Zhenyu
Bochsler, Dan	Leaf, Murray*	Zhang, Harold
Breen, Gail	Menon, Syam	
Burr, John	Miller, Dennis	
Cantrell, Cyrus	Murphy, Jessica	
Chandrasekaran, R.	Murthi, B.P.S.	
Cordell, David**	Natarajan, R.	
Dess, Gregory	Nielsen, Steven	
Dieckmann, Greg	Ntafos, Simeon	
Durbin, Kelly	Prakash, Ravi	
Fass, Simon	Redman, Tim	
Hagge, Tobias	Richard, Orlando	
Hoffman, John	Salter, Liz	
Huynh, D.T.	Richard Scotch	
Ishak-Boushaki, M.	Stern, Robert	
Janakiraman, Ganesh	Thompson, Lucien	

*Speaker
**Secretary



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AGENDA ACADEMIC SENATE MEETING May 19, 2010

- | | |
|---|--------------------------|
| 1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS | DR. DANIEL |
| 2. APPROVAL OF THE AGENDA | DR. LEAF |
| 3. APPROVAL OF MINUTES
APRIL 21, 2010 Meeting | DR. LEAF |
| 4. PROPOSED INSURANCE PLAN CHANGES | CHRISTINE
MOLDENHAUER |
| 5. SPEAKER'S REPORT | DR. LEAF |
| 6. FAC REPORT | DR. LEAF |
| 7. STUDENT GOVERNMENT LIAISON REPORT | DR. KAPLAN |
| 8. HOP – EFFORT CERTIFICATION POLICY | SERENITY KING |
| 9. CEP PROPOSALS – DRAMA/DANCE MINOR AND
ASIAN STUDIES MINOR | DR. CANTRELL |
| 10. PROPOSED SENATE BYLAWS CHANGE RE: ESTABLISHMENT OF | DR. LEAF |
| 11. 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

April 21, 2010

PRESENT: Kurt Beron, Dinesh Bhatia, Denise Boots, Gail Breen, Cy Cantrell, R. Chandrasekaran, David Cordell, Dreg Dieckmann, Kelly Durbin, John Hoffman, Karen Huxtable-Jester, Mustapha Ishak-Boushaki, Joe Izen, Marilyn Kaplan, Nanda Kumar, Murray Leaf, Dennis Miller, Steven Nielson, Simeon Ntafos, Tim Redman, Richard Scotch, Chelliah Sriskandarajah, Robert Stern, Tonja Wissinger

ABSENT: Mark Anderson, Titu Andreescu, John Burr, Jay Dowling, Jennifer Holmes, Shayla Holub, Syam Menon, B.P.S. Murthi, Ravi Prakash, Mark Rosen, Young Ryu

VISITORS: Hobson Wildenthal, Daniel Bochsler, Donna Riha, Rick Dempsey, Kamran Kiasaleh, Chris Parr, Diana Kao

1. CALL TO ORDER, ANNOUNCEMENTS AND QUESTIONS

Provost Wildenthal called the meeting to order and reported that Dr. Daniel was in Austin attending a National Research University Fund (Tier 1) meeting. Dr. Wildenthal noted that regarding achieving the Tier One status, one criterion which seemed to not be in our favor was the attrition rate of doctoral students. He reminded everyone that the criteria are multi-stage: first, an institution must have \$45 million of restricted research in each of the two years ending with the meeting of the legislature. Once that is met, four of the following criteria must be met:

- \$400 million endowment;
- 200 Ph.D.s awarded annually;
- freshmen class with high academic achievement;
- membership in Association of Research Libraries, Phi Beta Kappa or equivalent national recognition;
- good quality faculty;
- commitment to high quality graduate education.

Dr. Wildenthal noted that work was continuing on finalizing the budget for the coming year.

2. APPROVAL OF THE AGENDA

Joe Izen made a motion to approve the agenda as distributed. Kurt Beron seconded. The motion carried.

3. APPROVAL OF MINUTES

Cy Cantrell made a motion to approve the minutes as circulated. Richard Scotch seconded. The motion carried.

4. SPEAKER'S REPORT

Speaker Leaf reported that he and David Cordell attended the spring meeting of the Texas Council of Faculty Senates in February. At this meeting there was considerable concern over the state leadership's request for plans for budget reductions. The reaction of larger campuses was to make university-wide cuts while smaller campuses were focused on eliminating non-essential services. No campuses except Texas Woman's University were discussing faculty firings or serious faculty freezes. (TWU is a special case, in that sense that their President has substantially overspent the appropriation for the last several biennia, and has consistently gone back to the legislature for more and received it. This year, the legislature was non-responsive. The faculty Senate has passed a resolution of no-confidence.) Some campuses were considering incidental staff freezes.

Our HOP Committee has had difficulty trying to fit the IRB policy into the standard format, so they have decided to leave the policy in its current format.

In the last Academic Council meeting, Professor Redman, who is a member of the CQ, raised a concern regarding our policy on the availability of third-year evaluations to the CQ in tenure evaluations. Evidently, the CQ was initially told this year that the files would not be available. Subsequently they were told that using them was not recommended. Council members present discussed their understandings of the peer review policy. The Council agreed that the basic idea of the requirement for the third year evaluation was that there be a look ahead and a set of recommendations on what would help or not help attain tenure. This necessarily implied that the recommendation could or would be looked at later. However, the authors of the rules never intended that these recommendations should constrain the subsequent review for tenure – that the tenure review should be carried out only in terms of the framework of the third-year review or that the third-year review should in any way bias the tenure review. The advice was only advice, not command. The tenure review should stand or fall on the merits of the case at the time of the review. Accordingly, the Council decided that the implication of the policy as it stands is that the third-year review file will not be automatically provided to the CQ in tenure considerations but will be provided if the CQ requests it. Since everyone agreed that this is the meaning of the policy, no Senate action was considered to be required. Speaker Leaf agreed to include this information in his Speaker's report so that the minutes will reflect the interpretation. He also noted that CQ will be revising its bylaws this year to take into account the new procedures with the online evaluation and the Council asked Professor Redman to try to make sure that CQ puts this in the bylaws as the understanding.

Another set of questions came up regarding the eligibility for nomination and voting in elections for the Senate for the non-tenure track positions. Speaker Leaf has agreed to write a brochure to state and clarify the bylaws on this issue that can be distributed to non-tenure track faculty.

Speaker Leaf reported that the Speaker, Secretary and members of the Academic Council for the coming year were elected in the Caucus immediately preceding this meeting. The results of that election are:

SPEAKER: Murray Leaf

SECRETARY: David Cordell

ACADEMIC COUNCIL:

Cy Cantrell,

Dennis Miller

Richard Scotch,

Liz Salter

R. Chandrasekaran,

Tim Redman

Speaker Leaf also reported that the Council has been asked to have lunch with Chancellor Cigarroa, Executive Vice-Chancellor Prior and Regent Longoria, who is chair of the Regents' Academic Affairs Committee. This will be May 5th, just before the May Council meeting.

5. UTD SUSTAINABILITY POLICY

Donna Riha, Energy Conservation and Sustainability Manager, reported that in 2009 a System-wide sustainability policy was adopted. Because of the diversity of campuses, each President was asked to further define their institution's sustainability policy. The UTD policy is very broad – allowing us to go in different directions, but follows the UT-Austin policy very closely. Ms. Riha feels that the policy would best be implemented by a committee that meets regularly to give recommendations. Speaker Leaf noted that one possibility would be to reorganize the Facilities Oversight Committee to include the Sustainability Policy as a part of its charge. The other possibility is to have a separate committee. Ms. Riha acknowledged that while we are headed in the right direction, there is still a long way to go. A sustainability website is being developed with a target date of being operational by summer. The lack of recycling receptacles for cans and bottles was raised, and Ms. Riha agreed that was a need. With so many projects to work on, she is trying to prioritize projects with the most visible and cost effective projects addressed first. Joe Izen asked if Ms. Riha could investigate the possibility of beginning some type of acceptable disposable for batteries. It was also suggested that there be regularly scheduled pick-up times for recycling in offices. Speaker Leaf suggested that it might be helpful for Ms. Riha to be placed on the Safety and Security Council; it was Rick Dempsey's opinion that this was a matter for the Provost to decide. It is Speaker Leaf's opinion that it might be helpful for Ms. Riha to attend at least a few of their meetings. He will ask Larry Overszet to include her on the mailing list for meeting notifications. Cy Cantrell made a motion to approve the policy. Joe Izen seconded. The motion carried.

6. DRAFT UTD POLICY ON FINANCIAL EXIGENCY

Speaker Leaf stated that the overall concerns of both the Regents' rule and the UTD policy are faculty involvement and transparency. The trigger for the policy is a financial emergency to the extent that it is necessary to consider firing tenured faculty. In the past, Regents' Rules called for faculty involvement without defining faculty. It did not specify that faculty was represented by the governance organization and it did not really describe either what would provide transparency or what the steps in the process would be. Regents' rules now make it essentially a three-step process. First, in consultation with the

faculty, meaning the governance body, the campus decides what the emergency is that has to be resolved. Along with the President, they develop a plan to address the problem. This may involve closing programs or firing faculty. Once the general definition of exigency is done, the governance body also recommends faculty to serve on a faculty committee to draw up a detailed plan on what is to be cut. Once that is written and accepted by the President, that committee, or a second committee, actually applies that plan and designates people to be terminated. Those recommendations are also provided in writing to the President and the Senate. Then, presumably, the President acts.

There is an appeals process for those who are terminated. The appeals process again requires committees to be formed, and our policy states that those committees would be faculty from the list of people who we designate to serve on panels for tribunals. Our tribunal panel actually has two components – Presidential appointees and Senate appointees. These would be from the Senate side. When the appeals are heard, those recommendations are again submitted in writing. The entire process is recorded in writing; there is a step between each stage that is subject to review and oversight. The purpose of this is to make the legal liabilities clear rather than hiding them. The idea, then, is that people making these decisions will make them more carefully.

In our particular version of the policy, we concretize the rule. Our policy states that the faculty has the major voice in this process, although nothing impedes the President's responsibility for making the final decisions. We further specify that the term "faculty committee" shall be understood to mean a committee established of the Academic Senate or with the Academic Senate.

Rather than reviewing the policy paragraph by paragraph, Speaker Leaf asked if there were any questions or concerns. Richard Scotch made a motion to approve the policy. Cy Cantrell seconded the motion. The motion carried.

7. CEP PROPOSALS –ACADEMIC CERTIFICATE PROGRAM IN PRODUCT LIFECYCLE AND SUPPLY CHAIN MANAGEMENT; BACHELOR OF SCIENCE IN BIOMEDICAL ENGINEERING; FIRST FORTY PAGES OF UNDERGRADUATE CATALOG

Cy Cantrell introduced the proposed Academic Certificate program in Product Lifecycle and Supply Chain Management and asked if there was anyone from the School of Management who wished to address this. He reported that in CEP it was widely thought that this would be a highly successful program given the existing efforts in Product Lifecycle and Supply Chain Management. Cy Cantrell moved that the Senate approve this certificate program. Richard Scotch seconded. The motion carried.

The next item was a degree proposal for a Bachelor of Science in Biomedical Engineering. Dr. Cantrell noted one of the unique features of this degree program is that there is twice as much undergraduate science in this program as there is in any other engineering program that we now have. There are three one-year courses of introductory science. The total number of hours in the program is 126. It is anticipated that graduates of this program will go on to medical school or graduate school. To help students prepare for medical school, we have to provide a way for them to take organic chemistry. This can be accomplished with a summer or two of chemistry courses. The core faculty for this program are currently in place. Additional faculty will be added as needed. Cy

Cantrell made a motion to approve the proposal. Kurt Beron seconded. The motion carried.

The final item was approval of the first forty pages of the undergraduate catalog. Dr. Cantrell noted that all substantive changes of the catalog have previously been reviewed and approved by the Senate. Cy Cantrell made a motion to approve the catalog. Richard Scotch seconded the motion. Dean Michael Coleman noted that the changes that have been made were small procedural changes. There has been a small change in the probation/suspension policy. One additional change that was received by Dean Coleman yesterday was a new section from Financial Aid which corrected some inaccuracies due to federal regulations, but do not represent any change in policy. The motion carried.

8. SUBMISSION OF CANDIDATES FOR GRADUATION SPRING 2010

The Secretary of the Faculty presented the lists of candidates for undergraduate and graduate degrees for the spring commencement.

CANDIDATES FOR UNDERGRADUATE DEGREES:

These students have applied for graduation and have been reviewed by the Office of Records. The Office of Records declared that all of these students will be eligible for graduation upon the completion of the current semester's work at the necessary levels. I request, therefore, that the Academic Senate certify these students to graduate upon receipt of final grades, and notification of completion of other requirements, provided that the grades are consistent with the standards for graduation prescribed by this University. I also request that the Academic Senate certify those students designated as eligible to graduate with honors upon completion of coursework and requirements consistent with the standards for honors at the levels offered by this University.

David Cordell moved to certify the list of undergraduate candidates for graduation. Cy Cantrell seconded. The motion carried.

CANDIDATES FOR GRADUATE DEGREES:

These students have applied for graduate degrees and have been reviewed by the Graduate Dean. The Graduate Dean certifies that all of these students will be eligible for the degrees indicated upon satisfactory completion of the current semester's work. I request, therefore, that the Academic Senate certify these students to receive the degrees as indicated upon receipt of final grades and notification of completion of other requirements, provided that the grades received are consistent with the standards for credit prescribed by this University.

David Cordell moved to certify the list of graduate candidates for graduation. Cy Cantrell seconded. The motion carried.

9. RESULTS OF SENIOR LECTURER ELECTION

David Cordell announced that Kelly Durbin had been elected to the final open position for senior lecturers serving on the Senate.

There being no further business, Provost Wildenthal adjourned the meeting.

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

DATE: _____



Effort Certification

[formerly 4.0 and 5.0]

Policy Statement

The federal government requires **Effort** reporting and certification as a condition of receiving federal funds. State agencies, private foundations, organizations and industry also provide funding to enable UT Dallas to conduct research, training and other projects. All faculty members who serve as principal investigators on sponsored contracts or grants are responsible for certifying the amount of **Effort** they and employees they supervise spend on sponsored activities. In compliance with UT System Policy (UTS163) that “each UT System Institution shall have an electronic online Effort Certification system that meets the requirements of this policy”, UT Dallas has adopted the UT System shared service system for **Effort** reporting and certification, also known as ECRT.

Rationale

The Office of Management and Budget (“OMB”) Circular A-21, Cost Principles for Educational Institutions, sets forth the cost principles that institutions of higher education must follow in expenditures of federally sponsored program funds. Section J.10 stipulates that institutions must have a payroll distribution system that allows salaries paid under federal grants to be properly allocated and that confirmation is made by the institution that **Individual** salaries paid under federal awards are appropriate to that award. Such confirmation is to be made by either the **Primary Individual** or a responsible official using suitable means of verification. The after-the-fact confirmation method used by UT Dallas requires that reports for faculty and professional staff be done every six months. The OMB A-21 Clarification Memo of January 5, 2001, further emphasized the effort confirmation requirements as they relate to committed (on the proposal) effort that may or may not be paid on the resultant award.

Recent settlements by higher education institutions with the Department of Justice have cost millions of dollars to remedy whistleblower lawsuits, which alleged (in part) improper accounting of salaries and wages charged to federal awards. These lawsuits were filed under the Federal False Claims Act. There have also been significant instances where higher education institutions have had millions of dollars of research expenditures, principally salaries and wages, disallowed as a result of a federal audit.

UT Dallas has established a system which conforms to the payroll confirmation requirement of OMB Circular A-21 and this document outlines the policy and procedures used at UT Dallas to comply with these federal regulations.

Scope

This policy applies to:

- all **Primary Individuals**; and
- all **Supporting Individuals**.

Definitions

Committed Effort: The amount of Effort specified in a **Sponsored Program** award agreement, regardless of whether salary support is requested for the **Effort**.

Effort: The amount of time spent on any activity expressed as a percentage of **Total Institutional Activities** for which an Individual is compensated by UT Dallas. For exempt employees, it is extremely important to understand that **Effort** for an Individual is not calculated on a 40-hour workweek or any other standard workweek. OMB Circular A-21 Section J.10.b.(1)(c) states “...in an academic setting, teaching, research, service, and administration are often inextricably intermingled. A precise assessment of factors that contribute to costs is not always feasible, nor is it expected. Reliance, therefore, is placed on estimates in which a degree of tolerance is appropriate.” Moreover, OMB Circular A-21 Section J.10.b.(2)(a) states “The payroll distribution system will ... (ii) reasonably reflect the activity for which the employee is compensated by the institution;...”

Effort Certification: A means of confirming that the **Effort** paid or unpaid by the sponsor has been performed. It is important to note that payroll distributions and **Effort Certifications** are related but not the same thing. Payroll distributions describe the allocation of an **Individual’s** salary; whereas, Effort Certification describes the allocation of an **Individual’s** Effort.

Fiscal Year: The Fiscal Year for UT Dallas is September 1st through August 31st.

Individual: An **Individual** is anyone who has paid **Effort** and/or **Committed Effort** on a **Sponsored Program**. Where appropriate in this policy the following subcategories will be utilized:

- A **Primary Individual** is a person listed as principal investigator, project director, co-investigator, co-project director, or those personnel with comparable responsibilities on a sponsored project application. A **Primary Individual** typically, but not always, carries an academic (i.e., faculty) appointment.
- A **Supporting Individual** is an employee other than a **Primary Individual** who has expended **Effort** on a **Sponsored Program**.

Sponsored Programs: Activities conducted in research, instruction, training, or public service as a result of a formal written agreement – such as a grant, contract, or cooperative agreement – obtained as a result of a formal application and approval process. These activities can be funded either externally by government, industry, or private sponsors; or, internally by UT Dallas. **Sponsored Programs** are separately budgeted and accounted for, meaning there is a defined scope of work, a budget that identifies the costs to be incurred in the performance of the work, and the accumulation of costs actually incurred in support of the project. **Sponsored Programs** usually involve a specific commitment of time for the **Individual(s)** involved in achieving the aims of the project. **Sponsored Programs** may be thought of as transactions in which there are specified statements of work with a related, reciprocal

transfer of something of value.

Total Institutional Activities: **Total Institutional Activities** are those activities for which an **Individual** is paid by UT Dallas. Common activities include administrative duties, instruction, patient care, public service, and research. **Total Institutional Activities** shall not exceed 100% and shall be consistent with his/her other duties as agreed upon with his/her supervisor.

Responsibilities

Vice President for Research

- Responsible for developing, monitoring and revising the Effort Certification policy.
- Ensures education and training programs are available to assist all administrators, faculty, and staff to fully understand the intent and the implications of all policies referenced herein.
- Ensures an effective monitoring process exists at the UT Dallas.
- Responds to audits.

Primary Individual

- Communicates with his/her department, and several other administrative functional areas within UT Dallas about **Effort** commitments.
- Certifies his/her **Effort** and the **Effort of Supporting Individuals** on the **Primary Individual's Sponsored Programs**.

Policy

Effort Certification will be performed semi-annually for the September-February and March-August time periods. All **Effort Certifications** must adhere to the following requirements:

- **Effort Certification** reports must be based on a reasonable estimate of **Committed Effort**. For determining "reasonableness," OMB Circular A-21 states "(I)n an academic setting, teaching, research, service and administration are often inextricably intermingled. A precise assessment of factors that contribute to costs is not always feasible, nor is it expected. Reliance, therefore, is placed on estimates in which a degree of tolerance is appropriate... The payroll distribution system will ... (ii) reasonably reflect the activity for which the employee is compensated by the institution...".
- **Effort** will be reported in whole percentages and all **Effort** reported for an **Individual** must equal 100%.
 - Minimum level of effort: A **Primary Individual** for a **Sponsored Program** must have a minimum level of **Committed Effort** on that **Sponsored Program**. The level of **Effort** should be commensurate with the **Primary Individual's** responsibilities with respect to the **Sponsored Program**. Certain types of **Sponsored Programs** such as equipment, instrumentation and training grants may not require any **Committed Effort** from the **Primary Individual**. However, such exceptions to this policy must be documented and approved by the Vice President for Research or his/her designee.

- Maximum level of effort: **Individuals'** total **Effort Commitments** on **Sponsored Programs** should be commensurate with their other responsibilities within **Total Institutional Activities**. Therefore, **Primary Individuals' Effort Certification** must reflect a reasonable amount of **Effort** dedicated to their other institutional commitments (e.g. community service, education, administration). In no case can **Committed Effort** on **Sponsored Programs** exceed 100%.
- A **Primary Individual** must certify his/her own **Effort**.
- A **Primary Individual** must certify the **Effort** of all **Supporting Individuals** who have expended **Effort** on the **Primary Individual's Sponsored Program(s)**.
- A **Primary Individual** must attest for each **Effort Certification** that the **Primary Individual** has a suitable means of verification and that the **Effort** shown in the **Effort Certification** report is a reasonable estimate of actual work performed during the stated period.
- All **Effort Certification** reports must be completed within 30 days of the opening of the certification period.

A failure to comply with this policy could result in any or all of the following consequences:

- Disallowance of expenditures on **Sponsored Programs**;
- Penalties and/or fines levied against UT Dallas;
- Damage to UT Dallas' reputation and/or the reputation of its faculty; and
- Criminal charges brought against an **Individual** who certifies a falsified **Effort** report.

Related Statutes, Policies, Requirements or Standards

- UT System Administration Public Library – Policy UTS163;
- Code of Federal Regulations, Title 45, Part 74, Appendix E, Uniform Administrative Requirements for Awards and Subawards to Institutions of Higher Education, Hospitals, Other Nonprofit Organizations, and Commercial Organizations; Principles for Determining Costs Applicable to Research and Development Under Grants and Contracts with Hospitals [Formerly known as OASC-3];
- Code of Federal Regulations, Chapter II, Part 215, OMB Circular A-21, Cost Principles for Educational Institutions;
- Code of Federal Regulations, Chapter II, Part 215, OMB Circular A-110, Uniform Administrative Requirements for Grants and Agreements With Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations;
- Clarification of OMB A-21 Treatment of Voluntary Uncommitted Cost Sharing and Tuition Remission Costs dated January 5, 2001;
- OMB A-133, Audits of States, Local Governments, and Non-Profit Organizations;
- NIH Grants Policy Statement dated December 2003, and
- National Science Foundation Proposal and Award Policies and Procedures Guide.

Procedures

UT Dallas utilizes an electronic after-the-fact confirmation process for **Effort Certification**. While **Effort Certification** cards are available year-round at ecrt.utdallas.edu, there are two certification periods during the year. These are:

Payroll reporting period	Review Period	Certification Period
March 1 – August 31	Thirty days prior to start of Certification Period	Third Wednesday in October – Third Friday in November
September 1 – February 28	Thirty days prior to start of Certification Period	Third Wednesday in April – Third Friday in May

Review Period: Thirty days before the Certification Period opens, PIs are highly encouraged to review all their associated **Effort** reports. Any required changes can be made by processing a Personnel Action Form (PAF) with the fiscal officer in the PI’s school. Once the PAF is processed, changes can be saved in the **Effort** system.

Certification Period: Once the period opens, PIs have 30 days to confirm/edit and certify their **Effort** (if required) and that of any support staff. Detailed instructions on certifying **Effort** are available at http://www.utdallas.edu/research/ecrt/documents/UTD_ECRTBrochure.pdf

Failure to certify during the **Certification Period** is a failure to comply with UT Dallas, UT System and federal policy. This can result in having all sponsored accounts frozen until the certification is completed.

Proposed Undergraduate Minor

Theatre/Dance

School of Arts & Humanities

Contact: Dean Dennis Kratz, x2984 dkratz@utdallas.edu

Description: The mission of the proposed Theatre/Dance minor is to foster the creative, academic, and career development of UT Dallas students through the integration of theory and practice in creative work. The Theatre/Dance minor will teach the principles and values of self-discipline, critical thinking, collaboration, and creative problem solving essential to success in a change-intensive, diverse and global environment. The goal of the Theatre/Dance minor is to nurture skill, creativity and independent thought to equip leaders who will be able to apply these skills in a myriad of vocations.

“The University must provide a strong liberal arts education as well as a variety of educational opportunities inside and outside the classroom that will empower students not just to learn but to become leaders in the world of tomorrow.”

The University of Texas at Dallas –

Strategic Plan

Initiative Two: Preparing Students for Tomorrow’s

Challenges

Theatre and Dance at UT Dallas:

“No city can achieve or maintain greatness without a vibrant arts scene. As the University continues to grow, the arts must be an integral part of that growth. ...The arts, in particular, provide the School and UTD with exciting opportunity to directly impact the cultural life of the Metroplex. Even with a relatively small visual and performing arts faculty, the School has gained a reputation for excellence in the creative arts and sponsors a diverse, high quality arts season with everything from plays and art exhibits to concerts and ballets.”

The University of Texas at Dallas –

Strategic Plan

Action 6.2: The Arts

A Theatre/Dance minor at UTD will allow student development in both dance and theatre determined by student interest and performance level. This combination allows students to work harmoniously within two creative disciplines to establish a broad base of knowledge as performing artists and young arts scholars. Students who seek a Theatre/Dance minor at UTD may include transfer students from other colleges who enter UTD with a background and a strong interest in dance and/or theater, or UTD

ITEM #9

students studying in other disciplines. Performance opportunities are offered in both dance and theatre, and our collaborative works and performances combining these disciplines allow ample opportunities for all students. The performing arts classes at UTD currently attract students from majors as varied as Neuroscience, Business, Computer Science, ATEC and Literary Studies. The Theatre/Dance minor will serve to bolster the educational experience for these students, and to offer student growth and development in the areas of problem solving, risk taking, interpersonal communication, and self-confidence.

Theatre and dance skills are not limited to the stage. They transfer to almost any area of employment. They build confidence in the ability to present in front of large groups, and leadership when asked to work with others on projects. They help in the understanding of how a project is planned and completed. Theatre and dance skills also build a foundation in the understanding and observations of others, management and infrastructure.

Theatre and dance classes also offer students diversity on their transcripts. Arts courses on student transcripts show a more rounded understanding of what a student is and has to offer.

Theatre and dance have played a vital role in the cultural, creative, and academic environment at the University of Texas at Dallas. Students from a wide variety of majors study theatre and dance each semester, perform in student concerts and plays, participate in residencies, and attend theatre and dance events on and off campus. The community at large has acknowledged the contributions of theatre and dance at UT Dallas through positive reviews in the *Dallas Morning News*, and by attendance at concerts, plays and master classes sponsored by UTD. A testimony to the integration of UT Dallas Dance within the greater community, UTD Dance faculty has formed partnerships with the Eisemann Center, Collin County Community College (CCCCD), the Schusterman Foundation (NYC), and UTD's Centraltrak Artist Residency to present guest artist residencies. The UT Dallas presentation of Battleworks Dance Company was recognized by the *Dallas Morning News* as one of the Top Ten Dance Events of 2007. Other dance guests include Pilobolus Too and a semester-long residency with Renana Raz of Tel Aviv, Israel.

Theatre at UTD has built strong ties with Water Tower Theatre in Addison, Dallas Shakespeare, Project X, and other professional theatres in the area. UT Dallas theatre students are now able to work in these venues as professional interns allowing them to gain course credit and build future contacts.

Theatre and Dance at UTD actively strive to promote thoughtful dialogue as evidenced by a commitment to diversity in guest artists and in theatrical presentations. In addition to offering student concerts that celebrate the cultural diversity of our campus, dance guest artist residencies have included Israeli choreographer Renana Raz, and Chinese American choreographer Lily Cai. Both of these artists presented work reflecting their cultures and engaged students in discussions about their work and culture. Other dance artists have

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included African American choreographer Robert Battle, and choreographer Larry Goldhuber who works encourage dialogue about age and obesity.

The Theatre recently produced *Twilight: Los Angeles 1992* by African American playwright Anna Deavere-Smith in an attempt to educate students in racial perception, but also to make them aware of past historical events that have bearing on our society today. The Theatre also produced *Monkey: The Quest to the West* dealing with Ancient Chinese and Buddhist culture. We have also hosted artists Rhodessa Jones and Tommy DeFrantz to work with our students and create new work presented and produced here on our campus. Many productions are cast with a mix of students representing many races and cultures.

The Theatre/Dance minor will build skills in technique, nurture creative problem solving and encourage students to make connections between art and culture in the following courses:

Required courses: 18 hours, at least 12 of which must be upper division

I. Theatre/Dance Historical study – lower level: (3 hours selected from the following)

DANC 1310 (3 semester hours) Understanding Dance
DRAM 1310 (3 semester hours) Understanding Theatre
DANC or DRAM 2V71 (3 semester hours) Independent Study

II. Performance and Technical Study: (9 hours total hours)

(3 hours required – selected from the following)

DANC 3345 – (3) Dance Performance
DANC 3347 - (3) Dance Composition
DRAM 3310 – (3) Ensemble Production
DRAM 3325 – (3) Directing and Producing

(6 hours selected from the following, no more than 3 hours at the lower level)

DRAM 1351 – (3) Acting 1
DRAM 2371 – (3) Technical Theatre 1
DRAM 2311 –(3) Topics in Theatre
DRAM 2372 – (3) Improvisation
DANC 2311 -(3) Topics in Dance
DANC 2331 – (3) Beginning Dance
DANC 2321 – (3) Stretch, Conditioning, Alignment
DANC 2332 – (3) Beginning Modern Dance
DANC 2333 – (3) Beginning Jazz Dance
DANC 2334 – (3) Beginning Ballet
DRAM 1352 – (3) Acting 2
DRAM 3324 – (3) Technical Theatre 2

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DANC 3332 – (3) Intermediate Dance
DANC 3333 – (3) Intermediate Modern Dance
DANC 3334 – (3) Intermediate Jazz Dance
DANC 3335 – (3) Intermediate Ballet

Theatre/Dance historical and performance and Design studies – (6 hours Upper level)

(3 hours selected from the following)

DANC 3340 – (3) Dance in Historical Context
DRAM 3351- (3) Lighting Design
DRAM 3323– (3) Performance in Historical Context
DANC 3342 – (3) Topics in Dance
DRAM 3342 –(3) Topics in Theatre
DRAM 3356 – (3) Acting 3

(3 additional hours to be selected from options above or below)

DANC 4313 – (3) Advanced Dance
DANC 4V71 – (3) Independent Study
DRAM 4V71 – (3) Independent Study
AP 4399 – (3) Senior Honors in Dance

Total Hours: 18

Course Descriptions:

I. Theatre/Dance Historical study – lower level: (3 hours selected from the following)

DANC 1310 Understanding Dance (*3 semester hours*) Lectures, discussions, and performances designed to explore artistic, philosophical, and historical dimensions of the theatrical dance experience. Areas of emphases may include differing dance traditions, the nature of dance compared to other performing arts, and relations between social and theatrical dance. (3-0) Y

DRAM 1310 Understanding Theater (*3 semester hours*) Lectures, discussions, and performances designed to explore artistic, philosophical, social, historical, and psychological dimensions of the theatrical experience. Topics may include analysis of scripts, the nature of the theatre compared to the other performing arts, and the nature of popular entertainments. (3-0) Y

DANC 2V71 Independent Study in Dance (*1-3 semester hours*) Independent study under a faculty member's direction. Signature of instructor on proposed project outline required. May be repeated for credit (9 hours maximum). ([1-3]-0) R

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DRAM 2V71 Independent Study in Drama (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor on proposed project outline required. May be repeated for credit (9 hours maximum). ([1-3]-0) R

II. Performance and Technical Study: (9 hours total hours)

(3 hours required – selected from the following)

DANC 3345 Dance Performance (3 semester hours) Exploration of various choreographic styles and ideas of performance. Emphasis may be placed on the application of dance techniques in choreographed works. Methods may focus on the choreographic process to enrich the performer's range of technique and expression and encourage understanding of choreographic principles and practices. May be repeated for credit (9 hours maximum). Prerequisite: DANC 3332, DANC 3333, DANC 3334, DANC 3335, or permission of instructor.

DANC 3347 Dance Composition (3 semester hours) Students will study basic concepts and applications for dance composition at a beginning level. Principles and skills will be taught through projects, analysis, and the creation of a complete work. May be repeated for credit (9 hours maximum). Prerequisite: DANC 3332, DANC 3333, DANC 3334, DANC 3335, or permission of instructor. (0-3) Y

DRAM 3310 Theater/Performance Ensemble (3 semester hours) This course is for people who are acting, producing or managing a production. The time will be reserved for rehearsals, script analysis, concept design and general studies. Additional rehearsals, outside of the assigned class time, will be necessary to produce the show. This course provides practical use of theatrical studies. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: Audition or permission of the instructor. (0-3) R

DRAM 3325 Directing and Producing (3 semester hours) The course presents the principles and working methods of directing and producing theater, performance, and inter-media expressions. Emphasis will be on the development of skills required to bring a text or idea to presentation. Areas of focus will include imagination and conception, image and metaphor, analysis, planning, development-rehearsal process, and production. Will require out of class lab hours. Prerequisite: DRAM 2351 or permission of the instructor. (0-3) Y

(6 hours selected from the following, no more than 3 hours at the lower level)

DRAM 1351 Acting 1 (3 semester hours) The purpose of this course is to provide the student with a working knowledge of the fundamentals of the actor's craft. This will include basic acting theory and technique, script analysis, exercises to develop imagination, concentration, sensory awareness, self-knowledge, trust and freedom. This class is designed to give the beginning acting student the ability to act and work individually and collaboratively on lay scripts in a workshop environment. (0-3) T

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DRAM 2371 Technical Theater 1 (*3 semester hours*) Designed to provide an introductory overview of all aspects of technical theater, encompassing lighting, sound, set construction, props, costume procedures, and elementary construction. Practical work will reference theater history and the theoretical foundations of technical theatre. Students will be required to attend weekly lectures and fulfill production lab hours. (0-3) Y

DRAM 2311 Topics in Theater (*3 semester hours*) An introduction to specialized topics in theatre. May include historical or cultural elements of theatre, a genre or author, or digital aspects of theatre. May be repeated for credit as topics vary (9 hours maximum). (3-0) R

DRAM 2372 Improvisation (*3 semester hours*) Students will learn the fundamentals of spontaneous creativity through the use of critical listening and response. Exercises and games are used to help students learn to express themselves both physically and vocally. (0-3) R

DANC 2311 Topics in Dance (*3 semester hours*) An introduction to specialized topics in dance. May include historical or cultural elements of dance, a genre or choreographer or digital aspects of dance. May be repeated for credit as topics vary (9 hours maximum). (0-3) R

DANC 2331 Beginning Dance and Movement (*3 semester hours*) Designed for students who wish to develop skills in various forms of dance and movement. May be repeated for credit (9 hours maximum). (0-3) Y

DANC 2321 Stretch, Conditioning, Alignment (*3 semester hours*) Designed to enrich students' understanding of their own physical condition and to prepare students physically for the study of dance technique. The course will apply principles of dance conditioning and alignment including the development of abdominal strength, floor barre practices, flexibility and placement exercises, and selected exercises from yoga and Pilates. (0-3) Y

DANC 2332 Beginning Modern Dance (*3 semester hours*) Designed for students who wish to develop skills in Modern dance. May be repeated for credit (9 hours maximum). (0-3) Y

DANC 2333 Beginning Jazz Dance (*3 semester hours*) Designed for students who wish to develop skills in Jazz dance. May be repeated for credit (9 hours maximum). (0-3) Y

DANC 2334 Beginning Ballet (*3 semester hours*) Designed for students who wish to develop skills in Ballet. May be repeated for credit (9 hours maximum). (0-3) Y

DRAM 1352 Acting 2 (*3 semester hours*) This course will continue the development of physical, emotional, and imaginative awareness as it applies to acting. The methods of creating character, text analysis, and performance techniques will be emphasized. Students will also be introduced to different styles of acting and improvisation. Material

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may focus on classic or contemporary drama or original creations and will include scene and monologue study and presentation. Prerequisite: DRAM 1351 or permission of instructor. (0-3) T

DRAM 3324 Technical Theater 2 (*3 semester hours*) Designed to teach the advanced elements of theatrical skills, including lighting, sound, set, props, and costumes. Students will learn the foundations of the design process and how they apply to the completion of the production on stage. Practical work will apply with students required to attend weekly lectures and production lab hours. Prerequisite: DRAM 2371 or permission of the instructor. (0-3) Y

DANC 3332 Intermediate Dance (*3 semester hours*) Designed for students who wish to develop additional experiences in various forms of dance. May be repeated for credit (9 hours maximum). Prerequisite: DANC 2331 or permission of the instructor. (0-3) T

DANC 3333 Intermediate Modern Dance (*3 semester hours*) Designed for students who wish to develop additional experience and skills in Modern dance at an intermediate level. May be repeated for credit (9 hours maximum). Prerequisite: Minimum of 9 hours in DANC 2332 or in DANC 2334 or permission of the instructor. (0-3) T

DANC 3334 Intermediate Jazz Dance (*3 semester hours*) Designed for students who wish to develop additional experience and skills in Jazz dance at an intermediate level. May be repeated for credit (9 hours maximum). Prerequisite: Minimum of 9 hours in DANC 2332 or in DANC 2333 or in DANC 2334 or permission of the instructor. (0-3) T

DANC 3335 Intermediate Ballet Dance (*3 semester hours*) Designed for students who wish to develop additional experience and skills in Ballet at an intermediate level. May be repeated for credit (9 hours maximum). Prerequisite: Minimum of 9 hours in DANC 2334 or permission of the instructor. (0-3) T

III. Theatre/Dance historical and performance and Design studies – (6 hours Upper level)

(3 hours selected from the following)

DANC 3340 Dance in Historical Context (*3 semester hours*) Studies in the history of dance. Topics may include the development of western or world dance forms, specific periods, styles, traditions, and/or artists. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: ARTS 1301, DANC 1310, or equivalent. (3-0) Y

DRAM 3351 Lighting Design (*3 semester hours*) Students will learn the fundamentals of designing lighting for various events. Concerts, dance and theatrical productions will be covered. Proper procedures for creating a fully functional lighting design from concept and justification to plotting and implementation, color theory, texture, proper instrumentation, drafting, and justification are a few of the skills that students will learn through the course of the semester. Prerequisite: DRAM 1310, DRAM 3324, or consent

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of instructor. (3-0)R

DRAM 3323 Performance in Historical Context (*3 semester hours*) Studies in theater and performance art. The course may consider eras such as Classical, Medieval, Renaissance, Realist, Contemporary, or Experimental Avant-Garde in the Western and Non-Western traditions. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: DRAM 1310 or equivalent. (3-0) T

DANC 3342 Topics in Dance (*3 semester hours*) Topics may vary from semester to semester. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: ARTS 1301 or DANC 1310 or equivalent or permission of the instructor. (0-3) R

DRAM 3342 Topics in Theater (*3 semester hours*) Topics may vary from semester to semester. They include specialized courses in technical theater, production, performance and administration and are offered at the discretion of the instructor. Past courses include Voice Over and Stage Management. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: DRAM 1310 or equivalent or permission of the instructor. (3-0) R

DRAM 3356 Acting 3 (*3 semester hours*) Material may focus on classic or contemporary drama or on original creations. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: Audition or permission of the instructor. (0-3) R

(3 additional hours to be selected from options above or below)

DANC 4313 Advanced Dance (*3 semester hours*) Designed for students who wish to develop additional experience in various forms of dance. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: DANC 3332 or permission of the instructor. (0-3) T

DANC 4V71 Independent Study in Dance (*1-3 semester hours*) Independent study under a faculty member's direction. Signature of instructor on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Upper-division standing, and completion of all lower-division requirements in AP, and permission of the instructor. ([1-3]-0) RDRAM 4V71 – (3) Independent Study

AP 4399 Senior Honors in Art and Performance (*3 semester hours*) Intended for students conducting independent research for honors theses or projects. Signature of instructor on proposed project outline required. (3-0) R

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Statements from a sampling of students and alumni interested in a Dance and Theater Minor

Rigoberto Hernandez

rxh074000@utdallas.edu

Companies and graduate/professional schools are always looking for “well-rounded” students to hire or accept. These are students that are competent in their chosen field of study and have also branched out into another area in order to broaden their horizons. Many students accomplish this by earning a minor in a particular field of interest, and for dance students in particular, it would be wonderful if all our physical efforts could be reflected in such a way. This does away with the vagueness brought on by an arts and performance minor and highlights a particular art form. Graduating with a Theater/Dance minor will help create a better picture of applicants for admissions committees and companies. As a medical school applicant, I understand the importance of setting oneself apart from the rest and I believe a dance minor will be a great start!

Jacqueline Justice

jacqueline.justice@rocketmail.com

As a senior ATEC major, I find myself taking a number of dance and performance classes for electives. In noticing the amount of hours I have accumulated in the dance program throughout the past few semesters at UTD, I am more than disappointed in the absence of a Theater/Dance minor. I, for one, would have unquestionably been interested in minoring in dance. Being familiar with a variety of local dance programs, classes offered at Collin College, I believe UTD has a immensely strong group of instructors and students ready and willing to do what is necessary in order to make dance and theater an offered minor.

Diana Bandoh

ddb072000@utdallas.edu

I am currently an undergraduate at UTD and will graduate next spring. I have danced my whole life, and at one point was a dance major. I switched and am now a political science major. I have taken numerous acting, dance technique and performance classes, and would really like to be able to declare Theater/Dance as a minor. After meeting with my advisor, I learned that this is not an option at the University. If it was, I would gladly take the few additional courses necessary to satisfy a minor requirement.

Mashrur Rahman

mxr062000@utdallas.edu

Business Administration (Senior)

It would be highly beneficial for UTD students to have a Theater/Dance minor, because dance can help students express his/her creative potential in a healthy and physical way. Consequently, creativity can spur a student for greater academic and personal success in life.

Although I am graduating this semester, this minor can be an inspiration for many potential students to come to UTD.

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Christyn Valentin

cxv080020@utdallas.edu

With the utmost sincerity, I, Christyn Valentin am writing this letter to give you all clearer perceptive and understanding of the advantages of a dance minor at UT Dallas. I am currently a freshman who is majoring in Neuroscience with hopes of going to medical school. Despite my love for the sciences, I am also extremely interested in all areas of dance such as ballet, technique, and composition. I actively partake in the offered dance courses both mentally and physically in order to satisfy my craving for dance and to become a well-rounded individual. Through dance, not only am I being able to learn different ways of self expression but I also am involving my personal image, discipline, and motivation. If a dance minor were to be offered at UT Dallas, I would be able to display my interdisciplinary studies more effectively to others thus resulting in a higher appreciation of my goals.

Megan Bishop

meganbishop@hotmail.com

Arts & Performance Major/Pre-Law

I believe having a Dance/Theater minor at UTD would be beneficial for students because it would provide a creative outlet for those who are not art majors. There are many students in other majors who previously spent many years training in dance or theater, yet choose not to major in it. By having a Dance/Theater minor, students like this have a chance to minor in an art that they would normally discontinue participating in. I became an Arts & Performance major, and I also joined the Pre-Law society my second semester of freshman year. If there had been a Dance/Theater minor at the time I was a freshman, then I would have opted for a law-oriented major (Political Science, Government, etc) and a Dance/Theater minor.

Megan Newman

dsmeg88@student.utdallas.edu

Future law student and graduating senior

Please institute a Theater/Dance minor at UTD. I am now a graduating senior, and along with dozens and dozens of my peers throughout my time here at UT Dallas, I have taken more than enough classes to complete an 18 hour Theater/Dance minor requirement. Although many students do not choose to major in Arts and Performance, the dance program at UTD is so strong that it draws students from multiple disciplines to take as many classes as they can while they are here at UTD. UTD's jazz, ballet and modern dance classes have been of immense benefit to my education, and like my fellow dancers, I think it would be both fair for us and beneficial for the university's arts and humanities reputation for us to receive minors in dance. Please do grant us this opportunity.

Anh Nguyen

Anh.nguyen@student.utdallas.edu

Having a dance minor at UTDallas would be beneficial towards the Arts and Performance majors, including myself. I would be interested in participating this movement. It would be a great add on to the university and attract potential UTDallas comets.

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Rebecca DeButts

rmd090020@utdallas.edu

The dance department here at UTD is, in my opinion, the undiscovered treasure of the university. Here at UTD, both Professor Saba and Professor Hanlon have given me a great deal of creative freedom, in addition to very strong technical training and guidance. Both have shown me strong support and stern instruction. I am an Arts and Performance major, with an emphasis in dance and a Dance/Theater minor is something that I would be very interested in. I have been training in classical dance forms for nearly ten years and I would like to make dance my career.

Melissa Johnson

melissa@student.utdallas.edu

I am a senior graduating spring 2010 with my Bachelor's of Science in Public Affairs. If the option of having a dance minor was available to me at the time, I would have gladly added it to my academic career at the University of Texas at Dallas. I feel that if this program would have been offered I would have had a better opportunity to further enjoy my time here at UTD. In addition, I am currently looking into graduate programs and have set my heart on other universities that offer a more diverse program structure and availability. I am very proud to have earned my undergraduate degree at one of the most prestigious schools in the north Texas area; however, I feel that the university needs to broaden their academic mindset and welcome new opportunities for growth.

Amanda Hunt (Amanda Lousberg, Alumna)

amandajadelousberg@yahoo.com

The University of Texas at Dallas would benefit immensely from having a dance minor degree. UTD has the potential to attract talent of all kinds with this opportunity and (frankly) I believe the school is missing out on bright students-who happen to be dancers- simply because they do not offer dance as a minor. It is crucial for the university to have a means in which serious dancers can study and gain a dance minor while pursuing their chosen major.

*note – Amanda is currently employed in the field of dance as a teacher.

Marisa Seaman

marisaseaman@gmail.com

major in Art and Performance-graduating may 2010:

I would like to state that I would have most definitely minored in Theater/Dance if it had been available to me. I am graduating in May but know that many dancers would benefit from this. I transferred from the BFA dance department at UT in Austin and was only able to major in art and performance which is a broad major. A minor in Theater/Dance would be a great concentration for those who come to UTD in the future with either a dance upbringing or with previous dance credits from another institution. The minor would be beneficial post college in finding a career in the dance arts.

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Karyne Nguyen

kxn061000@utdallas.edu

An Arts and Technology senior, the arts and dance have been a prevalent part of my college career; I have been lucky enough to find my niche in the University's hip-hop performance-driven dance team, Power Dancers, and grow myself as a leader and dancer. Being able to take UT Dallas Dance classes concurrently has enabled me to become a better performer in the genre I am used to, as well as step outside my comfort zone and explore the possibilities of movement. I believe a Theater/Dance Minor would be extremely beneficial for students who have a passion for dance as it would provide the opportunity for artistic growth in UTD's curriculum; by bringing attention to the dance program, the unique learning and education process of dance will be brought to the forefront, an important quality that dancers in the college environment can benefit from.

Christine Richards-

cfr071000@utdallas.edu

Accounting and Information Management

Having a Theater/Dance minor would be extremely beneficial to me for several different reasons. First of all, theater is something that I enjoy doing in general, so it brings several non-academic benefits. It will also show future employers, graduate school interviewers, and anyone else who may be looking at my resume that I have several extremely desirable traits. In theater you have to work with your cast and crew to make sure the show runs flawlessly. Having this experience will show how well I work with people. You are also critiqued often and changes, planned or unplanned, to the set and script happen in every show. You have to be able to apply the criticism to better your acting, or be able to adapt to an unexpected change with the set. Being able to take criticism and use it to make your work better and being able to handle unseen changes well are extremely important traits in a career. On top of those things, it will also show that I have a creative mind, something that companies will be looking for. For these reasons, I feel like having a minor in theater will be immensely helpful when applying for graduate school and future jobs.

Camron Quitugua-Computer Science Senior cjq061000@utdallas.edu

My name is Camron Quitugua and I will be graduating this May with a major in Computer Science and a minor in the Performing Arts. The University of Texas at Dallas has given me a great chance to show my creative side while pursuing my studies, and I am extremely grateful for that. However, I know that if the University offered a Theatre/Dance minor, I would be graduating with that in place of my Performing Arts minor. I plan on moving forward with my education by pursuing a Masters of Fine Arts in Stage Management, with the goal of applying my technical talents in the theatrical field after completing my studies. The specificity of a Theatre/Dance minor would make my resume that much more appealing to those wondering if I would be ready for the rigors and trials that the theatre demands. Also, as a non-Theatre major, the Theatre/Dance minor would speak to my credibility much more than the generic "Performing Arts" minor, making my transcript stand out in the eyes of colleges considering me as a student. I would ask that the University of Texas at Dallas please

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grant its students the opportunity to pursue a Theatre/Dance minor. By doing so, UTD's theatre and dance students would be recognized appropriately for their efforts in these demanding fields.

Lauren Hollis-Art History Senior

leh053000@utdallas.edu

As a graduating Arts and Humanities senior, I thoroughly enjoyed my classes in theatre. However, I feel it is detrimental to the A&H school and the University as a whole that there is no theatre or dance minor. By diversifying student options with concrete degree plans, more students will show interest in and register for theatre and dance classes. I would have taken many more theatre classes if they would have counted toward a minor-- instead I had to focus my energies elsewhere.

Asian Studies Minor**Requirements:**

- Students must enroll in four classes (12 hours) at the 3000/4000 level
- Students must enroll in a minimum of two sequential classes (6 hours) in one language at UT Dallas
- Topics courses must be approved by the Arts and Humanities Associate Dean of Undergraduate Studies
- The School of Arts and Humanities Associate Dean of Undergraduate Studies will substitute courses as necessary

Language Courses (Students must enroll in a minimum of two sequential classes in either Chinese or Japanese):

CHIN 1311 Beginning Chinese I (3 semester hours) This course will integrate acquisition of the four language skills (listening, speaking, reading, and writing) with study of Chinese culture and civilization. (3-0) Y

CHIN 1312 Beginning Chinese II (3 semester hours) This course is a continuation of Beginning Chinese I. It will integrate acquisition of the four language skills (listening, speaking, reading and writing) with study of Chinese culture and civilization. **Prerequisite: CHIN 1311 or the equivalent or the consent of the instructor.** (3-0) Y

CHIN 2311 Intermediate Chinese I (3 semester hours) This course is a continuation of Beginning Chinese. It will include review and application of skills in listening comprehension, speaking, reading, and writing. The course emphasizes conversation, vocabulary acquisition, reading, composition, and culture. **Prerequisite: CHIN 1312 or the equivalent or the consent of the instructor.** (3-0) Y

CHIN 2312 Intermediate Chinese II (3 semester hours) This course is a continuation of Intermediate Chinese I. It will include review and application of skills in listening comprehension, speaking, reading, and writing. The course focuses on conversation, vocabulary acquisition, reading, and composition. A major course component will be an emphasis on Chinese culture. **Prerequisite: CHIN 2311 or the equivalent or the consent of the instructor.** (3-0) S

CHIN 3365 Advanced Chinese I (3 semester hours) This course is designed to help students to build continuous vocabulary, increase the understanding of Chinese culture, and augment speaking fluency. The course will cover reading comprehension, the discussion of literature, and conversation in business and professional contexts. Prerequisite: CHIN 2312 or permission of instructor. **Prerequisite: CHIN 2312 or the equivalent or the consent of the instructor.** (3-0) S

JAPN 1311 Beginning Japanese I (3 semester hours) This course will integrate acquisition of the four language skills (listening, speaking, reading, and writing) with study of Japanese culture and civilization. (3-0) Y

JAPN 1312 Beginning Japanese II (3 semester hours) This course is a continuation of beginning Japanese I. It will include review and application of skills in listening comprehension, speaking, reading, and writing. The course emphasizes conversation, vocabulary acquisition, reading, composition, and culture. Prerequisite: JAPN 1311 or consent of instructor. **Prerequisite: JAPN 1311 or the equivalent or the consent of the instructor.** (3-0) Y

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JAPN 2311 Intermediate Japanese I (3 semester hours) This course is a continuation of beginning Japanese. It will include review and application of skills in listening comprehension, speaking, reading, and writing. The course emphasizes conversation, vocabulary acquisition, reading, composition, and culture. Prerequisite: JAPN 1312 or consent of instructor. Prerequisite: JAPN 1312 or the equivalent or the consent of the instructor. (3-0) Y

JAPN 2312 Intermediate Japanese II (3 semester hours). This course is a continuation of Intermediate Japanese I. It will include review and application of skills in listening comprehension, speaking, reading, and writing. The course focuses on conversation, vocabulary acquisition, reading, and composition. A major course component will be an emphasis on Japanese culture. Prerequisite: JAPN 2311 or consent of instructor. Prerequisite: JAPN 2311 or the equivalent or the consent of the instructor. (3-0) Y

LANG 3342 Advanced Language Instruction (3 semester hours) This course is a continuation of instruction in foreign languages not taught on a regular basis. Languages will vary. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: consent of the instructor. (3-0) R

LANG 3348 Topics in Language (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). (3-0) R

LANG 4348 Advanced Topics in Language (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). (3-0) R

Related Courses:

HIST 3312 Early China (3 semester hours) Themes in the history of China to the end of the third century of the common era. Emphasis on social, intellectual, and cultural developments of China's axial age (the late Zhao dynasty) and first great empire (the Han dynasty). Prerequisite: HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent. (3-0) T

HIST 3313 Medieval China (3 semester hours). Themes in the history of China from the decline of the Han dynasty through the period of disunion and reunification under the Sui and Tang dynasties. Emphasis on social, intellectual, and cultural developments of China's Medieval age. Prerequisite: HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent. (3-0) T

HIST 3314 Traditional China (3 semester hours) Surveys the history of Chinese civilization from its Neolithic beginnings through the tenth century of the common era. Prerequisite: HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent. (3-0) T

HIST 3315 Modern China (3 semester hours) Surveys the history of Chinese civilization from the tenth through twentieth centuries. Prerequisite: HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent. (3-0) T

HIST 4358 Topics in Asian History (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent. (3-0) R

HIST 4376 Topics in History (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent. (3-0) R

LIT 3382 Topics in Non-Western Literature (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: HUMA 1301, LIT 2331, LIT 2332, or LIT 2341. (3-0) R

Bylaws of the Academic Senate of The University of Texas at Dallas – 79-III.21-32

B. Actions of the Academic Senate

1. Actions During the Summer

a. At the first meeting of the Academic Senate, which shall be called by the Speaker-Elect of the Faculty to take place as soon after June 1 as practical, the Academic Senate shall prepare a calendar of regular meetings for the Academic Council and for the Academic Senate and shall set the date of the annual General Faculty meeting. The calendar shall be published as early in the academic year as possible.

b. As soon as possible after ~~June 1~~ May 1, the Academic Senate shall appoint the Committee on Committees so that it may begin composing slates of nominees for the University, Concurrent, and Academic Senate committees for which it is charged. The membership of the Committee on Committees shall be approved by a majority vote.