MEMORANDUM
January 2, 2013

TO: Academic Council*

COPY TO: David Daniel
         Hobson Wildenthal
         Andrew Blanchard
         Calvin Jamison
         Abby Kratz
         John Wiorkowski
         Austin Cunningham
         Sheila Amin Gutierrez de Piñeres

FROM: Office of Academic Governance
      Christina McGowan, Academic Governance Secretary

SUBJECT: Academic Council Meeting

The Academic Council will meet on WEDNESDAY, January 9, 2013 at 2:00 p.m. in the Osborne Conference Room, ECSS 3.503. Please bring the agenda packet with you to the meeting. If you cannot attend, please notify me at cgm130130@utdallas.edu or x4791.

Attachments

2012-2013 ACADEMIC COUNCIL
Gail Breen
Cy Cantrell
R. Chandrasekaran
David Cordell**
Murray Leaf*
Dennis Miller
Ravi Prakash
Tim Redman
Liz Salter
Richard Scotch
Tres Thompson
Raj Dwivedi, Student Government President

*Speaker
**Secretary
AGENDA

ACADEMIC COUNCIL MEETING
January 9, 2013
Osborne Conference Room, ECSS 3.503

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS  DR. DANIEL
2. APPROVAL OF THE AGENDA  DR. LEAF
3. APPROVAL OF MINUTES  DR. LEAF
   November 7, 2012 Meeting
4. SPEAKER’S REPORT  DR. LEAF
5. FAC REPORT  DR. LEAF
6. CEP PROPOSALS  DR. CANTRELL
   A. Undergraduate Catalog Fall 2013
   B. Undergrad Teaching Certificate
   C. UNIV Courses
7. PRESENTATION ON THE UTD HANDICAP STICKER POLICY  DR. JAMISON
8. AMENDMENT TO UTD 1064 CONCERNING PROCEDURES GOVERNING PPE  DR. LEAF
9. BY LAWS GUIDELINES FOR SCHOOLS  DR. LEAF
10. FACULTY PERSONNEL REVIEW POLICY DEVELOPMENT  DR. LEAF
11. AMENDMENT TO UTD 1077 CONCERNING PERSONNEL REVIEW COMMITTEE  DR. LEAF
12. DEVELOPMENT OF A POLICY ON ACADEMIC RESPONSIBILITY  DR. REDMAN
13. ISSUES REGARDING EMAIL ENCRYPTION  DR. LEAF
14. ADJOURNMENT  DR. DANIEL
UNAPPROVED AND UNCORRECTED MINUTES

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

ACADEMIC COUNCIL MEETING
NOVEMBER 7, 2012

PRESENT:  Hobson Wildenthal, Gail Breen, Cy Cantrell, R. Chandrasekaran; David Cordell, Murray Leaf, Dennis Miller, Ravi Prakash, Liz Salter, Richard Scotch, Tim Redman, Tres Thompson, Student

ABSENT:  None

VISITORS:  Abby Kratz, Calvin Jamison

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS
   Hobson Wildenthal called the meeting to order. There were no questions.

2. APPROVAL OF THE AGENDA
   Murray Leaf asked to add an additional item to the agenda: Replacing Denis Dean and Rachel Croson on CQ. Richard Scotch moved to approve the agenda as amended. Cy Cantrell seconded. The agenda was approved as amended.

3. APPROVAL OF MINUTES
   Richard Scotch moved to approve the minutes as circulated, Cy Cantrell seconded. The minutes were approved.

4. SPEAKER’S REPORT
   a. The main item not on the agenda is the revision of the school bylaws guidelines. I have not been able to incorporate the approved changes in the present language. I expect to have it ready for the January Council meeting.
   b. As you may know, Maggie Wilenski has left her position as University attorney. We are interviewing candidates for a replacement. I am on the committee. The next step is campus visits; faculty will be involved. We should have a decision in a few weeks.
   c. I think everything else is on the agenda.

5. FAC REPORT
   a. At the FAC level, there has been ongoing discussion of several issues. First on the list is the same issues raised by the demand to encrypt laptops that has been causing concern on campus, and the reaction is the same. I have circulated the concepts that are in item 9 among the FAC executive committee, and they also are in agreement. So we will go ahead at that level as well.
   b. There is also an issue regarding faculty involvement in teaching assessment. Dr. Cordell was on a system committee that made recommendations. This has resulted in an
apparent initiative from VC Reyes, that went beyond what the Committee thought they were dealing with. Upon further communication, I think there is a role for the FAC to develop some simple guidelines that should resolve the faculty concerns.

c. There will be a special meeting of the regents in Tyler next week. Representatives of the FAC will attend.

6. TCFS Report:
   The Texas Council of Faculty Senates met in Austin on Oct 26 and 27. The topics for the meeting were much the same as for the previous FAC meeting: low producing programs, the new Core requirements, and the CB in general. Faculty views are quite consistent across the state. The low producing programs initiative is a very time consuming effort with no clear academic or economic value.

   The changes in the core have attracted same reaction as on the UTD campus: the need for greater competence in STEM subjects is not likely to be met by reducing STEM requirements. Apart from this, our relations with the CB remain cordial.

7. CEP Proposals
   A. Cy Cantrell requests a new masters program in Actuarial science be created. It would be the only one in Texas. It would allow for interdisciplinary work between the schools. Currently we have a Bachelors of Actuarial science degree; however this program only prepares students for three of the seven requirements for licensing. The Masters program would prepare the students for the remaining four requirements. If approved, we would be able to fast track our current undergrads, as well as an executive format.

   B. Policy on Completing a Graduate Degree.

   Cy Cantrell presented this material and noted that the changes were being made in response to a UT System request. The proposed changes require us to submit an updated “Milestone Agreement Form” annually for each student enrolled in a doctoral degree program. The completed form will define academic milestones and timeline required to earn the doctoral degree and the progress being made by the student in meeting each requirement. The new guidelines will require us to be more careful about when students are admitted to PhD status since this can affect how the Coordinating Board allocates funding for PhD students.

   Cy Cantrell moved to place this item in the Senate agenda. Tim Redman seconded. The motion carried.

8. Changes to UTDPP1028 Committee on Learning Management Systems Policy Charge

   Speaker Murray Leaf moved to place this on the Senate agenda. Richard Scotch seconded. The motion carried.

9. Amendment to UTD 1077 Concerning Personnel Review Committee
Speaker Leaf presented his proposed changes to this policy, which deals with faculty promotion, reappointment and tenure. He noted that the changes are meant to clarify the role of the Faculty Personnel Review Committee, which is a school committee, not a University committee. Tim Redman suggested that this policy and the policy dealing with periodic performance evaluation be amended to cross-reference one another. After further discussion Tim Redman moved to table this item and ask the Council working group to discuss all of the review policies further. Richard Scotch seconded. The item was tabled.

10. RECOMMENDATION TO SENATE OF MEMBERS OF INFORMATION SECURITY COMMITTEE
The recommendations from the table were Joe Izen, Kevin Hamlen, Ravi Prakash, Dinesh Bhatia, Tim Redman, and Tres Thompson.

Richard Scotch moved to place this on the Senate agenda. Tres Thompson seconded. The motion passed.

11. REPLACEMENT FOR THERESA TOWNER ON FACILITIES OVERSIGHT COMMITTEE
Speaker Leaf stated that he has requested nominations for this replacement from the Committee on Committees but has not received any responses. Tim Redman moved to place this on the Senate agenda. Richard Scotch seconded. The motion carried.

12. SENATE AGENDA FOR NOVEMBER 28:

1. CEP PROPOSALS
   a. POLICY ON COMPLETING A GRADUATE DEGREE
   b. PROPOSAL FOR MASTERS DEGREE IN ACTUARIAL SCIENCE
   c. REVISIONS TO CORE CURRICULUM (IF APPROVED AT THE 11/15 CEP MEETING)
2. REVISIONS TO UTDPP1028 – LEARNING MANAGEMENT SYSTEMS POLICY CHARGE
3. RECOMMENDATION FOR MEMBERSHIP OF INFORMATION SECURITY COMMITTEE
4. REPLACEMENT FOR THERESA TOWNER ON CAMPUS FACILITIES COMMITTEE
5. REPLACEMENT FOR DENIS DEAN (AND RACHEL CROSON?) ON COMMITTEE ON QUALIFICATIONS

There being no further business, the meeting was adjourned.

APPROVED: ______________________________ DATE: ______________________________
Murray J. Leaf
Speaker of the Senate
>>Developmental Courses

Curriculum
>>About Curriculum
>>Core Curriculum
>>Honors Programs
>>Other Degree Requirements

Academic Policies and Procedures
List of Policies
   Academic
   Admission
   Change of Address
   Correspondence - Email
   Courses
   Degree Plans
   Disciplinary Actions
   FERPA
   Graduate Courses
   Graduation
   International Education
   Military Service
   Registration
   Religious Holy Days

Appendices
   Appendix I
   Appendix II
   Appendix III
   Appendix III – Chart I
   Appendix III – Chart II
   Appendix III – Chart IV
   Appendix IV
   Appendix V

University Resources
>>List of Resources
>>Resources for Study and Campus Life

Tuition and Financial Aid
>>About Tuition and Financial Aid
>>Excessive Undergraduate Hours
>>Financial Aid
>>Other User Fees
>>Refund of Tuition and Fees
>>Types of Financial Aid
2012–2013 Undergraduate Catalog

About the Catalog

The University of Texas at Dallas Undergraduate Catalog Online is a general information publication only. The catalog intends to reflect current academic policies, procedures, degree offerings, course descriptions, and other information pertinent to undergraduate study at the University of Texas at Dallas. It is not intended to nor does it contain all regulations that relate to students. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student, or faculty member and The University of Texas at Dallas or The University of Texas System.

The University of Texas at Dallas reserves the right to change the provisions of this catalog at any time, including, but not limited to: withdraw courses at any time, to change fees or tuition, calendar, curriculum, course offerings, degree requirements, graduation procedures, and any other requirements affecting students as necessitated by legislative or regental action. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

The online version of The University of Texas at Dallas Undergraduate Catalog is the official version and takes precedence over the printed version. The online catalog will be updated periodically and will contain all major policy changes that occur during the 2012–2013 catalog cycle. The official publication date of this catalog is August 2012–2013.

Although this catalog was prepared on the basis of the best information available at the time, and the information is updated regularly, users are cautioned about the following:

• Editorial, clerical, and programming errors may have occurred in the publication of this website, and the University of Texas at Dallas assumes no responsibility for such errors.
• There is a lag time between approved changes and their publication on this website.
• Students normally are entitled to graduate under the degree provisions of the catalog in effect at the time of their first completed semester of enrollment.
Students are held individually responsible for complying with all requirements of the rules and regulations of the University and the Board of Regents of The University of Texas System. Failure to read and comply with policies, regulations and procedures will not exempt a student from whatever penalties the student may incur.

Sections within the Catalog

The catalog is arranged into sections as they appear in the catalog. Within each section, the topics are arranged alphabetically. The sections are titled:

- Faculty Roster
- Academics (Degree Programs)
- Admission
- Undergraduate Courses (Course Descriptions)
- Curriculum
- Academic Policies and Procedures
- Appendices (Regent's Rules of Conduct and Procedure)
- Resources for Study and Campus Life
- Tuition and Financial Aid

Accreditation

The University of Texas at Dallas is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate through doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4501 for questions about the accreditation of The University of Texas at Dallas.

Equal Educational Opportunity Statement

The University is committed to a policy of nondiscrimination, on the basis of sex, race, color, religion, age, sexual orientation, national origin, disability, or veteran status in its provision of services, activities, and programs, and in its treatment of students. Students seeking further information about this policy, or related complaint procedures for alleged discrimination or sexual harassment should contact the Dean of Students.

Catalog Publish Date: August 2013
About UT Dallas

Historical Sketch

Prior to World War II, Eugene McDermott, Cecil Green and J. Erik Jonsson, the founders of Geophysical Services, Inc., were in the business of searching for natural resources. The war changed the focus of the company from searching for natural resources to creating instruments that aided in finding enemy planes and submarines. GSI spawned Texas Instruments and in 1958, TI employee Jack Kilby invented the integrated circuit that launched a new era for the company, for North Texas and for the world.

During the expansion of Texas Instruments, the founders were forced to import engineering talent from outside the state, while the region's bright young adults pursued education elsewhere. McDermott, Green and Jonsson saw that Texas needed highly educated minds if the state were to remain competitive in the decades to come. They noted that in 1959 alone, Columbia University conferred 560 doctoral degrees - more than the entire Southwest region. They wrote at the time, "To grow industrially, the region must grow academically; it must provide the intellectual atmosphere, which will allow it to compete in the new industries dependent on highly trained and creative minds."

Therefore, they established the Graduate Research Center of the Southwest (later renamed the Southwest Center for Advanced Studies) in 1961. The center recruited some of the best scientific talent in the nation. The Texas Legislature concurred with the vision of the Founders and mandated in 1967 that science and technology educational opportunities needed to exist in North Texas. McDermott, Green and Jonsson decided to donate SCAS and its lands to The University of Texas System, and on June 13, 1969, Governor Preston Smith signed the bill creating The University of Texas at Dallas. The SCAS scientists formed the core of UT Dallas' educational infrastructure.

By terms of its enabling legislation, UT Dallas offered only graduate degrees until 1975 when the addition of juniors and seniors increased enrollment from 408 in 1974 to more than 3,300 students. By the fall of 1977, the enrollment reached over 5,300. In 1986, UT Dallas established the Erik Jonsson School of Engineering and Computer Science. Today the
Jonsson School plays a critical role in providing a highly educated work force for the advanced technology industry.

**The Rise to National Prominence**

In 1990, the Texas Legislature authorized UT Dallas to admit lower division students. UT Dallas' first freshman class consisted of only 100 students. Despite its small size, this cohort's achievements set the standard for future classes. Since then, freshman classes have grown in size while the University has maintained high enrollment standards. Nationally published data indicate that UT Dallas' freshman class compares extremely well with those from many prominent national universities. UT Dallas consistently has three-fourths of its entering freshmen in the top twenty-five percent of their graduating class with many coming from the state's most competitive high schools.

**The Rise to National Prominence**

The University's ability to attract and retain these students has propelled The University of Texas at Dallas into national prominence within a few short years. *US News and World Report* ranks UT Dallas as one of the three best public universities in the state along with UT Austin and Texas A&M. *Kiplinger's Personal Finance Magazine*, in its February 2012 article "100 Best Values in Public Colleges", ranked UT Dallas 46th among all public universities nationally. The quality of the students who attend UT Dallas has remained consistently high. Over forty percent of the incoming freshmen are in the top 10% of their high school graduating class and their average SAT scores place them in the top twenty percent of all college-bound students. In recent years, UT Dallas has ranked among the top 100 American universities in terms of the number of National Merit Scholars enrolled.

The addition of freshmen has accelerated the rise in the percentage of full-time undergraduates from 31% in 1986 to 78% in 2011. Masters, doctoral and post-baccalaureate students currently comprise 38% of the student body. Given its location and mission, UT Dallas will continue to have significant numbers of professionals attending undergraduate or master's courses part-time.

The transition of the University from a part-time upper division school to a four-year university with an emphasis on engineering, mathematics, the sciences and the management of new technologies has been greatly facilitated by the University's faculty. By retaining key faculty members and attracting more nationally and internationally prominent researchers and
instructors, UT Dallas has enabled its faculty to provide quality instruction to an increasingly diverse student population while sustaining the University's longstanding research tradition. In the past decade, the faculty has increased the level of external research funds substantially. During this same period, the University expanded its teaching mission, enhanced its areas of focused excellence and became independently recognized as one of the top public universities in the nation.

Mission

The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

Organization

The University of Texas at Dallas is one of nine universities and six health institutions governed by The University of Texas System's nine regents, who are nominated by the governor, selected from different areas of the state, and appointed with the advice and consent of the Texas senate. UT Dallas consists of seven schools, each headed by a dean: Arts and Humanities, Behavioral and Brain Sciences, Engineering and Computer Science, Economics, Political and Policy Sciences, Interdisciplinary Studies, Management, and Natural Sciences and Mathematics. The schools, in turn, consist of teaching and research programs that provide the disciplinary foundations of the University. In addition to the usual disciplinary approaches, the University has a strong commitment to interdisciplinary study at both the graduate and undergraduate levels. Most faculty members teach in both graduate and undergraduate areas so that the character of their instruction is informed by critical examination of the most recent developments in their fields.

Each of the University's schools contains an undergraduate college, headed by an Associate Dean of Undergraduate Education (ADU) who coordinates the undergraduate programs and academic advising within the college. These colleges of The University of Texas at Dallas provide undergraduate students with a personalized setting in which they may pursue their academic careers. Each college offers an intellectual and
social home for undergraduates within the larger university.

The Office of Undergraduate Education coordinates undergraduate education across the seven schools. The Council for Undergraduate Education (CUE), chaired by the Dean of Undergraduate Education, oversees academic advising and degree requirements, and develops and implements educational policy. The staff of the Office of Undergraduate Education manages the freshman admission review process and Academic Excellence Scholarship programs. They coordinate academic advising, administer the teaching evaluation system, monitor academic compliance for NCAA athletes, manage pre-professional training programs, and supervise the Collegium V honors program, as well as all intellectual competition teams. In addition, all freshman and sophomore students without declared majors are advised in the Office of Undergraduate Education.
Undergraduate Programs / Academics

The degree requirements for each program are presented in the same format. There are course requirements in three broad areas: Core Curriculum, program major, and electives. Each program will require students to meet core curriculum requirements. Under major requirements, each program lists the required major preparatory courses, major core courses to be taken by all students, and major related courses. The related courses section defines options or concentrations within the major. Elective requirements vary by program but all students are required to complete six hours of upper-division advanced electives. Students may view semester class schedules at http://coursebook.utdallas.edu. Class syllabi and faculty vitae are available at http://coursebook.utdallas.edu.

School of Arts and Humanities

• Bachelor of Arts in Art and Performance*
• Bachelor of Arts in Arts and Technology*
• Bachelor of Arts in Emerging Media and Communication
• Bachelor of Arts in Historical Studies*
• Bachelor of Arts in Literary Studies*

School of Behavioral and Brain Sciences

• Bachelor of Science in Child Learning and Development
• Bachelor of Science in Cognitive Science*
• Bachelor of Science in Neuroscience*
• Bachelor of Science in Psychology*
• Bachelor of Science in Speech-Language Pathology and Audiology*

School of Economic, Political and Policy Sciences

• Bachelor of Arts in Criminology
• Bachelor of Arts in Criminology and Biology (Double Major)
• Bachelor of Arts in Economics*
• Bachelor of Science in Economics*
• Bachelor of Science in Economics and Finance (Double Major) with an emphasis in CFA®
• Bachelor of Science in Geospatial Information Sciences
• Bachelor of Arts in International Political Economy
• Bachelor of Science in International Political Economy
• Bachelor of Arts in Political Science
• Bachelor of Science in Public Affairs
• Bachelor of Arts in Sociology*

Erik Jonsson School of Engineering and Computer Science

• Bachelor of Science in Biomedical Engineering
• Bachelor of Science in Computer Engineering*
• Bachelor of Science in Computer Science*
• Bachelor of Science in Electrical Engineering (B.S.E.E.)*
• Bachelor of Science in Mechanical Engineering
• Bachelor of Science in Software Engineering*
• Bachelor of Science in Telecommunications Engineering (B.S.T.E)*

School of Interdisciplinary Studies

• Bachelor of Arts in American Studies
• Bachelor of Science in Healthcare Studies
• Bachelor of Arts in Interdisciplinary Studies
• Bachelor of Science in Interdisciplinary Studies

Naveen Jindal School of Management

• Bachelor of Science in Accounting*
• Bachelor of Science in Business Administration*
• Bachelor of Science in Business Administration and Biology (Double Major)*
• Bachelor of Science in Business Administration and Molecular Biology (Double Major)*
• Bachelor of Science in Finance*
• Bachelor of Science in Finance and Economics (Double Major) with
School of Natural Science and Mathematics

- Bachelor of Science in Actuarial Science
- Bachelor of Science in Biochemistry
- Bachelor of Arts in Biology*
- Bachelor of Science in Biology*
- Bachelor of Science in Biology and Business Administration (Double Major)*
- Bachelor of Arts in Biology and Criminology (Double Major)*
- Bachelor of Arts in Chemistry*
- Bachelor of Arts in Geosciences
- Bachelor of Science in Geosciences
- Bachelor of Science in Mathematics*
- Bachelor of Science in Molecular Biology
- Bachelor of Science in Molecular Biology and Business Administration (Double Major)*
- Bachelor of Arts in Physics*
- Bachelor of Science in Physics*

* Denotes Fast Track program is available

Double Majors / Double Degrees

The University of Texas at Dallas offers the following prescribed double majors:

- Biology (BA) and Criminology (BA)
- Business Administration (BS) and Biology (BS)
- Economics (BS) and Finance (BS)
- Molecular Biology (BS) and Business Administration (BS)

A student is limited to two majors per undergraduate degree.
Students may also be able to earn double degrees.

For additional information, go to “Other Degree Requirements” at http://catalog.utdallas.edu/2012/undergraduate/curriculum/other-degree-requirements

For information concerning honors, please see "Graduation with Honors" at http://catalog.utdallas.edu/2012/undergraduate/policies/graduation#honors.
Admission

The University of Texas at Dallas is a comprehensive, state supported institution of higher learning, offering a variety of programs at the undergraduate, masters, and doctoral levels. UT Dallas is committed to providing quality education to a diverse student body and offers programs designed for both full-time and part-time students. The University of Texas at Dallas accepts applications for admission from freshmen and transfer students at all levels for the fall, spring and summer semesters.

The Office of Admission and Enrollment Services is the gateway to the University for prospective undergraduate students. Professional admission counselors provide information regarding the college selection process through mailings, school visits, college fairs, campus tours, the Internet (http://www.utdallas.edu/enroll), and a variety of other special events. Campus tours are provided weekdays at 10:00 a.m. and 2:00 p.m. In addition, The Office of Admission and Enrollment Services provides pre-admission counseling sessions for both freshmen and transfer students regarding eligibility for admission and transferability of coursework.

Admission to UT Dallas is open to all candidates on the basis of academic preparation, ability, and availability of space without regard to race, color, religion, national origin, gender, age, disability, citizenship, veteran status, or sexual orientation.

Questions related to undergraduate admissions should be addressed to:

Office of Admission and Enrollment Services- ROC11
The University of Texas at Dallas
800 West Campbell Road
Richardson, Texas 75080-3021
Telephone (972) 883-2270  
Fax (972) 883-2599

The Office of Admissions and Enrollment Services is located in the Student Services Building.

As with all state institutions of higher education, the procedures and criteria for admission used by UT Dallas are effective as of the publication date of this catalog but are subject to change by actions of the Texas Legislature or the Board of Regents.

Applying for Admission

To apply to UT Dallas, all students should submit an application for admission, which is available through Apply Texas. Applicants are required to submit official copies of all past academic transcripts, test scores, and other degree specific documentation by the appropriate application deadlines to be considered for admission to The University of Texas at Dallas.

Official transcripts in envelopes sealed by the issuing institution may be delivered to the Office of Admission and Enrollment Services, or may be mailed directly from the educational institution. All materials submitted towards an application file become the property of the University and will not be returned to the applicant.

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Official transcripts in envelopes sealed by the issuing institution may be delivered to the Office of Admission and Enrollment Services, or may be mailed directly from the educational institution. All materials submitted in the process of making application become the property of the University and will not be returned to the applicant.
Admission

Application Fees and Deadlines

All fees are non-refundable.

- The application fee is $50 if your application is submitted on or before the regular application deadline.

- If you submit your application after the application deadline but prior to the Completed Application Deadline (application and all required documents) the application fee is $125 in order to process your application for decision in time to register for classes.

- Applicants with international academic documents will be assessed an additional foreign credential evaluation fee of $50.

- All supporting documents and transcripts, with the exception of courses in progress, must be postmarked by the Completed Application Deadline (see Deadlines for U.S. Citizens and Residents chart below).

- A new application must be completed and submitted for consideration for any subsequent semester for all incomplete applications after the Documentation Deadline.

<table>
<thead>
<tr>
<th>Term</th>
<th>Application Deadline</th>
<th>Completed Application Deadline (application and all required documents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Full-Term</td>
<td>July 1</td>
<td>August 1</td>
</tr>
<tr>
<td>Spring Full-Term</td>
<td>November 1</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer Sessions I, II, III, and IV (12-week Session)</td>
<td>April 1</td>
<td>May 1</td>
</tr>
</tbody>
</table>

Comment [JMM8]: Remove Bullets

International Student Application Fees and Deadlines

All fees are non-refundable.

• The application fee is $50 if your application is submitted on or before the regular application deadline.

• If you submit your application after the application deadline but prior to the Completed Application Deadline, the application fee is $125 in order to process your application in time to register for classes.

• Applicants with international academic documents will be assessed an additional foreign credential evaluation fee of $50.

• All supporting documents and transcripts, with the exception of courses in progress, must be postmarked by the Completed Application Deadline (see chart below).

• A new application must be completed and submitted for consideration for any subsequent semester for all incomplete applications after the documentation deadline.

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<tr>
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<td>September 1*</td>
<td>October 1*</td>
</tr>
<tr>
<td>Summer</td>
<td>March 1*</td>
<td>April 1*</td>
</tr>
</tbody>
</table>

Note: International Students requesting an I-20 (F1) or a DS-2019 (J1) are not eligible to begin their study at UT Dallas during a 2nd 8-week session.

Contact the International Student Services Office at (972) 883-4189 for more information.

*International applicants with visa types other than F1 or J1 visas may
adhere to the Domestic Application deadlines and dates, but still will be assessed late fees according to the international deadline dates.

UT Dallas encourages all students to submit their application as early as possible, as it can take from 4 to 6 weeks to process a completed application. Applications submitted after the application deadline and before the Completed Application Deadline (application and all required documents) deadline will still be processed; however, a decision may not be reached in time for students to avoid late registration.

After receiving an application acknowledgement letter which includes a student ID number or NetID, students may check their status in Galaxy, to determine the status of their application and whether all required documents have been received. Undergraduate students can also call the Office of Admission and Enrollment Services at (972) 883-2270 to check the status of their application. Graduate students should contact the program to which they applied for more information.
Admission

First Time Freshman Admissions

A "first-time freshman" is an applicant to UT Dallas, who has not enrolled in another institution of higher education preceding their high school graduation, directly following high school graduation. Applicants are still considered "first-time freshmen" if they earn college credit before high school graduation. If an applicant has earned college credit after high school graduation, he or she is not considered a "first-time freshman" and should consult admission requirements for a transfer student (see "Admission - Transfer Student Admission Criteria - Freshman and Sophomore Transfer Students" at http://catalog.utdallas.edu/2012/undergraduate/admission/transfer-student-admissions#criteria).

The University's policy is to admit applicants who are most able to benefit from and contribute to the University's academic and research mission. The high academic expectations and complex educational curricula at UT Dallas require that entering freshman students have successfully completed a full college-track high school curriculum and have demonstrated strong general verbal and quantitative aptitudes as measured on national standardized tests.

Automatic Admission

In accord with Chapter 51 of the Texas Education Code, students are automatically admitted to the University as first-time freshmen if they graduate in the top 10% of their class from an accredited Texas high school. Applicants must have graduated from high school during one of the two school years preceding the academic year for which they seek admission as first-time freshmen and have not attempted any higher education credits since graduation from high school. Applicants admitted because they are in the top 10% of their high school class may be required to complete additional preparatory work before enrolling in the University. They may also be required to remove any deficiencies in their high school coursework before graduating from the University.

Admission Criteria
Most freshman applicants admitted to the University have qualifications that meet the following criteria:

- Graduate of an accredited high school
- Completion of the full Texas recommended college-track high school curriculum
- An SAT score of 1200 (combined math and critical reading) or higher or
- A composite ACT score of 26 or greater or
- A class rank in the top 15% of the high school class

Students may be required to complete additional preparatory work before enrolling in the University to remove any deficiencies in their high school coursework before graduating from the University.

Entering freshmen should have successfully completed a full, college-track high school curriculum, including language arts (4 units), mathematics (4 units), science (4 units of laboratory science), social sciences (4 units), foreign language (2 units in a single foreign language), and fine arts (1 unit in music, art, or drama).

Students from private schools and those outside the state of Texas will be considered for admission based on the same academic benchmarks listed above and a comparable high school curriculum.

Children of Public Servants Killed or Fatally Injured in the Line of Duty

Children of public servants designated by statute are assured freshman admission if they meet University requirements for high school or prior college-level grade point average and standardized test scores. This policy is in accordance with Section 51.803 of the Texas Education Code.

Reviewed Admission

All applications that do not meet the Admission Criteria will be reviewed. Applicants must have graduated from an accredited high school or satisfied equal the equivalent requirements, and should have completed the high school unit requirements listed below (see item 9). Admission decisions are based on the applicant's composite achievement profile, including:

1. High school class rank
2. Strength of academic preparation including the number and
complexity of courses taken (Honors, AP, IB, etc.)

- 3. SAT-I or ACT scores
- 4. Record of achievements, honors, and awards
- 5. Special accomplishments/work and community service, both in and out of school
- 6. Essays
- 7. Special circumstances that put academic achievements in context
- 8. Recommendations (suggested but not required)
- 9. Successful completion of a high school curriculum that includes:
  1. Four units of Language Arts, including at least one unit of writing skills
  2. Two units of a single foreign language (three units recommended)
  3. Three and one-half units of Mathematics beginning with Algebra I or higher and including a course dealing with trigonometry, such as pre-calculus (four units recommended)
  4. Three units of laboratory science, not including Physical Science
  5. Three units of Social Sciences, not including work-study (four units recommended)
  6. One-half unit of Fine Arts (one unit recommended)
  7. One and one-half units of General Education Electives (two and one-half units recommended)
  8. The University also recommends one unit of Computer Science, one-half unit of Health, and one and one-half units of Physical Education
- 10. For Texas residents, consideration may be given to socioeconomic and geographic information

In addition to current university requirements for admission, applicants must also have either:

- Successfully completed the curriculum requirements for the recommended or advanced high school program or its equivalent, or
- satisfied ACT’s College Readiness Benchmarks on the ACT assessment applicable to the applicant or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent

The above requirement may be satisfied if the applicant's official high school transcript or diploma states that the applicant completed the portion of the recommended or advanced curriculum or its equivalent that was available to the applicant, but was unable to complete the remainder of the curriculum solely because courses necessary to complete the remainder
were unavailable to the applicant at the appropriate times in the applicant's high school career as a result of course scheduling, lack of enrollment capacity, or another cause not within the applicant's control.
Admission

International Student Admissions (Students on Nonimmigrant Visas)

In addition to satisfying admissions criteria outlined in the catalog, international applicants from non-English-speaking countries must demonstrate English proficiency. English proficiency requirements can be met by:

• Achieving a minimum score of 550 on the TOEFL PBT (paper-based test),
• A minimum score of 80 on the TOEFL iBT (Internet-based test),
• A minimum score of 6.5 on the International English Language Testing System (IELTS) test,
• A minimum score of 67 on the Pearson's Test of English Academic (PTE), or
• A passing grade in level 112 of English from the ELS Language Centers.

Students must have taken the test within two years of the date of admission. Admitted international students must meet the requirements of the Texas Higher Education Assessment prior to enrolling in classes (located at http://catalog.utdallas.edu/2012/undergraduate/policies/admission-policies#tsi.

Deadlines

International applicants are strongly urged to meet all published deadlines and submit the application and supporting materials at least six months ahead of the intended date of enrollment. Applicants providing foreign credentials/documents should send all materials to the following address:

Office of Admission and Enrollment Services  The University of Texas at Dallas ROC11  800 West Campbell Road  Richardson, TX 75080-3021  Fax: (972) 883-6803 Phone: (972) 883-2270

Fees
Certified English translations are required for documents prepared in a language other than English. There is an additional foreign credential evaluation fee for any student who has been educated outside of the United States. These processing fees are required of all international students applying for admission to The University of Texas at Dallas.

Financial Responsibility

International students who plan to study with an F or J visa status must also provide evidence of financial support in order to obtain an I-20 or IAP-66 document.

Health Insurance and Documentation

International students are required to maintain approved comprehensive health insurance while enrolled at The University of Texas at Dallas. At registration, international students will be assessed a health insurance fee for the purchase of the UT System Student Health Insurance Plan. If there is evidence of continuing coverage under the UT System Employee Health Plan, a comparable mandatory employee plan, continuing mandatory coverage through a government sponsored health plan, or continuing coverage that satisfies the requirements of USIA regulations with regard to J1 and J2 visa holders, the student can request that the health insurance charge be waived.

International students are required to have a **mantoux tuberculin skin test and a bacterial meningitis vaccination** prior to registration, and must mail the completed documentation form to the UT Dallas Student Health Center 800 West Campbell Road - SSB 43, Richardson, TX 75080-3012.

- Mail the mantoux tuberculin skin test documentation and form to the UT Dallas Student Health Center, 800 West Campbell Road, SSB43, Richardson, TX 75080-3021.
- Mail proof of bacterial meningitis vaccination and form to the Office of the Registrar, 800 West Campbell Road, ROC13, Richardson, TX 75080-3021 OR email bacterial meningitis vaccination documentation to records@utdallas.edu.

See the Student Health Center for the documentation form and more information. UT Dallas website for more information. International students will not be permitted to register until these requirements have been met.

Orientation and Registration

In addition to the requirements listed above, UT Dallas holds a mandatory
orientation session for new F and J visa status international students. Students will not be allowed to register without a permit showing that they have attended orientation.
Admission

Readmission of Former UT Dallas Students

Students who were previously enrolled at The University of Texas at Dallas, may return to the University by following the re-entry process through the Office of the Registrar if they meet the following criteria:

• 1. Left in good standing from The University of Texas at Dallas;
• 2. Left in good standing from all other former institutions attended; and
  * previously were undergraduate, degree-seeking students and now return as undergraduate, degree-seeking students or
  * previously were undergraduate, non-degree seeking students and now return as undergraduate, non-degree seeking students

Upon re-entry, students must meet the requirements of the catalog in effect for the term of re-entry and, if accepted, will be bound by that catalog. Upon re-entry, the student's tuition residency status will be re-determined in accordance with Texas law.

Students who have attended another college or university since they last enrolled at UT Dallas must submit official transcripts of all such work to The University of Texas at Dallas, ROC 1143, 800 West Campbell Road, Richardson, TX 75080-3021.

See Students returning to the University following academic suspension, see "Scholastic Academic Suspension" in the Academic Policies and Procedures section for more information regarding students returning to the University following academic suspension. (http://catalog.utdallas.edu/2012/undergraduate/policies/disciplinary-actions#suspension)
Admission

Special Admissions

Academic Fresh Start

An applicant for admission who is a Texas resident may seek to enter this institution pursuant to the "academic fresh start" statute, Texas Education Code, Section 51.931. An applicant must make this request in writing to the Office of Admission and Enrollment Services before the student is admitted. After the applicant submits that request, UT Dallas will not consider in its admissions decision any academic course credits or grades earned by the applicant 10 or more years before the starting date of the semester in which the applicant seeks to enroll. In addition, an applicant admitted under Academic Fresh Start will not receive any course credit for courses taken 10 or more years before enrollment. The granting of Academic Fresh Start will neither affect THEA status nor remove the applicant's responsibility to meet other conditions for admission.

High School Concurrent Enrollment

The Dean of Undergraduate Education will consider the co-enrollment of highly qualified high school students in specific UT Dallas courses on an individual basis. Permission for enrollment in particular courses will be granted at the discretion of the Undergraduate Dean in consultation with the course instructor and the Associate Dean of the school offering the desired course.

Co-enrollment decisions will be based on the academic credentials of the applicant, the scholastic rigor of the requested classes, the course prerequisites, and the demand for the class on the part of ongoing UT Dallas students. Only the Dean of Undergraduate Education may admit a co-enrolled student to the University.

To request co-enrollment, a prospective student must complete an application for admission and submit a copy of his/her high school transcript and all standardized test results. In addition, a letter must accompany the application from the student's high school counselor endorsing the student's enrollment in a particular course. The counselor must also assure the University that the requested course(s) represent
student's high school and the local community college.

High school students will not be considered for co-enrollment until they pass all sections of THEA, or meet one of the following criteria which exempt them from THEA requirements:

- 1. Score at least 23 on the ACT composite score, with a minimum of 19 on both the English and math tests
- 2. Students with SAT composite score of 1605 or higher, with 500 in Critical Reading, 500 in Math and 500 in Writing, are TSI/THEA exempt. SAT scores can be no more than five years old. Residual SAT cannot be used for THEA exemption

Non-Degree Seeking Students

Students who hold an undergraduate degree or higher and wish to take undergraduate courses for credit without seeking a degree may enroll as a non-degree seeking student. Up to 15 hours of such course work credit may be transferred to any degree program at the University; acceptance of any of these hours is at the discretion of the Undergraduate Associate Dean of the School into which the student wishes to be accepted.

Non-degree seeking students must be prepared to meet all requirements for Freshman Admission (see “First Time Freshman Admission”). To continue enrollment beyond one semester, non-degree students will be bound by the same scholastic standards that apply to regularly enrolled degree-seeking students.

A non-degree seeking student whose work is unsatisfactory and who has been suspended from the University for academic reasons may not re-enroll without permission of the Dean of Undergraduate Education.

Non-degree seeking students may not be eligible for financial aid. It is recommended that applicants contact the UT Dallas Financial Aid Office for more information at (972) 883-2941.

NOTE: International students may not enroll as non-degree students; exceptions may be made for the summer session for those international students enrolled in a degree program elsewhere.

Second Baccalaureate Degrees

Students who earned an undergraduate degree at UT Dallas or another regionally accredited college or university should apply for admission
through Apply Texas, submit official transcripts of all non-UT Dallas college coursework, pay the non-refundable application fee(s), and be reviewed for admission. Such students often earn admission through individual review by the Admissions Committee. Students seeking a second baccalaureate degree should also contact the department to which they are applying for more information.

Transient Students

Students pursuing degrees at four-year colleges and universities other than UT Dallas and who desire to transfer credit hours taken at UT Dallas to the degree granting institution should apply for admission as transient students. Students will be admitted based on evidence of good academic standing at their home institution. In addition, students who have previously attended Texas state-supported institutions must provide evidence of their current TSI status.

Transient admissions are valid for a single semester. While UT Dallas credits are generally transferable to other institutions, the student is urged to seek prior approval of course work to be completed at UT Dallas from the institution to which it is to be transferred.
Admission

Transfer Student Admissions

The Comet Connection Program

Many UT Dallas students transfer from a Texas two-year community college. The Comet Connection Program was specifically created to enable community college transfer students from Texas community colleges to blend their college experiences seamlessly - and without financial penalty. Members of the Comet Connection Program are also offered a Guaranteed Tuition Program and may defer admission up to 12 months after admission. For more information or to receive an updated list of participating community colleges, contact one of our admissions counselors at the Welcome Center (972) 883-2270 or visit http://www.utdallas.edu/connect.

Transfer Student Admission

The University of Texas at Dallas accepts applications for admission from transfer students for the fall, spring, and summer semesters. UT Dallas welcomes applications from students who have begun their college work and are in good standing at other institutions of higher education. Classifications for admission, which are based on transferable semester credit hours, determine the admission criteria.

The University accepts for transfer credit only academic post-secondary course work completed with a grade of C (2.000 on a 4.000 point scale) or higher from regionally accredited institutions of higher education. The University of Texas at Dallas does not offer credit for nonacademic course work such as vocational, developmental or remedial studies, nor does it grant credit for prior experiential learning. Course work that is accepted for transfer credit is applicable toward satisfying requirements for a specific UT Dallas major according to the same criteria as those used for equivalent UT Dallas courses (see Appendix II for further information on the transfer of lower-division course credit). Prospective transfer students from Dallas area community colleges should refer to the UT Dallas Transfer Guides, available at the UT Dallas Office of Admissions, online at http://www.utdallas.edu/enroll/apply/tguides.php, and at the community college academic advising offices to learn more about curricula appropriate
to the various UT Dallas majors.

As soon as an application for admission, transcripts and any required test scores have been received, the Admissions Committee will evaluate the student's record to determine which credits earned at another college or university will transfer to UT Dallas.

The application of transfer credit to degree plans must be completed within the first semester of enrollment. An undergraduate advisor in the student's major, in consultation with the Associate Dean for Undergraduate Education, will determine how the transfer credits apply towards UT Dallas degree requirements. The faculty, acting through the Associate Dean of Undergraduate Education, has the ultimate responsibility for applying transfer credit to their specific major requirements. Students are urged to contact their advising office upon receipt of the letter informing them of their admission to UT Dallas. See also, the section on the Texas Success Initiative at http://catalog.utdallas.edu/2012/undergraduate/policies/admission-policies#tsi. Transfer students who begin their semester with 45 or more semester credit hours are required to file a degree plan with UT Dallas no later than the end of the student's regular semester in accordance with Texas Education Code, Section 51.9685, subsection C.

Applicants seeking admission to UT Dallas should be aware that they will need at least 51 upper-division hours to graduate (see "Graduation Requirements" located at http://catalog.utdallas.edu/2012/undergraduate/policies/graduation#requirements).

Transfer Admission Criteria

Applicants to UT Dallas who have previously taken college credit courses, beyond high school graduation (excluding the summer following high school graduation), at other accredited institutions of higher education will be reviewed for admission as transfer students. Transfer applicants with a freshman classification (see "Classification of Students") may be required to submit official high school transcripts and SAT/ACT scores as well as all college level coursework.

Transfer students with a sophomore, junior, or senior classification (See "Classification of Students") will be reviewed on their cumulative transfer GPA of post-secondary academic course work and a review of specific college courses only.
Transfer Students Admitted on Probation

If admitted on probation students must:

- See an academic advisor before registering
- May not register for more than 14-15 hours
- May not drop from any classes
- Must earn a grade of 'C' or better in classes, and
- Follow other conditions as prescribed by the admitting Associate Dean

Students admitted on probation must earn a GPA of at least 2.200 for the first semester of enrollment. Failure to meet these conditions will result in suspension. Students admitted on probation who are subsequently suspended from the University may be readmitted only by the Associate Dean (see "Scholastic Academic Suspension" at [http://catalog.utdallas.edu/2012/undergraduate/policies/disciplinary-actions#readmission](http://catalog.utdallas.edu/2012/undergraduate/policies/disciplinary-actions#readmission)).
Curriculum

Academic Degree Requirements

An undergraduate education at The University of Texas at Dallas is designed with several goals in mind. First, the purpose of an undergraduate education is to acquaint students with ways of knowing the world of the natural sciences, mathematics, arts, humanities, and social and behavioral sciences. Therefore, all students are required to complete a Core Curriculum consisting of 42 semester credit hours. Secondly, students are expected to acquire depth in a field of study. To this end, students must fulfill the major and related requirements of a specified number of semester credit hours for their major. Thirdly, students are encouraged to take courses outside of their major and related field and beyond the Core Curriculum, and thus students are given free and advanced elective hours in which to explore intellectual domains beyond their area of specialization and beyond the core requirements.

In order to graduate with a baccalaureate degree from UT Dallas, students must complete and receive credit for all graduation requirements stated at http://catalog.utdallas.edu/2012/undergraduate/policies/graduation#requirements "Graduation Requirements" as well as their specific degree requirements.

Students are responsible for fulfilling their degree requirements and enrolling in courses appropriate to their degree programs. Students should, at the lower division, complete all freshman and sophomore prerequisites for the degree program. These requirements are set by the degree program and are listed under the program heading in the catalog; the number of semester credit hours may vary according to degree program. Students who are Texas residents should be aware that state law limits the number of semester credit hours that an undergraduate Texas resident may complete while paying tuition at the rate provided for Texas residents. See "Excessive Undergraduate Hours" at http://catalog.utdallas.edu/2012/undergraduate/tuition-and-financial-aid/excessive-hours.

Field of Study

If a student successfully completes a field of study curriculum approved by The Texas Higher Education Coordinating Board, that block of courses
may be transferred to The University of Texas at Dallas (UTD) and substituted for appropriate lower-division requirements of the appropriate degree. Following receipt of credit for these courses, students may be required to satisfy further requirements in the field of study curriculum for that degree at UT Dallas.

Major and Related Areas of Study

Courses taken to satisfy requirements for the student’s major field of study may include major and related courses. Some of these may be outside the courses with the majors designation; such courses are related to the major and required for its satisfaction. Other requirements may be satisfied by courses from lists of guided electives within the major and related courses. Finally, some requirements may be courses preparatory to the major; they are not considered major-core or major-related courses.

Electives

The degree requirements of every major include the opportunity for elective courses, that is, courses exploring subjects not directly related to a student’s major. Six of the elective hours for all majors are required to be selected from advanced electives, which are defined as upper-division courses, or lower-division courses that have prerequisites, and that are outside the major. All students are encouraged to use their electives to explore fields beyond their major.

Minors

Some academic units designate a set of classes that constitute a minor in that academic unit. The requirements of the minor are set by the faculty of the academic unit offering the minor, not by the academic unit of the student’s major field of study. When an academic unit offers a minor in a field of study, it is open to all students in the University regardless of school of origin. Students who take a minor will be expected to meet the normal prerequisites in courses making up the minor. Minors consist of a minimum of 18 credit hours, of which at least 12 must be upper-division hours, although individual academic units may require more hours at their sole discretion. Credit hours may not be used to satisfy both the major and minor requirements; however, free elective hours or major preparatory classes may be used to satisfy the minor. At least one-third of the hours for a minor must be taken at The University of Texas at Dallas. Students should consult with an advisor in their major field of study as they select and plan minors.
Curriculum

Core Curriculum

The University of Texas at Dallas requires that all students complete a general education Core Curriculum of 42 semester credit hours that serves as a broad foundation for the undergraduate degree. These requirements must be met by every student pursuing a baccalaureate degree at The University of Texas at Dallas, regardless of their major. Specific approved courses must be used to satisfy each Core requirement (see the Schedule of Classes). In accordance with the Texas Education Code, Chapter 61, Subchapter S, a student who successfully completes the entirety of a Core Curriculum at another Texas public institution of higher education before matriculating at UT Dallas may transfer that block of courses to UT Dallas where it will be substituted for the UT Dallas Core Curriculum. If a student does not complete all of the Core Curriculum at another Texas public institution of higher education before matriculating at UT Dallas, the student will receive credit for the portion completed and then be required to complete additional courses from the UT Dallas Core Curriculum.

Communications (Chart 010) 6 hours

The goal of the communications component of the Core Curriculum is to develop students' mastery in writing. Students must complete one course that requires them to learn to communicate effectively in clear and correct prose and to master several modes of writing, including descriptive, expository, narrative and self-expressive. Students must also complete a second writing-intensive course that may require them to master specific forms of writing tailored to the professional standards in their major field of study. All such courses require that students write, receive detailed feedback about, and revise at least 15 double-spaced pages.

Component Learning Objectives:

- 1. Students will be able to write effectively using appropriate organization, mechanics, and style.
- 2. Students will be able to construct effective written arguments.
- 3. Students will be able to gather, incorporate, and interpret source material in their writing.
- 4. Students will be able to write in different ways for different audiences.
Mathematics (Chart 020) 6 hours

The goal of the mathematical component of the Core Curriculum is to develop quantitatively literate citizens, capable of applying mathematical tools in the solution of real world problems. Familiarity with mathematical concepts and tools will enable persons to better cope with the complex financial, business, investing, and daily living problems encountered in the modern world. Students must master the formal principles of a college-level math (algebra or calculus at a higher level than high school algebra II) and one advanced field of mathematics beyond college math (logical reasoning and inference; the application of mathematical concepts; statistical methods; or formal principles of calculus or advanced algebra).

Component Learning Objectives:

• 1. Students will be able to apply basic mathematical methods to modeling and solving real-world problems.
• 2. Students will be able to formulate and interpret basic mathematical information, numerically, graphically, and symbolically.
• 3. Students will be able to identify and explain the limits of mathematical models.

Natural Science (Chart 030) 9 hours

The goal of the natural science component of the Core Curriculum is to develop an appreciation of the intricacies of the natural world and to be able to describe and explain some of the basic principles of how the natural world functions. A more scientifically literate population will better cope with understanding and acting on issues of a scientific nature that affect their lives. Each student must complete 9 credit hours of science courses, one of which must have a laboratory component.

Component Learning Objectives:

• 1. Students will be able to describe laws, theories or findings basic to the science discipline.
• 2. Students will be able to apply scientific laws and principles of the discipline to arrive at problem solutions.
• 3. Students will be able to explain how experiments or observations validate or test scientific concepts.

Humanities (Chart 040) 3 hours
The goal of the humanities component of the Core Curriculum is to examine a variety of literary, philosophical, and/or historical works drawn from the humanities and presented in an established context as examples of expressions of individual and human values. Students will develop proficiency in research, critical thinking, and writing through a series of assignments in which they will demonstrate analytical processes of thought as well as intellectual responses to designated materials. Students must complete at least one course that is representative of literature, philosophy, cultural studies.

Component Learning Objectives:

1. Students will be able to examine and analyze a variety of works from the humanities, particularly those connected to literature and philosophy.
2. Students will be able to analyze and critically evaluate such works in the context of culture, society, and values as well as be able to compare and contrast the works with each other.
3. Students will be able to apply considered analysis and respond to works in the humanities as examples of human expression and aesthetic and philosophical principles.

Fine Arts (Chart 050) 3 hours

The goal of the fine arts component of the Core Curriculum is to expose and illuminate at least one and possibly multiple forms of artistic expression, including, but not exclusive to, the traditional areas of the performing and visual arts. Through a series of discussions and examinations or reports and/or papers, students will demonstrate their critical awareness of the fine arts, a knowledge of the scope and variety of forms within specific artistic expressions, and an appreciation for the aesthetic principles that guide the creation and evaluation of art on both an individual and cultural level. Students must complete at least one course that is representative of one or more of the visual or performing arts.

Component Learning Objectives:

1. Students will be able to examine and respond critically to a variety of artistic forms in at least one and possibly multiple forms of expression drawn from either the visual or performing arts or some combination thereof.
2. Students will be able to demonstrate an appreciation for artistic expression and ability to analyze specific works of art within a cultural or social context.
3. Students will be able to develop a critical approach to a given form or forms of art and will be able to articulate a response in an intelligent and informed manner.

American and Texas History (Chart 060) 6 hours

The goal of the American and Texas history component of the Core Curriculum is to develop students' comprehension of the scope of the American and Texas historical development through an examination of social, institutional, political, and cultural evolution over specified periods of time in the history of the United States and the State of Texas. Students must complete two courses that address the history of the United States and/or the State of Texas.

Component Learning Objectives:

1. Students will be able to identify, explain, and give examples of significant developments in American and/or Texas history over a defined span of time.
2. Students will be able to examine and analyze historical development through knowledge of institutional, social, cultural, and political evolution and change over a defined span of time.
3. Students will be able to interpret and evaluate the acceptability of historical evidence.

Government (Chart 070) 6 hours

The objective of the government component is to increase students' comprehension of the history and evolution of political institutions, and the interrelationship between institutions such as executive and legislative; the role that political institutions play in the lives of citizens, and to demonstrate the relationship between citizens and political institutions including activities such as voting and interest group activity that provides awareness for citizen influence. This knowledge is designed to equip students to be better informed citizens capable of making important decisions in various political contexts. Students must complete two courses that include consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on the Texas Constitution.

Component Learning Objectives:
1. Students will be able to provide examples of and apply important theoretical and scholarly approaches to understanding state and national institutional behavior, citizen involvement and interaction between citizens and institutions of government.

2. Students will be able to analyze and appreciate historical trends in development of government institutions and their constitutional foundations.

3. Students will be able to identify, describe, and analyze various mechanisms of citizen political involvement.

Social and Behavioral Science (Chart 080) 3 hours

The goal of the social and behavioral science component of the Core Curriculum is to increase students' knowledge of how social and behavioral scientists describe, explain, and critically analyze the behaviors and interactions among individuals, groups, institutions, cultures, events and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity. Students must complete at least one course that is representative of the following social and behavioral sciences: anthropology, economics, geography, psychology, sociology, or women's studies.

Component Learning Objectives:

- Students will be able to describe major theoretical and scholarly approaches, empirical findings, and historical trends in the social/behavioral science discipline.
- Students will be able to describe and apply basic research methods in the social/behavioral science discipline.
- Students will be able to apply modes of critical thinking used in the social/behavioral science discipline.
Degree Programs

Honors Programs

Collegium V

The University offers a 4-year comprehensive program of enrichment and recognition, known as Collegium V, for outstanding students. Collegium V includes special seminar-style classes offered by selected University professors as well as a program of extracurricular activities designed to encourage and reward exceptional academic achievement. Benefits available to participants in Collegium V include registration for Honors seminars, honors advising, 24-hour access to the Collegium V lounge complex, research and internship opportunities with professors, and an agenda of cultural events such as concerts, exhibits, speakers, and plays.

Membership in Collegium V is limited. Interested students must apply directly to the program at:

The Office of Undergraduate Education
ATTN: Collegium V The University of Texas at Dallas
800 West Campbell Road - GC 10
Richardson TX 75080-3021
(972) 883-4297

Honors in the Major

Each school offers qualified students the opportunity to participate in an honors program within their discipline. Each program provides two levels of recognition, Honors and Distinction. All students must have completed a minimum of 30 graded semester credit hours to qualify for major honors. The requirements for major honor’s recognition vary across schools. Students should review the descriptions within the school section of the catalog.

http://catalog.utdallas.edu/2012/undergraduate/curriculum/honors-programs
Curriculum

Other Degree Requirements

Incoming Freshmen

All incoming first-time freshmen enrolling in The University of Texas at Dallas must complete and pass UNIV 1010, Freshman Seminar, during their first semester in attendance. UNIV 1010 is a graduation requirement for all first-time freshmen. This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the university and the impacts it will have on their lives as students. The course incorporates presentations by leading UT Dallas faculty members on research developments of major current interest, small section meetings to discuss these presentations and matters of general concern to UT Dallas freshmen, and a substantial component of on-line learning focused on developing the strategies and tactics that will lead to successful careers at UT Dallas and beyond. ENGR 1200 may be substituted for UNIV 1010, provided students attend the large faculty lectures and complete the on-line learning focused on developing the strategies and tactics that will lead to successful careers at UT Dallas and beyond.

Double Degree

To qualify for double degrees at UT Dallas, students must complete all of the following requirements:

- 51 hours of upper division
- additional 30 hours of upper division
- meet all degree requirements for both degrees
- meet all graduation requirements

Double Major

Students may earn a baccalaureate degree with two majors (double major) when the baccalaureate degree is the same. For example, a student may earn Bachelors of Science in Biology and Business Administration when the degrees are Bachelor of Science in Biology and Bachelor of Science in Business Administration.
With the approval of the relevant Associate Dean, students may complete a double major by satisfying all the following requirements:

- 51 hours of upper division
- meet all degree requirements
- meet all graduation requirements

Students pursuing a double major must identify one of their two majors as a primary major to establish an academic home of record.

The University of Texas at Dallas offers the following prescribed double majors:

- Biology (BA) and Criminology (BA)
- Business Administration (BS) and Biology (BS)
- Economics (BS) and Finance (BS)
- Molecular Biology (BS) and Business Administration (BS)

Double majors in Interdisciplinary Studies are not available. A student is limited to two majors per undergraduate degree.

Second Baccalaureate Degree

Incoming students who already hold a baccalaureate degree from another institution and are seeking a second baccalaureate degree at UT Dallas must complete all of the following requirements:

- 30 hours of upper division at UTD
- 51 total upper division hours (can be combined from UTD and transferred hours)
- meet all degree requirements
- meet all graduation requirements

Diploma and Transcription for Double Major and Double Degree

When applying for graduation, a student should communicate with his/her advisor that he/she will be completing a double major or double degree.

The University transcripts both the double major or the double degree onto the official transcript. The University issues one diploma for double majors based on the student-chosen primary major’s degree. For double degree, the University issues two diplomas.
List of Academic Policies and Procedures

Academic
Academic Advising
Academic Grievances
Academic Progress
Dean's List
Grade Changes
Grade Point Average
Grading Scale
Incomplete Grades (I)
Mid-Term Grades
Non-attending Failure Grades (NF)
Scholastic Status
Transcripts
Transfer Credit

Graduation
Application for Graduation
Graduation Ceremonies
Graduation with Honors
Graduation Under a Particular Catalog
Graduation Requirements

International Education
Study Abroad
Exchange Program
Independent Studies
Internships
Faculty Led Programs
Eligibility and Conditions
Financial Assistance
Grades/Credits
Official Transcripts
Programs
Travel Warnings

Admission Policies
Credit by Examination (AP-CLEP-IB-SAT)
Criminal Background Check
Texas Success Initiative (TSI)
Enrollment into Developmental Education
Placement into Developmental Education Courses
Provisions for Transferring Students

Registration
Administrative Drop
Auditing a Class
Classification of Students
Concurrent Enrollment Tuition
Dates for Registration
Deadlines for Adding or Dropping a Class
Dropping and Withdrawing
Drop Appeal Procedures
In Absentia Registration
Non-academic Withdrawals
Medical and/or Mental Health Withdrawal from the University

Course Policies
Auditing Courses
Course Load
Course Numbering System
Credit/No Credit Classes
Independent Study
Internship Program
Repeating Course Work
Degree Plans
Change of Major
Deadlines and Fees
Declaring a Major
Double Major and Double Degree

Disciplinary Actions
Academic Good Standing
Disciplinary Status Overview
Academic Probation
Academic Warning
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Readmission
Changing Majors

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Graduate Courses for Possible Future Use as Graduate Credit
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Military
Military Service Activation Interruption of Education
Military Training Awarded as Academic Course Credit
Option to Remain Enrolled and Complete Coursework Following Brief Military Service
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Academic Advising

The University of Texas at Dallas values its students and is committed to the success of each and every one. Professional academic advising is an important tool to help our students reach their goals. School advisors guide students through an impressive offering of degree plans. These advisors are familiar with the specific departmental emphases and faculty research interests. They help students access and communicate with faculty and instructors. Advisors assist students on issues including class suitability, degree requirements, university policies and procedures, study skills, time management, campus involvement and limited personal issues. Students will learn about required and elective options. Advisors apply credit by examination and transfer credits and assist students in ensuring their degree and graduation requirements are met. Students have access to advisors at any time but should plan to visit with them at least once each semester. UT Dallas Professional Academic Advising is an outstanding resource to help our students achieve their goals.

In addition to School based advising, the Student Outreach and Academic Retention (SOAR) office is dedicated to providing academic advising to students who are at-risk for Academic Suspension. Students not in good standing are required to meet with a SOAR advisor and follow a prescribed advising plan. The individualized plan will be designed to help each student improve their academic standing by addressing their specific needs including but not limited to study skills, time management skills, personal issues, and appropriate campus office referrals. SOAR office advising is available to all students though not required of students in good standing.

While advisors confer with students about courses and educational experiences, students themselves are responsible for defining the content of their academic program and making progress toward an academic degree. Advisors will assist students in designing an appropriate course of study that will satisfy requirements for graduation (see "Academic Degree Requirements," located at http://catalog.utdallas.edu/2012/undergraduate/curriculum) as well as offer information on particular courses and university rules and procedures. All
students must verify their class schedule each semester, must see that necessary transactions are completed, and are responsible for all documentation related to schedule changes and other transactions.

Students who have chosen a major should meet with an academic advisor in the appropriate school regularly and in a timely manner prior to semester drop deadlines and course registration. All freshmen are required to meet with their advisor in order to register for classes (see "Registration" at http://catalog.utdallas.edu/2012/undergraduate/policies-registration). Students admitted to UT Dallas as freshmen or as sophomores who have not declared a major are advised by the Undergraduate Student Advising Office, an integral part of the Office of Undergraduate Education. Students remain the responsibility of Undergraduate Education until they declare a major, at which time advising will be undertaken by an advisor in the student's program. Students must declare a major by the time they become juniors in order to have their program advising conducted by the advisors in the school in which they are registered.

All students admitted to UT Dallas as freshmen, effective fall semester 2012, are required to file degree plans no later than the end of the second semester following the semester in which the student earned 45 or more semester credit hours in accordance with Texas Education Code, Section 51.9685.

Students are strongly encouraged to meet with their academic advisor, especially when they have earned 75 semester hours to establish and/or review their degree plan.

Academic Grievances

A student having a grievance regarding academic concerns may have the issue considered. Procedures for appeals of academic decisions can be found at http://catalog.utdallas.edu/2012/undergraduate/policies/appendices/appendix1#academic-grievances.

Academic Progress

A student is considered to be making satisfactory scholastic progress when he or she is carrying an approved schedule of classes, is not on probation, and has a GPA of at least 2.000 (C average) in the major and overall. Students who habitually drop a significant fraction of their schedule may lose the right to drop or may be dismissed from the University for failure to make adequate academic progress.
Dean's List

The Dean's List recognizes students whose grades for the fall or spring semester represent the top ten percent of all students within each school who complete 12 or more UT Dallas semester credit hours within that semester. These students will be recognized as members of the Dean's List of their respective schools. Students without a declared major are eligible for the Office of Undergraduate Education Dean's List. Students pursuing a second baccalaureate degree, enrolled as transient and/or non-degree seeking, and graduate students enrolled in undergraduate courses are not eligible for Dean's List. Only graded courses contributing to a student's grade point average are included in the calculation of hours.

Grade Changes

Faculty Initiated
After a final grade has been recorded by the Office of the Registrar, faculty may change grades only to correct a clerical error or replace a grade of "incomplete." A faculty initiated change of a final grade requires the written approval of the instructor, the department or program head, Associate Dean of Undergraduate Education, and the School Dean. Grade changes must be submitted by the end of the eighth week of the following long semester after the grade was awarded. Any grade change initiated after the eighth week of the long semester requires the written approval of the instructor, the department or program head, Associate Dean of Undergraduate Education, the School Dean, and the Dean of Undergraduate Education.

Student Request
A student has the right to request a review of the grades received in any class.

The only grounds for considering a grade to be incorrect are either clerical error or that the grade is arbitrary or capricious. Examples of clerical error would include, but are not limited to, a mistake in adding component grades, a mistake in recording grades, or attributing a paper or examination to the wrong student. "Arbitrary or capricious" means that the grade cannot be considered reasonable given the material of the course, the overall performance of the class, and the individual performance of the student. The university assumes that course-work is best evaluated by the instructor in the immediate context of the course activity. Requests for reconsideration must show with clear and convincing evidence why this assumption should be set aside.
If a student believes he or she has been assigned a grade on the basis of a clerical error or that the grade is arbitrary or capricious, the student should first seek to discuss the grade with the instructor. If this does not lead to satisfactory understanding, the student may file a formal appeal following the procedures described for academic grievances in the Rules, Regulations, and Statutory Requirements Section C. (See "Academic Grievances" in Appendix I).

Students must petition for a grade review by the end of the eighth week of the following long semester after the grade was received. The request must be submitted in writing to the appropriate faculty member who then has the remainder of that semester to take action.

Grade Point Average

Grade points are computed by multiplying the points for each grade by the number of credit hours; for example, 4.000 (A) x 3 (hours) = 12 grade points. A student's grade point average (GPA) is determined by dividing the total number of grade points earned by the number of semester hours for which a grade other than I, NC, or CR is received. All GPAs, term and cumulative, are rounded from the fourth to the third digit, and three decimal places are displayed in this catalog, Orion, unofficial and official transcripts.

NOTE: Only grades earned at The University of Texas at Dallas are used in calculating the student's GPA.

An undergraduate student is limited to three grade-bearing enrollment attempts for any specific class. With regard to repeats, the grade from the first repeat will substitute for the original grade to determine a student's grade point average and to satisfy degree requirements. A second repeat will result in both repeats being included when computing the student's cumulative grade point average. (See "Repeating Course Work" at [http://catalog.utdallas.edu/2012/undergraduate/policies/course-policies#repeat].)

Grading Scale

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></td>
<td>4.000</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.000</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>GPA</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>A-</td>
<td>3.670</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.330</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>2.670</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.330</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.670</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.330</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.670</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td></td>
</tr>
<tr>
<td>MN</td>
<td>Midterm Grade: not enough information to provide a grade</td>
<td></td>
</tr>
<tr>
<td>NF</td>
<td>Failure</td>
<td>Failing for non-attendance (used to determine academic probation and dismissal)</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td></td>
</tr>
</tbody>
</table>

Incomplete Grades (I)

A grade of Incomplete may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight weeks from the first day of the subsequent long semester. Upon
completion of the required work, the symbol 'I' may be converted into a letter grade (A through F) by the instructor. If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

Extension beyond the specified limit can be made only with the permission of the instructor, the student's Associate Dean and the Undergraduate Dean. A student may not re-enroll in a course in which a grade of 'I' remains.

Students may obtain a petition/documentation form for an Incomplete in the office of the student's Undergraduate Associate Dean. The form is to be submitted to the instructor from whom the Incomplete is sought. If a significant fraction of a semester is missed with cause, see the section on "Dropping, Withdrawing, or Adding Courses" at http://catalog.utdallas.edu/2012/undergraduate/policies/registration#dropad.

An instructor assigning an Incomplete ('I') must submit the petition/documentation form containing a description of the work required to complete the course to the Undergraduate Associate Dean of the school offering the course. Upon approval, a copy of the petition will be forwarded to the student's Undergraduate Associate Dean to be retained with the student's academic record. The instructor alone will be responsible for determining whether the requirements for completion are met and for assigning a grade in the course.

However, if the instructor who has signed the Incomplete ('I') is no longer associated with UT Dallas and the work is completed within the time allowed before the Incomplete lapses to an F, the Associate Dean of the instructor's college may assign a committee of appropriate faculty to evaluate the material and/or obtain any other information that may be required to assign a grade in the course.

Mid-Term Grades

Students are issued mid-term grades to apprise them of their progress within the semester. Mid-term grades are important for advising and retention purposes, therefore it is vital that the grades accurately reflect academic progress. These grades are not a part of the permanent record and will not appear on academic transcripts. Some classes will only issue a grade of credit or no credit at mid-term.

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

Non-attending Failure Grades (NF)

It is the responsibility of each student to register for and drop a course if necessary. The 'NF' grade is an indication that a student never attended or participated in a course for the semester in question. If an 'NF' grade is used, its grade point value equals zero (0), and it will be calculated into the GPA in the same manner as a grade of 'F'.

Scholastic Status

A student is required to maintain a minimum cumulative grade point average (GPA) as specified for the student's major to remain academically eligible to enroll for subsequent semesters. Only grades received in UT Dallas classes are used to compute the GPA while transfer credit from other institutions accepted by the University is calculated in the number of hours required for graduation. Scholastic status is determined at the end of each academic semester. While grade point averages may change within a semester (such as when a student completes a class that previously had a grade of incomplete), scholastic status remains the same until the next grade reporting period.

Transcripts

Students may request copies of their official transcripts from The Office of the Registrar online via Galaxy or through http://www.utdallas.edu/student/registrar/transcript. All University holds must be cleared before requesting a transcript. Transcripts will reflect the individual's complete academic record. Undergraduate and graduate transcripts are issued together. Given seasonal time constraints, it is important that students request official transcripts in an appropriate time period to allow for processing and mailing. Please see http://www.utdallas.edu/student/registrar/transcript for further details.

The Texas Education Code provides legal penalties for any alteration of academic records or transcripts with the intent to use such a document fraudulently or permit the fraudulent use of such a document. Falsifying or omitting information may result in withdrawal of any offer of admission, in cancellation of enrollment, and/or in disciplinary action.

Transfer Credit

Although UT Dallas normally accepts credit from academic courses taken
at other regionally accredited institutions in which a grade of 'C' (2.000 on a 4.000 scale) or higher has been earned, specific course and degree requirements must be met in order for these courses to be included in the student's degree plan.

The Office of the Registrar evaluates an applicant's completed file to determine which credits earned at another college or university will transfer to UT Dallas. Once a student is admitted the student's record will be articulated for all transfer work and will reflect those credits that have been accepted by UT Dallas. An undergraduate advisor in the student's major, in consultation with the Associate Dean for Undergraduate Education, will determine how the transfer credits apply to UT Dallas degree requirements. The faculty, acting through the Associate Dean of Undergraduate Education, has the ultimate responsibility for applying transfer credit to their specific major requirements. Students may request an articulation appeal through the Associate Dean of Undergraduate Education in their school within the first semester of attendance.

Students may not transfer to UT Dallas more than six of the final thirty (30) hours required for their degree.

To ensure that credit earned elsewhere will be accepted, continuing UT Dallas students who wish to take courses elsewhere must meet with their academic advisor for approval. Failure to receive approval from your academic advisor may result in the denial of credit. Students may also check online at: u.select for course transferability among numerous academic institutions.

Reverse Transfer Transcripts

Pursuant to the "credit transfer for associate degree" statute, Texas Education Code, Section 61.833, when a transfer student completes at least 90 semester credit hours at UT Dallas, and 30 of these hours were taken at a community college, UT Dallas will contact the student to request the transcript to be sent to the community college. Upon authorization from the student, UT Dallas will release the transcript to the community college. The community college will review the UT Dallas transcript for possible completion of associate degree.
Academic Policies and Procedures

Admission Policies

Credit by Examination (AP-CLEP-IB-SAT)

Examination credit is evaluated only at the student's request. Students wishing to receive examination credit must first meet with an academic advisor to complete a request form that is then submitted to the Office of the Registrar.

Documentation of any lower-division credit established by examination through such programs as the AP (Advanced Placement Program) that the student wishes to apply toward college credit should be received by the University prior to registration. Academic hours awarded through credit by examination become a permanent part of the student's official UT Dallas transcript.

Credit by examination may for admission may be established through such testing programs as the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). Guidelines for credit by examinations are available on the UT Dallas website at http://oue.utdallas.edu and/or at the UT Dallas Admission and Enrollment Services website (http://www.utdallas.edu/enroll/apply/exam.php). Exams ten years and older will not be considered for credit. Test scores not appearing on official transcripts must be submitted directly from the testing agency. UT Dallas will provide college credit to those who present an International Baccalaureate Diploma in accordance with Texas state law.

No more than six semester hours of extension or credit by examination may be applied toward upper-division requirements and must be upper-division credit earned at an appropriate accredited institution or through acceptable scores on approved tests. The University does not offer correspondence courses.

Criminal Background Check

Certain programs require students to submit to and satisfactorily complete a background check review as a condition of admission and/or participation in education experiences. Students who refuse to submit to a
background check or who do not pass the background check may be dismissed from the program. The student is responsible for the costs associated with the criminal background check.

Texas Success Initiative (TSI)

Registration Requirements

The Texas Success Initiative (TSI) is a state mandate that requires students to be assessed in reading, writing, and math skills prior to enrolling in college, and to be advised based on the results of that assessment. Each institution determines an individualized education plan to encourage academic success for those students who score below a deviation standard (or do not pass an approved assessment instrument). Students may be required to retest if they do not pass the initial test assessment.

UT Dallas uses primarily the Texas Higher Education Assessment (THEA), formerly the TASP test, to measure student proficiency in the basic areas of study for fulfillment of the TSI requirement.

UT Dallas requires incoming students who are not TSI exempt to take the THEA test. The required passing standards on the THEA are:

- Reading - 230
- Math - 230
- Writing - 220

TSI Exemptions

1. Students who are non-degree seeking or non-certificate seeking.
2. Students who have graduated with an associate or baccalaureate degree from an accredited institution of higher education.
3. Students who have previously attended any Texas public institution and have been determined to have met readiness standards by that institution.
4. Military Service:
   * Students who are serving as active duty members of the Armed Forces of the United States are TSI exempt. Official documentation of active duty status for the enrollment period is required. Students must file a Verification of Active Duty form each semester.
   * Students who are on active duty in the Texas National Guard are
TSI exempt. A verification letter from the Unit Administrator is required each semester.

* Students who are currently serving, and have for at least the last three years before enrollment served, as members of a reserve component of the armed forces are TSI exempt. A verification letter from the Unit Administrator is required each semester.

* Students who on or after August 1, 1990, were honorably discharged, retired, or released from active duty as members of the Armed Forces of the United States, Texas National Guard, or of a reserve component of the Armed Forces of the United States are TSI exempt. A copy of the DD214 form showing this status is required.

1. Students who are transferring to UT Dallas from a private or independent institution of higher education or an accredited out-of-state institution of higher education who have received a grade of C or better in courses at those institutions, if the courses are recognized as requiring college-level reading, writing and/or mathematical skills.

2. Students who are serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and have been serving for at least three years before enrollment at UT Dallas.

3. Students who on or after August 1, 1990, were honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States.

Students who have achieved the following standards are TSI exempt and are not required to take additional placement testing before registering for courses at UT Dallas.

• **ACT** - Students with ACT composite score of 23 or higher, with individual math and/or English scores of no less than 19. ACT scores can be no more than five years old.

• **SAT** - Students with an SAT composite score of 1070 or higher, with 500 critical reading and 500 math score are TSI exempt. SAT scores can be no more than five years old.

• **TAAS** - Students with exit-level TAAS scores of 1770 or higher on
writing, TLI of 89 or higher in reading, and TLI of 86 or higher in math are TSI exempt. TAAS scores can be no more than three years old. (The exit-level TAAS is a test given in Texas public high schools).

- **TAKS** - Students with exit-level TAKS scores of 2200 or higher in English Language Arts and Math as well as a score of 3 or higher in the writing sample (which is often not printed on your high school transcript, but can be found on the exit-level TAKS score report). TAKS scores can be no more than three years old.

The following alternative tests may be used to satisfy UT Dallas’s TSI requirements. Furthermore, please be aware that the THEA writing requirement is fulfilled by meeting the minimum score requirements on both the writing and essay sections of the tests below:

- **ASSET** - Students with the following minimum scores are TSI/THEA exempt. Reading: 41, Math: 38, Writing: 40/Essay: 6
- **COMPASS** - Students with the following minimum scores are TSI/THEA exempt. Reading: 81, Math: 39, Writing: 59/Essay: 6
- **ACCUPLACER** - Students with the following minimum scores are TSI/THEA exempt. Reading: 78, Math: 63, Writing: 80/Essay: 6
- **MAPS** - Students with the following minimum scores are TSI/THEA exempt. Reading: 29, Math: 22, Writing: 21/Essay: 6. MAPS scores are acceptable only if taken prior to 9/1/2003.

Note: Transcripts should be submitted to UT Dallas as soon as possible. Official evaluation must be completed to determine course equivalencies before a TSI waiver will be granted.

The Office of Student Success and Assessment provides Developmental Education for the UT Dallas campus. When undergraduate students are first admitted at UT Dallas, they are immediately TSI liable. If they are not previously either TSI exempt or TSI waived, undergraduate students must take a THEA examination or other approved assessment instrument prior to the beginning of their first semester at UT Dallas.

**Enrollment into Developmental Education**

Students who are required to take the TSI/THEA and do not successfully pass all three sections at the level of the previously stated standards will be required to register for Developmental Education courses for all areas in which they did not achieve the stated standard.

**Placement into Developmental Education Courses**
Developmental Education coursework is designed to build upon existing skills in order to facilitate student success in the core curriculum at UT Dallas. The Developmental Education courses that are offered are as follows:

- DMTH D293 Developmental Math
- DRDG D292 Developmental Reading
- DWTG D291 Developmental Writing

Students are required to remain in Developmental Education until they pass the THEA examination or other approved assessment instrument in the particular content area in which they had previously failed. If students do not pass the examination after one semester of developmental coursework, they re-enroll in the same course. Students are not permitted to enter college-level courses without evidence that they possess the basic skills necessary to have a reasonable chance of success; thus, students are not permitted to be enrolled in "college-level and developmental work in the same content area simultaneously." Students who are required to be in Developmental Education for TSI purposes may not drop a developmental course unless they pass the THEA examination or other approved assessment instrument or withdraw from all University courses for the semester.

Provisions for Transferring Students

Students transferring to The University of Texas at Dallas from private or out-of-state institutions must meet TSI requirements before enrolling in any college-level work. Students who transfer with 60 or more accumulated semester credit hours or the equivalent to UT Dallas from a private or out-of-state institution may use transferred courses which correspond to courses approved by UT Dallas to satisfy TSI requirements. Students must have earned a course grade of "C" (2.000 on a 4.000 scale) or better in each of the three skill areas. If not, the students must be tested for the remaining skill areas and must comply with all other TSI requirements.

Students transferring from other Texas public institutions of higher education must be TSI exempted or comply with the UT Dallas policies for Developmental Education set forth in this document.

NOTE: Students who have accumulated 60 hours of college-level coursework may not enroll in any upper division courses until they have met all UT Dallas TSI standards.

The specific application for the TSI as outlined in this statement applies to
UT Dallas students only.

**TSI:** The Texas Success Initiative (formerly TASP) is a state-legislated program designed to improve student success in college. There are two components of the program:

1. an assessment to diagnose students' basic skills in reading, mathematics, and writing; and
2. developmental instruction, to strengthen academic skills that need improvement.

**THEA:** Texas Higher Education Assessment.
Academic Policies and Procedures

Change of Address, Email or Name

Students may complete a change of address online through Galaxy. Students must maintain home and mail addresses and telephone numbers using Galaxy. Although the UT Dallas administration and faculty primarily utilize UT Dallas email for communications, UT Dallas sends certain academic and financial communications through the mail. Therefore, if a student fails to maintain a current address, the student will be responsible for correspondence that is undeliverable.

Students may complete a change of personal email online through Galaxy. A student's UT Dallas email address is the official method of communication between faculty, administration and the student. A UT Dallas student must maintain his/her UT Dallas email account at all times. Therefore, if a student fails to maintain their UT Dallas email account, the student will be responsible for correspondence that is undeliverable.

Students may complete a "Name Change Request" form at http://www.utdallas.edu/student/registrar/forms and submit in person to The Office of the Registrar in the Student Services Building, first floor customer service area. A copy of the student's driver's license, a marriage certificate, or court order used as proof of the name change must accompany the name change request.
Academic Policies and Procedures

Correspondence - Email

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange.

All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information.

The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to http://netid.utdallas.edu.
Academic Policies and Procedures

Courses

Auditing Courses

Auditing allows a student to observe the instruction of a course without earning credit. The following courses may not be audited: Computer Science and Engineering courses, Geoscience courses, Physical Education courses, Foreign Language courses, Studio/Ensemble courses, online courses, and any courses for which there is a lab fee. Participation and discussion in the course are at the discretion of the instructor. Auditing grants the privilege of hearing and observing course information and does not grant credit or access to online course tools like eLearning.

Beginning the first day of classes through Census Day, a student may obtain an audit form at The Office of the Registrar in the Student Services Building, first floor customer service area. Please consult http://www.utdallas.edu/student/registrar/faq.html for more detailed audit procedures and associated non-refundable fees.

Course Load

For certification purposes, UT Dallas uses the following criteria for undergraduate students:

- Fall/Spring Full-time status - 12 semester credit hours
- Fall/Spring Half-time status - 6 semester credit hours
- Summer Full-time status - 9 semester credit hours
- Summer Half-time status - 4 semester credit hours

The standard full-time course load is 15 semester credit hours for a long semester and 12 hours in the summer. Students wishing to register for more than 18 semester credit hours in a long semester or 15 hours in the summer must have the permission of the Associate Dean of their school; undergraduates with an undeclared major may seek that permission from the Dean of Undergraduate Education. Students authorized to enroll in more than 18 semester credit hours in a long semester or 15 hours in the summer may not withdraw from any class without permission of the Associate Dean of their school or the Dean of Undergraduate Education.
for those students without declared majors. Failure to secure that permission before withdrawing from a class will limit the student to a maximum of 18 semester credit hours in future semesters.

In considering course load, students must be sensitive to special considerations such as financial aid, visa status and family health insurance, which typically require registration in a minimum number of semester credit hours per term in order to maintain eligibility.

1. Summer semester status is determined by total official enrolled hours for all the summer sessions.

Course Numbering System

UT Dallas courses are assigned an abbreviation of the name of the subject area followed by a four-digit course number. The first digit of the course number defines the general level of the course, i.e., a 1 or 2 indicates that the course is of undergraduate freshman or sophomore level respectively, and a 3 or 4 indicates that the course is of undergraduate junior or senior level, respectively. Graduate courses begin with the digits 5 through 8.

The second digit of the course number indicates the semester credit hour value of the course. A course is given semester credit hour values according to the number of hours per week the course meets; the typical course is three semester credit hours. The type of course (for example, lecture, laboratory, or seminar) and its meeting times determine the number of meetings per week and the length of each meeting. A "V" in the second position of the course number denotes a variable credit-hour course. The online class schedule will specify the semester credit hours available for a variable course during any given semester.

The final two digits give the course a unique number within a subject area.

In some instances of undergraduate course descriptions, a second course prefix and number in parentheses follows the first. The second course prefix and number designate the State of Texas Common Course Numbering System (TCCNS) equivalents when available. TCCNS is a standard set of designations for academic courses. Most Texas community colleges and universities have adopted this system to facilitate the transfer of academic credit from one institution to another. Wherever possible, UT Dallas course numbers match the TCCNS number, although the subject designation may differ (for example, BA versus BUSI for the Business Administration prefix).
In all cases, the course description is followed by an indication of the approximate number of contact hours per week in a semester for any lecture and/or laboratory components of the course; for example, (2-4) indicates 2 contact hours of lecture and 4 contact hours of laboratory per week.

At the end of each course description, a frequency of course offering code is available:

- **S** = Course is offered at least once each long semester.
- **Y** = Course is offered at least once a year.
- **T** = Course is offered at least once every two years.
- **R** = Course is offered based on student interest and instructor availability.

**Credit/No Credit Classes**

The credit/no credit option is intended to encourage students to take courses in topics outside of their major area. The credit/no credit option gives students the opportunity to broaden their education with less emphasis on grade points. A course may be designated by the instructor as unavailable to students on a credit/no credit basis. Conversely, some courses may only be available for credit/no credit.

A student will receive credit for C (2.000 on a 4.000 scale) work or better. No credit will be given for work that is below C (2.000 on a 4.000 scale). A grade of 'CR' denotes credit earned. A grade of 'NC' denotes no credit earned. Courses taken on a credit/no credit basis will not be used in the calculation of a student's GPA. Students should select courses for the credit/no credit option carefully, as this option may affect eligibility for honors. (See "Graduation with Honors" located at [http://catalog.utdallas.edu/2012/undergraduate/policies/graduation#honors](http://catalog.utdallas.edu/2012/undergraduate/policies/graduation#honors).

For baccalaureate degree requirements, the credit/no credit option is limited to 12 semester credit hours or 20% of UT Dallas upper-division coursework, whichever is smaller. Courses in a student's major that are designated as credit/no credit are not included in this limit. Complete a credit/no credit form with the appropriate academic advisor before Census Day for the semester. A student must submit the completed credit/no credit form in person to The Office of the Registrar in the Student Services Building, first floor customer service area no later than Census Day for the semester. A student cannot repeat a letter grade course using the credit/no
credit grading option.

A student may not take any course used to satisfy a Core Curriculum requirement, any course in the major or minor that is listed as a major and related course on the student’s degree plan, or major prerequisite, on a credit/no credit basis if a letter grade is normally awarded in those courses. Students in the Interdisciplinary Studies program may not exercise a credit/no credit option in their foundations or concentration.

Independent Study

A student may take a maximum of 20 percent of the total hours of course work undertaken at UT Dallas as Independent Study.

Internship Program

The Internship Program provides students with opportunities to work in assignments related directly to their fields of study. The experience provides students with the chance to apply what they learn in the classroom to practical settings. The primary focus of internships is educational in nature. In addition, students are able to stay in school and possibly earn money to defray college expenses, while clarifying academic interests, and targeting specific job markets.

Internships may be taken using the credit/no credit grading option depending on the student’s degree program requirements. Internship coordinators at the Career Center can assist students with determining internship credit options and eligibility.

The University of Texas at Dallas has a flexible internship program and arrangements include the following:

- Parallel: full-time or part-time internship and full-time or part-time school.
- Summer: full-time or part-time internship.
- Alternating Semesters: full-time internship alternating with semesters of full-time school.

For more information about the program, contact the Career Center.
Telephone: (972) 883-2943
Email: Career Center
Website: http://www.utdallas.edu/career
Repeating Course Work

An undergraduate student is limited to three grade-bearing enrollment attempts for any specific class. An enrollment is considered grade bearing if a student receives a distributed grade (i.e., A through F) or a mark of 'W', 'WP', 'WF', 'NC', 'CR', 'NF', 'WL' or the historical marks of 'WP' or 'WF'-CR. Non-academic withdrawals are not considered enrollment attempts. A student attempting the same class for the third time may be charged a penalty fee equivalent to the out-of-state tuition for the same number of semester credit hours. Courses cross-listed under more than one course prefix are considered the same course.

NOTE: Students who are Texas residents should be aware that state law limits the number of semester credit hours an undergraduate Texas resident may attempt while paying tuition at the rate provided for Texas residents. See "Excessive Undergraduate Hours" at http://catalog.utdallas.edu/2012/undergraduate/tuition-and-financial-aid/excessive-hours.

Regardless of the number of times a course is repeated, any single course can contribute only once to the number of hours required for graduation. A limited number of courses, such as independent study courses, may be repeated for credit. Students should contact their academic advisor to determine the application of such course credit toward graduation.

The grade from the first attempt will not be used in computing a student's grade point average. All further repeats will be used in computing the student's cumulative grade point average. See also "Grade Point Average" at http://catalog.utdallas.edu/2012/undergraduate/policies/academic#gpa and "Transfer Credit" at http://catalog.utdallas.edu/2012/undergraduate/policies/academic#transfer-credit. All grades will appear on the student's transcript. A notation beside the first grade will indicate that the course has been repeated. Courses that were originally taken for a letter grade may not be repeated for credit/no credit in lieu of a letter grade.

When a student repeats a course at UT Dallas, the student must complete a "Repeated Course Adjustment" form available at http://www.utdallas.edu/student/registrar/forms. The student submits, in person, the completed form to The Office of the Registrar in the Student Services Building, first floor customer service area.

Courses transferred for credit to UT Dallas from another accredited college or university may not be repeated for additional credit.
Students who fail a course in residence at UT Dallas may repeat the course at another accredited college or university. A student may not transfer an equivalent course if that course was taken at UT Dallas with a passing grade (D's included). Upon successful completion of the repeated course with a grade of at least 'C' (2.000 on a 4.000 scale), the course may be transferred to UT Dallas where it will meet the content requirements of the course failed in residence and contribute hours toward graduation. However, the grade of 'F' earned at UT Dallas will remain a part of the student's academic record and will be computed as a part of the cumulative grade point average (GPA).
Academic Policies and Procedures

Degree Plans

A degree plan is a definition of the course of study necessary to fulfill the requirement for graduation. A degree plan is "major specific" and is established through collaboration between the student and the academic advisor for the student's major. Course changes within university sanctioned degree plans may be made with the approval of the Associate Dean of Undergraduate Education (ADU) or his or her designee. An initial degree plan must be filed as soon as possible after entering the major. Per State legislation effective fall semester 2012, all entering freshman students must file a degree plan no later than the end of the second regular semester following the semester in which the student earned 45 or more semester credit hours in accordance with Texas Education Code, Section 51.9685. The initial degree plan will be kept in the office of the academic advisor, ADU, or program head and will form the basis of the student's advisement.

In the semester preceding that in which a student plans to graduate the student is required to meet with her/his academic advisor to prepare a final degree plan along with the student's application for graduation (See "Graduation Requirements," located at http://catalog.utdallas.edu/2012/undergraduate/policies/graduation#requirements).

NOTE: A change of major requires preparation of a new degree plan.

Change of Major

Students wishing to change majors should complete an "Undergraduate Change of Major Request Form" (located at http://www.utdallas.edu/student/registrar/forms) in their academic advisor's office before registration and no later than the first day of classes of a semester/term.

Students with a cumulative GPA below 2.000 may only change their major with permission from the Associate Dean of their current major and the Associate Dean of their intended major. Both Associate Deans' signatures are required on the "Undergraduate Change of Major Request Form" prior to its submission to the Office of the Registrar in the Student Services
Building, first floor customer service area.

If the change of major is approved, the student will then be responsible for meeting all program requirements and course prerequisites of the catalog in effect at the time of the change. The Core Curriculum requirements, however, remain those of the catalog in force at the time of matriculation unless the student specifically chooses those of a more recent catalog. In the first semester of change to a new major, the student must meet with an academic advisor to prepare a degree plan.

Deadlines and Fees

The Office of the Registrar will accept "Undergraduate Change of Major" forms for processing up to the close of business on the first day of classes of each semester. Forms received after the first day of classes will be processed effective for the following semester.

All students are allowed to change majors twice in a given academic year at no charge. The academic year begins August 1st and is completed the last day of July each year.

If a student elects to change majors more than two times during an academic year, the third change requires a $50.00 fee. EXCEPTION: There is no charge to move to, or from, the "undeclared major" category.

Declaring a Major

Undergraduate students must declare an academic course of study or major by the time they have earned 54 semester credit hours in order to continue enrollment. These hours include UT Dallas credits, credit transferred from other institutions, and hours awarded through credit by examination (AP, CLEP, IB, SAT, and so on).

Transfer students who have earned 54 hours at the time they apply for admission to UT Dallas may be undeclared for one semester. These students will be advised in their first semester by the Student Outreach and Academic Retention (SOAR) advising office. After the initial semester these students must then declare a major to be allowed to register for a subsequent semester.

Continuing students on academic probation who pass the 54-hour benchmark without declaring a major have a maximum of two long semesters to regain good academic standing. During this period students will remain undeclared. A student who fails to regain good standing within two long-semesters will be suspended from the University.
Double Major and Double Degree

Students should consult their advisors and/or primary school to learn more about double majors or double degrees. Additional information can be found at (see "Degree Program" section, "Other Degree Requirements" at http://catalog.utdallas.edu/2012/undergraduate/curriculum/other-degree-requirements_for_details.)
Academic Policies and Procedures

Disciplinary Actions

Academic Good Standing

Students at UT Dallas are expected to maintain a grade point average ("GPA") of at least 2.000 on a 4.000 scale, which equates to a C average. Additionally, students are expected to maintain a GPA of 2.000 in their major-related courses to remain in Academic Good Standing.

Disciplinary Status Overview

UT Dallas maintains academic disciplinary policies to encourage students to make the necessary academic and life changes to succeed. Students (including those who seek second baccalaureate degrees or post-baccalaureate non-degrees) who fail to meet the minimum expectations of Academic Good Standing must meet more stringent standards and regularly consult with academic advisors.

a. Disciplinary Policy for First-Degree Seeking Students

The disciplinary policy provides a student with several opportunities to make the necessary adjustments prior to a final dismissal from UT Dallas.

UT Dallas Disciplinary Status:

• Academic Probation
• Academic Warning
• First Academic Suspension (One Semester)
• Second Academic Suspension (One Year)
• Final Dismissal

b. Disciplinary Policy for Second Baccalaureate Degrees or Post-Baccalaureate Non-Degree Seeking Students

Students who earned an undergraduate degree at UT Dallas or another regionally accredited college or university and are enrolled at UT Dallas are subject to the provisions of this policy, except that they may only be placed on the following disciplinary statuses:
• Academic Probation
• Academic Warning
• Final Dismissal

Each Disciplinary Status will be indicated on the student's academic record.

Academic Probation

If a student's cumulative GPA falls below a 2.000, the student will be placed on Academic Probation. Academic Probation will be indicated on the student's academic record.

Academic Probation is designed to help students make the required adjustments to achieve success and a degree at UT Dallas. These adjustments will vary based upon the individual circumstances of each student, but should be taken seriously.

If a student is placed on Academic Probation, the student will be required to follow certain protocols and meet higher academic standards. These protocols and standards are designed to bring the student back to Academic Good Standing and allow the student to meet graduation requirements.

A student on Academic Probation is required to meet the following Academic Probation Requirements for the semester:

Academic Probation Requirements:
• Earn a minimum semester GPA of 2.200.
• May not withdraw or request an incomplete from a class.
• Meet with your School academic advisor prior to registration.
• Retake all required Major and University Core Courses failed the previous semester.1
• Register for a maximum of 15 semester credit hours.2
• Maintain satisfactory progress towards graduation.
• For students with less than 60 UT Dallas earned credit hours:
  - Meet with a Student Outreach and Academic Retention (SOAR) office advisor.
  - Follow the SOAR advising plan developed with the advisor.

If a student on Academic Probation meets the Academic Probation Requirements but fails to achieve a cumulative GPA of 2.000, the student will remain on Academic Probation and must continue to comply with all
Academic Probation Requirements.

If at any time, a student's cumulative GPA meets the minimum requirements of 2.000 overall the student will regain Academic Good Standing. A student's cumulative GPA is only affected by UT Dallas coursework. Coursework at another institution cannot be used to return a student to Academic Good Standing.

1. The Associate Dean of the student's school reserves the right to alter this requirement on a case-by-case basis.

2. The Associate Dean of the student's school reserves the right to alter this requirement on a case-by-case basis. If a student has registered for more than 15 semester credit hours prior to his or her placement on Academic Probation, the student's schedule must be reduced to a maximum of 15 hours. The student is required to meet with his or her School academic advisor to find an appropriate adjustment to the student's academic schedule.

Academic Warning

A student will be placed on Academic Warning for failure to meet the Academic Probation Requirements. A student on Academic Warning is also required to meet the Academic Probation Requirements as listed below:

Academic Warning Requirements:
- Earn a minimum semester GPA of 2.200.
- May not withdraw or request an incomplete from a class.
- Meet with your School academic advisor prior to registration.
- Retake all required Major and University Core Courses failed the previous semester.³
- Register for a maximum of 15 semester credit hours.⁴
- Maintain satisfactory progress towards graduation.
- For students with less than 60 UT Dallas earned credit hours:
  - Meet with a Student Outreach and Academic Retention (SOAR) office advisor.
  - Follow the SOAR advising plan developed with the advisor.

Academic Warning should be a wake-up call for students who have not been able to make the adjustments required of students on Academic Probation. If a student is placed on Academic Warning, the student should
consider dramatic alterations in all of the circumstances that affect his or her academic progress. The student should increase the volume of work with the SOAR advisor and meet with his or her Faculty Mentors or Associate Dean to determine an academic path to success.

If the student meets the Academic Warning Requirements, the student will return to Academic Probation. If the student again fails to meet the Academic Probation Requirements while on Academic Warning, the student will be suspended.

If at any time, a student's cumulative GPA meets the minimum requirements of 2.000 overall the student will regain Academic Good Standing. A student's cumulative GPA is only affected by UT Dallas coursework. Coursework at another institution cannot be used to return a student to Academic Good Standing.

3. The Associate Dean of the student's school reserves the right to alter this requirement on a case-by-case basis.

4. The Associate Dean of the student's school reserves the right to alter this requirement on a case-by-case basis. If a student has registered for more than 15 semester credit hours prior to his or her placement on Academic Probation, the student's schedule must be reduced to a maximum of 15 hours. The student is required to meet with his or her School academic advisor to find an appropriate adjustment to the student's academic schedule.

Academic Departure

First-degree seeking students who leave the University on Academic Probation or Academic Warning may be readmitted with the same status, even if they have attended another institution in the interim. Performance at another institution will be a factor in the readmission decision.

Academic Suspension

First-degree seeking students are automatically placed on Academic Suspension for failure to meet the Academic Probation Requirements while on Academic Warning. Second baccalaureate degree-seeking or post-baccalaureate non-degree seeking students shall be subject to final dismissal for failure to meet the Academic Probation Requirements while on Academic Warning.

First-degree seeking students on Academic Suspension may not enroll in, audit, or visit a class unless readmitted as described below. Students who
have already pre-registered for classes will automatically be dropped from all classes. Notice of Academic Suspension will show on the student’s academic record.

Length of Academic Suspension

- A student's First Academic Suspension will be for a period of one long semester.
- A student's Second Academic Suspension will be for a period of one year (12 months).
- A student's third Academic Suspension is Final Dismissal from UT Dallas without a possible readmission.

Readmission

A student placed on One Long Semester Academic Suspension must petition to his or her Associate Dean for readmission. If the student has not declared a major or is a non-degree-seeking student, the student must petition the Dean of Undergraduate Education.

The Dean of Undergraduate Education must approve the readmission of all students placed on One Year Academic Suspension.

A student that is readmitted may be subject to additional probationary conditions placed upon them by the Associate Dean or Dean of Undergraduate Education. Such additional probationary conditions may be individual to the student and his or her academic circumstances, but will be designed to encourage the student to reach Academic Good Standing and be eligible for Graduation.

A student who reenters the University after Academic Suspension will reenter on Academic Warning.

Changing Majors

A student may find that his or her interests and skills are better suited to a different academic discipline. If a student has been placed on Academic Suspension and wishes to select a different academic discipline, the student must first complete the "Undergraduate Change of Major Form" prior to petitioning for readmission. If the Change of Major is approved, the student must petition to the new Associate Dean for readmission.
FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 to protect the privacy of student education records. The law applies to those institutions that regularly receive federal funding from the Department of Education and is enforced by the Family Policy Compliance Office of the U.S. Department of Education.

FERPA forms for students can be found at http://www.utdallas.edu/student/registrar/forms (click on "FERPA packet").

Complaints of alleged violations may be addressed to

Family Policy Compliance Office  U.S. Department of Education  400 Maryland Avenue SW  Washington, D.C. 20202-5920

The UT Dallas FERPA violation link is located at http://www.utdallas.edu/legal/ferpa.

FERPA defines an eligible student as a student who has reached 18 years of age or is attending an institution of postsecondary education.

Students have four primary rights under FERPA:

• To inspect and review their education records
• To seek to amend those education records they believe to be inaccurate or misleading
• To have some control over the disclosure of information from those education records
• To file a complaint concerning alleged failures by an institution to comply with FERPA regulations within 180 days

More information regarding education records and the procedure for amending records can be found at http://www.utdallas.edu/student/registrar/faq.html#FERPA.

Directory or public information is information that is not generally considered harmful or an invasion of privacy if released. Directory information includes student's full name, address (local and permanent), UT Dallas email, phone numbers, date and place of birth, major field of study, dates of attendance, degrees/awards received, most recent previous school attended, enrollment status (classification, under/grad,
part/full-time), participation in officially recognized activities and sports, weight/height of members of athletic team, and photograph.

Non-directory information is information that is not considered to be directory information, such as enrollment records, grades, schedules.

Student may choose to withhold release of directory information. A student may do so by completing the "Request for Confidentiality of Directory Information" form at http://www.utdallas.edu/student/registrar/forms (click on "FERPA packet").

More information regarding FERPA can be found at http://www2.ed.gov/policy/gen/guid/fpco/ferpa.
Upper-division undergraduates who are classified as seniors may petition their Associate Dean to take graduate courses by completing the appropriate form available in the student's academic advising office. If approved, these graduate courses can be applied toward satisfying undergraduate degree requirements or can be designated for future application toward a graduate degree requirement at UT Dallas. The student must declare at the time of registration for the course, on a form provided by the Undergraduate Associate Dean, how each approved course is to be applied. Once applied, the options cannot be changed. Approvals will be subject to the conditions outlined in the following sections. The appropriate form to register for Graduate courses as an Undergraduate student must be submitted to the Office of the Registrar for processing.

Graduate Courses Applied Toward an Undergraduate Degree

With the approval of the student's Undergraduate Associate Dean, up to 12 semester credit hours of graduate work taken as an undergraduate may be used for completing any baccalaureate degree at The University of Texas at Dallas. Credit/Pass/No Credit/Fail grading for graduate courses will be permitted only in this category but must be approved by the instructor prior to the start of class.

Graduate Courses for Possible Future Use as Graduate Credit

Undergraduates may take up to 12 semester credit hours of graduate courses to reserve for possible application toward a graduate degree. To register, undergraduate students must obtain permission from the course instructor and from the graduate advisor of the program in which the course is offered. Such courses with an earned grade of ‘B’ or better will be eligible for application to the student's graduate record when the student is admitted to a graduate program. These courses will not apply to the student's undergraduate degree and will not affect the student's undergraduate GPA.
Graduate Courses Taken in Fast Track Options

Some number of programs at The University of Texas at Dallas offer an accelerated Fast Track option that allows qualified senior level undergraduate students to take specified masters level/graduate-level classes while undergraduates coursework. Specific admission requirements for Fast Track programs can be found within the descriptions of majors. Undergraduate students at UT Dallas who have been admitted to Fast Track programs leading to baccalaureate/master's degrees may, with the permission of the student's Undergraduate Associate Dean and the graduate advisor of the intended graduate program, take a maximum of 15 specified semester credit hours of graduate work, as a Fast Track student. The graduate hours may be used to complete the baccalaureate degree and also to satisfy requirements for the master's degree. The grade earned in the graduate coursework must be a B (3.000) or better to be applied to the master's degree requirements. A student may only Fast Track into ONE graduate program.

Graduate programs at UT Dallas may accept admission to a Fast Track program as satisfying Graduate Record Exam (GRE) criteria for admission to the graduate program. The Naveen Jindal School of Management requires students to meet its graduate admission requirements including completion of the Graduate Management Admissions Test (GMAT) prior to receiving the baccalaureate degree.

A student must be classified as a senior in order to eligible for Fast Track. Associate Deans of Undergraduate Education (ADU) determine specific eligibility to take graduate courses as evidenced by the attachment of a degree plan to the application form. If approved, these graduate courses can be applied toward satisfying undergraduate degree requirements or can be designated for future application toward a graduate degree requirement at UT Dallas. The student must declare at the time of registration graduation for the course, on a form provided by the Undergraduate Associate Dean, how each approved course is to be applied (either Fast Track or towards undergraduate degree). Once applied, the options cannot be changed. Approvals will be subject to the conditions outlined in the following sections. The appropriate form to register for Graduate courses as an Undergraduate student must be submitted to the Office of the Registrar for processing.
Academic Policies and Procedures

Graduation

Application for Graduation

Students must complete an "Application for Graduation" with their academic advisor and submit the application in person to The Office of the Registrar in the Student Services Building, first floor customer service area by the posted deadline. The online application for graduation after meeting with their academic advisor. The procedures and deadlines for submitting this application are listed in the online Comet Calendar and Academic Calendar. Students are encouraged to apply for graduation prior to registering for their last semester. Students who apply after the posted deadline will be required to pay a non-refundable late fee. Completion of the graduation application is an acknowledgement upon completion of all degree requirements, the student will graduate at the end of the semester. Students cannot withdraw the online application for graduation once it has been submitted. The University reserves the right to graduate any student who has satisfactorily met all requirements for graduation. All in-progress courses on the academic record must contain final grades prior to certification and posting of final graduation status. Once the graduation grade point average (GPA) is set, any change of grades or repeat of coursework only affect the overall GPA.

Graduation Ceremonies

Ceremonies are held at the conclusion of each spring and fall semester. There is no summer graduation ceremony.

-Students scheduled to graduate following a summer semester may petition to take part in the preceding spring ceremony or following fall ceremony. Students graduating in the summer semester must submit a "Commencement Ceremony Participation Intent" form along with the online application for graduation in person to the Office of the Registrar in the Student Services Building, first floor customer service area by the posted application for graduation deadline. Students who submit the intent form after the posted deadline will be required to pay a non-refundable late fee. (See http://www.utdallas.edu/student/registrar/graduation/grad-summer.htm for
Students who graduate at the conclusion of the fall semester may elect to participate in their graduation ceremony at that time or wait until the following spring graduation ceremony to participate. Students who graduate at the conclusion of the fall semester electing to participate in the spring graduation ceremony must notify the Office of the Registrar.

Students who graduate at the conclusion of the fall or spring semester may only graduate in the spring respective graduation ceremony.

Honors Convocation ceremonies are only held at the conclusion of each spring semester.

Graduation with Honors

Students who show particular distinction in scholarship at the University are afforded the opportunity of graduating with Collegium V, Latin Honors and/or Major Honors. Only grades earned at The University of Texas at Dallas are used in determining graduation with honors.

Collegium V

Students graduating with Collegium V Honors will complete at least 24 semester credit hours within the programs and maintain a 3.500 cumulative grade point average on at least 45 hours of graded credit. In their senior year, students must complete a senior thesis or senior project. They also must participate in a select number of extra-curricular events over the course of their academic career.

Latin Honors

Graduates may earn one of three degrees of Latin Honors: summa cum laude, magna cum laude, or cum laude. Requirements for graduation with Latin Honors are as follows:

A minimum of 45 UT Dallas graded credit hours are required. Each Latin Honors level requires a minimum grade point average (GPA) to be attained over all course work taken at The University of Texas at Dallas. In the case of a student with a double major who wishes to graduate with Latin Honors, a single honors designation will be awarded in the primary major. Students graduating with double degrees who wish to receive honors for both degrees must complete separate honors requirements for each degree.

The grade point requirements for Latin Honors are issued by the University in the summer of each academic year and apply to graduates in the following academic year. The thresholds for each level of honors are
determined from a rolling average of the grades of all graduates for the previous six long semesters. Averages are computed separately for each school within the University. The GPA that represents the top five percent of all graduates in a particular school will be considered the threshold for awarding summa cum laude honors. The GPA that defines the next 10 percent in each school will be the lower limit for magna cum laude. The average grade that defines the next 15 percent in each school will be considered the benchmark for awarding cum laude honors. A minimum GPA of 3.400 is required for any Latin Honors.

Major Honors

Students may graduate with honors from their individual schools based on participation in their school's Honors Program. Each program provides two levels of recognition, Honors and Distinction. All students must have completed a minimum of 30 graded semester credit hours to qualify for Major Honors.

The requirements for school honor's recognition vary across schools. Students should review the descriptions within the school section of the catalog. To graduate with school distinction honors, students must complete an undergraduate thesis judged by faculty to be of exemplary quality.

Collegium V, Latin and Major Honors are reported on students' transcripts and diplomas.

Graduation Under a Particular Catalog

Provided the requisite courses continue to be offered, and given continuous enrollment, students are bound by the Core Curriculum requirements of the catalog in force at the time of admission, within that catalog’s six-year limit. For students who change their major, the graduation requirements for that major will be those stated in the catalog in force at the time of the change. The Core Curriculum requirements, however, remain those of the catalog in force at the time of matriculation unless the student specifically chooses those of a more recent catalog or the catalog in force at the time matriculation expires. Should any requisite major courses cease to be offered, substitutions would be made by the Associate Dean of Undergraduate Education.

Should any requisite Core Curriculum courses cease to be offered, substitutions will be made by the Office of Undergraduate Education. Core Curriculum requirements must be met by all students pursuing a baccalaureate degree at The University of Texas at Dallas, regardless of
their major. A specific course may be used to satisfy only one core requirement. Individual academic programs may require courses contained in parts of the University Core Curriculum to satisfy particular degree requirements. Students may be required to take extra courses if they fail to select these courses.

Administrative requirements such as minimum grade point requirements may change for all students with the issuance of a new catalog.

Graduation Requirements

Each candidate for a baccalaureate degree must complete a minimum of 120 semester credit hours of course work. Some degree programs require more than 120 hours. Within this requirement, students must complete the following:

- At least 51 semester credit hours of upper-division (3000/4000 level) course work, to include a minimum of 12 hours of advanced courses in the major subject.
- At least 45 semester credit hours (for the Naveen Jindal School of Management, 50 percent of the total Business credit hours) must be taken at The University of Texas at Dallas.
- At least 24 of the last 30 hours needed for a baccalaureate degree must be taken at The University of Texas at Dallas.
- No coursework may be taken off campus in a student's final graduating semester.
- All transfer credit must be submitted with official transcripts prior to a student's final graduating semester.
- All in-progress coursework must be completed in order to graduate.
- A maximum of three semester credit hours of physical education activity can be applied toward degree requirements.
- A minimum GPA of 2.000 on a 4.000 scale (C average) is required in the major and related courses, in any declared minor, and overall. Major preparatory classes are not included in the calculation of the major GPA. Only grades earned at The University of Texas at Dallas are used in calculating this GPA.
- Students must satisfactorily complete all degree requirements specified by the school or college in which the degree is offered. (See "Academic Degree Requirements" at http://catalog.utdallas.edu/2012/undergraduate/curriculum.) In many instances, the college/school/department academic program requirements may exceed the University core requirements.
- Students must satisfy the Core Curriculum which is described in full at http://catalog.utdallas.edu/2012/undergraduate/curriculum/core-
• A candidate for a degree must be enrolled at UT Dallas during the semester in which The Office of the Registrar confirms completion of degree requirements. Students may register in absentia if enrollment in a course is not required. (In-absentia registration is explained at http://catalog.utdallas.edu/2012/undergraduate/policies/registration#inabsentia.)

• Students must complete an official degree plan prepared by the academic unit, pursuant to the required filing of degree plan, Texas Education Code, Section 51.9685. The degree plan must be on file no later than the completion of 75-45 or more earned semester credit hours (SCH). The degree plan will be reviewed at the completion of 75 SCH.

• Students will be notified by the University that filing a degree plan is required by state law and prevent students from obtaining official transcripts until the degree plan is filed.

• To qualify for a double degree or a double major from The University of Texas at Dallas, please review “Other Degree Requirements” at http://catalog.utdallas.edu/2012/undergraduate/curriculum/other-degree-requirements.

Note: General and specific requirements for degrees in undergraduate programs may be altered in subsequent catalogs.
International Education

Information about international educational opportunities is available at the Office of International Education (OIE), Green Center (GR) 2.216. Students are required to satisfy the institutional protocol for international mobility under the guidance of OIE advisors to select the program most appropriate to their individual needs and interests. The advising process includes University policies governing international education, application, selection procedures, funding sources, international health insurance, emergency procedures, and liability issues, among other aspects. Information is also disseminated through study abroad fairs, special events, group meetings, individual appointments, reference materials and at the OIE website.

Students may participate in international educational programs through five types of mobility:

- **Study Abroad**: Students register for study abroad courses after they complete the institutional protocol, which includes the approval of the Associate Dean of the appropriate academic department, the approval of the Office of the Registrar, and the endorsement of OIE. Study Abroad programs are offered by organizations and institutions specialized in designing academic courses in foreign destinations for U.S. students. Credits are awarded as transfer credits. Students are responsible for paying program fees directly to the selected study abroad provider. Therefore, students are not assessed UT Dallas' tuition and fees. Student may not apply their Academic Excellence Scholarships toward these programs.

- **Exchange Program**: Students register full time at UT Dallas, but pursue the academic program in a foreign university with which UT Dallas has an active Exchange Program Agreement. Students may select from a large portfolio of exchange programs with the academic guidance of the Associate Dean from the appropriate academic department, who assesses the academic content of the program for UT Dallas credit equivalency purposes. Students earn resident credit. Students are assessed the normal UT Dallas' tuition and fees. Students may apply their Academic Excellence Scholarships toward these programs.

- **Independent Studies**: For independent studies, students register
academic work designed to be pursued in a foreign destination under UT Dallas' faculty supervision and with the approval of the appropriate department. Students are assessed normal tuition and fees for the number of semester credit hours they undertake as independent studies.

- **Internships**: For internships, students register a work assignment related directly to their field of study in a foreign destination under UT Dallas' faculty supervision. Students are assessed normal tuition and fees for the number of semester credit hours they undertake as an internship. Students should visit the internship coordinator in the Career Center to go over departmental guidelines.

- **Faculty-led Programs**: Academic units may offer courses taught abroad as part of their regular curriculum. Students who take these courses follow normal registration procedures and are assessed normal tuition and fees for the number of semester credit hours they undertake. Additional fees are charged to cover program costs.

### Eligibility and Conditions

Students are subject to the successful satisfaction of UT Dallas' OIE Protocol according to the deadlines published in OIE web page. Students may pursue international education programs for a maximum of two semesters.

A student must have a minimum of 2.000 GPA to participate in study abroad programs, independent studies, or internships. A student must have a minimum of 3.000 GPA to participate in exchange programs. GPA requirements for faculty-led programs are determined by the academic unit offering the program.

Undergraduates must earn a minimum of 30 credit hours at UT Dallas (resident hours) prior to participating in study abroad programs, exchange programs, independent studies or internships. Upper division transfer undergraduate students must successfully complete a minimum of 15 semester credit hours at UT Dallas (resident hours) prior to participating in study abroad programs, exchange programs, independent studies, or internships. Lower division transfer undergraduate students must successfully complete a minimum of 30 semester credit hours at UT Dallas (resident hours) prior to participating in study abroad programs, exchange programs, independent studies, or internships.

The 24/30 rule states that students must complete at least 24 of their last 30 hours at UT Dallas. Students who are within the jurisdiction of the 24/30
rule and plan to graduate must obtain a waiver from the Dean of Undergraduate Studies to be eligible for international education. Students may obtain guidance from OIE or their academic advisors to submit their waiver petition to the Dean of Undergraduate Studies.

Financial Assistance

Students may apply for the UT Dallas' International Education Fund Scholarship (IEFS) to obtain complementary financial support for study abroad programs. Information about the IEFS, including eligibility requirements and deadlines, is available at the OIE website.

In addition to the Office of International Education, students may consult with the Office of Financial Aid for other funding opportunities for international education.

Grades/Credits

Credits earned in study abroad programs, exchange programs, independent studies, internships, and/or faculty-led programs translate directly onto UT Dallas' transcript.

Core Curriculum courses taken while studying abroad must be taken for a grade. A minimum of 2.000 on a scale of 4.000 must be earned to transfer credits to UT Dallas.

The Office of the Registrar will review transcripts and assign credit(s).

Official Transcripts

Transcripts must be mailed to the Office of International Education. Transcripts received from foreign institutions in a language other than English must be translated by a professional translation service for official posting of transfer credit. The use of a professional translation service ensures the authenticity, consistency, and accuracy of transferring credits. It is the responsibility of the student to provide an English translation of the transcript and pay any associated costs. Transcript translation services are not provided by the University.

Programs

The Associate Deans in each school determine how general courses and Core Curriculum courses apply to UT Dallas' degree plan. Approval may be required by more than one Associate Dean for courses outside the student's major. All courses must be pre-approved by the Associate Dean.
from the appropriate academic department, the Office of the Registrar, and the Office of International Education.

Travel Warnings

The University of Texas at Dallas does not recommend nor support study abroad programs in regions of the world for which the U.S. State Department has issued a "Travel Warning." Students considering study in regions with Travel Warnings must submit their cases to the Secretary of the UT Dallas Advisory Council on International Education (ACIE), OIE Director, for further evaluation (http://www.utdallas.edu/oie/acie.htm). A Travel Warning is the federal government's recommendation to avoid or consider the risk of travel to a specific foreign destination.
Academic Policies and Procedures

Military

Military Service Activation Interruption of Education

From time to time, students who are reservists or members of the National Guard may be called to active duty in the U.S. military after a semester has begun. These students have several options for the treatment of their enrollment and tuition.

Military Training Awarded as Academic Course Credit

College Credit for Military Service

Military veterans who enroll at UT Dallas and meet certain requirements are eligible to receive undergraduate college credit for the time they spent in the service. Eligible veterans who enroll at the University receive college credit for up to twelve semester hours of lower division elective coursework. Eligibility requirements are defined in section 51.3042 of the Texas Education Code.

To be eligible to receive credit for military service, a veteran must:

• Have graduated from a public or private high school accredited by a generally recognized accrediting organization or from a high school operated by the United States Department of Defense;
• Have completed at least two years of service in the armed services (or have been discharged because of a disability); and
• Have been honorably discharged from the armed forces.

Credit for military service is available to all entering undergraduates - those applying for transfer admission, freshman admission, or re-admission. The credit is awarded for having served, not for any college-level courses that the veteran may have taken while in the military. Admitted students who may qualify for credit for military service should speak with a representative of the Office of the Registrar upon enrollment at the University. The University of Texas at Dallas will consider whether to award lower-division (1000 or 2000 level) academic course credit toward a degree to admitted students when a student has provided the following

Comment [MJ58]: No need to add anything else re SB 1736 (College Credit for Heroes).
documentation to the Office of the Registrar:

• 1. An official ACE military transcript submitted by the student to the Institution that describes the substance of the training completed by the student and verifies the student's successful completion of that training, as well as the recommended ACE credit to be awarded.
• 2. An official high school transcript from an accredited public or private high school or high school operated by the U.S. Department of Defense submitted by the student to the Institution indicating the student's official graduation.
• 3. The student's DD214 indicating that the student was honorably discharged AND completed at least two (2) years of military service OR was discharged because of disability.

All documentation must be submitted to The Office of the Registrar. The Office of the Registrar will notify the student regarding any approved credit prior to registration for the following semester. All decisions are final.

Option to Remain Enrolled and Complete Coursework Following Brief Military Service

Under certain circumstances, a student who is required to participate in active military service is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will miss no more than 25% of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service.

Option to Withdraw, Receive Incomplete Grade, or Receive Final Grade

A reservist or member of the National Guard called to active duty in the U.S. military who receives activation orders after the start of a semester has four other options for the treatment of tuition and fees paid to The University of Texas at Dallas and transcript notation. In accordance with Texas statutes and Coordinating Board rules, the student may request any one of the following:

• 1. The Office of the Registrar will process the withdrawal of the student from all classes and record "Withdrawn-Called to Military Duty" (WM) on the student's transcript and the Bursar Office shall refund the
tuition and fees paid by the student for the semester in which the student withdraws; or

• 2. The Office of the Registrar may grant a student who is eligible under UT Dallas guidelines an incomplete grade (See "Incomplete Grades" section of the catalog for eligibility) in all courses by designating "Incomplete-Called to Military Duty" (XM) on the student's transcript. Please note: XM grades must be resolved within one year from the "release from active duty" date on military orders; or

• 3. The student may petition the instructor to assign an appropriate final grade or credit for the course after successfully completing a substantial amount of course work and having demonstrated sufficient mastery of the course material; or

• 4. If the student withdraws before the Census Day of the semester in which the student is called to active military duty and the student requests Military Leave, courses will be dropped. Courses dropped on or before Census Day will not appear on the student's transcript.

NOTE: There are no provisions for refunds for active duty service members who are deployed as a result of military orders or for individuals who choose to enter the service. The provisions listed above apply only to reservists or members of the National Guard called to active duty.

Option for Automatic Readmission Following Military Service

A reservist or member of the National Guard called to active duty (not including routine National Guard training) may be readmitted without application or payment of additional application fees within one year of the "release from active duty" date on military orders. Applicable students will retain academic standing and financial eligibility if they meet current eligibility requirements other than continuous enrollment or other timing requirements.
Academic Policies and Procedures

Registration

Students may participate in a course only after officially registering and paying through the proper procedures. The Office of the Registrar officially notifies an instructor of the names of the students enrolled in a course utilizing the Orion class roster. Students will not receive credit for courses for which they are not registered.

Administrative Drop

An administrative drop may occur due to the following reasons:

- The student has not satisfied the pre-requisites for the course.
- The student has not satisfied probationary requirements resulting in suspension.
- Judicial affairs request.
- The student has not made appropriate tuition and fee payments.
- The student's enrollment is in violation of academic policy.
- The student was not admitted for the term in which they registered.

Auditing a Class

(See the “Courses” section at http://catalog.utdallas.edu/2012/undergraduate/policies/course-policies#auditing).

Classification of Students

Freshmen and sophomores are lower-division students. Juniors and seniors are upper-division students.

- Freshman: A student who has successfully completed fewer than 30 semester credit hours (SCH).
- Sophomore: A student who has successfully completed 30-53 SCH.
- Junior: A student who has successfully completed 54-89 SCH.
- Senior: A student who has successfully completed 90 or more SCH.
Concurrent Enrollment Tuition

A concurrent enrollment agreement is in place between The University of Texas at Dallas, The University of Texas at Arlington and The University of Texas Southwestern Medical Branch. This agreement allows any student enrolled concurrently between these institutions to receive a waiver of certain fees per Texas Education Code 54.011. Students must be enrolled in at least one hour at their home institution to be considered concurrently enrolled. Students must apply for concurrent enrollment with The Office of the Registrar in the Student Services Building, first floor customer service area.

In addition, Texas Education Code 54.011 states that when students register at more than one public institution of higher education at the same time, their tuition charges shall be determined in the following manner:

• The student shall pay the full tuition charge to the first institution at which s/he registered; and in any event the student shall pay an amount at least equal to the minimum tuition specified in this code.

• If the minimum tuition specified in this code for the first institution at which the student is registered is equal to or greater than the minimum tuition specified in this code for the second institution at which the student is registered concurrently, the student shall not be required to pay the specified minimum tuition charge to the second institution in addition to the tuition charge paid to the first institution, but shall pay only the hourly rates, as provided in this code, to the second institution.

• If the minimum tuition specified in this code for the first institution at which the student is registered is less than the specified minimum tuition charge at the second institution (that is, if the second institution has a higher minimum tuition charge specified in this code), then the student shall first register at the institution having the lower minimum tuition and shall pay to the second institution only the amount equal to the difference between the total tuition charge at the second institution and the total tuition charge at the first institution, but in no case shall the student pay to the second institution less than the hourly rates as provided in this code.

• If a student is considered to be a Texas resident and therefore
qualified to pay Texas resident tuition rates by one institution at which s/he is registered, that student shall be considered a Texas resident at each of the institutions at which s/he is concurrently registered for the purposes of determining the proper tuition charges. Nothing in this subdivision shall be so construed as to allow a nonresident to pay resident tuition except at institutions covered by Section 54.060 of this code.

Dates for Registration

Registration dates are listed online in the Academic Calendar or Comet Calendar. All dates and formal procedures for registration and late registration are listed: http://www.utdallas.edu/student/registrar/lookup/dropadd.html.

Continuing students will receive an enrollment appointment to register during the early registration period. Early registration helps to ensure enrollment in classes needed to fulfill degree requirements. All freshmen, undeclared continuing students, and students who changed their major must meet with their academic advisor prior to registering for classes.

Newly admitted students for the semester will have an opportunity to register at orientation. All newly admitted students must meet with their academic advisor prior to registering for classes.

Deadlines for Adding or Dropping a Class

NOTE: Students should retain copies of all add and drop forms for at least one year following the end of the semester in which the student initiates a drop or add course action.

Deadlines vary during the shorter summer sessions. It is the student's responsibility to review the Comet Calendar or the online Academic Calendar for specific summer deadlines.

Deadlines for dropping a course are based upon the course and not the student. For example, when an undergraduate student takes a graduate course, the drop procedures for graduate courses take effect.
Add
Beginning the first (1st) day of class through the sixth (6th) class day, students may add a class without the instructor's or advisor's signature. However, students in the following categories must still meet with an academic advisor before adding classes:

- Students newly admitted to The University of Texas at Dallas (including transfer students and freshmen),
- Students without declared majors and those students who are not in good academic standing. Please see the Comet Calendar's academic section for specific deadlines.

Drop
Courses dropped on or before Census Day will not appear on the student's transcript.

Students may drop a class without any permission required until the end of business on Census Day.

After Census Day, permissions to drop are required from the school or college in which the student is admitted.

W Period
Through the sixth (6th) class week of a long semester, students may withdraw from courses by completing a drop form and having it signed by their academic advisor and course instructor. A grade of 'W' (withdrawn from course) will appear on the student's transcript.

WL Period
During the seventh (7th) through ninth (9th) class weeks of a long semester, students who submit a completed drop form will receive a grade of 'WL' (withdrawn late). The student must obtain the instructor's and advisor's signatures on the form.

After the ninth (9th) class week of a long semester, a student may only withdraw from a class for non-academic reasons.

Dropping and Withdrawing
The University makes a distinction between dropping a class prior to the
12th class day (Census Day - Fall/Spring), an academic action that is not posted to the student's permanent record, and withdrawing from a class (following Census Day) at which point the academic action becomes a part of the student's transcript.

Texas law mandates that a student who enrolls in a Texas public institution as a first-time freshman in fall 2007 or later, not be allowed to withdraw from more than six courses over his or her entire undergraduate career including all courses taken at any Texas public institution of higher education. Legislatively-mandated reasons for withdrawing from a class that do not count toward the six-class limit include, among others, a severe illness or other debilitating condition that affects the student's ability to complete the course; the student's need to care for a sick, injured, or needy person if the care affects the student's ability to complete the course; the death of the student's family member or of a person considered to have a sufficiently close relationship to the student; the active duty service as a member of the Texas National Guard or the armed forces of the United States of the student, a family member, or a person considered to have a sufficiently close relationship to the student; or a change in the student's work schedule that is beyond the control of the student and that affects the student's ability to complete the course.

The University has an appeal process by which students can request exemption for a specific withdraw (See “Non Academic Withdrawals” at ?). Students should contact the Director of Academic AdvisingOffice of Undergraduate Education for more information.

As always, students may drop classes without penalty prior to the 12th class day (Census Day) in any semester.

Students who drop all courses in a given semester must officially withdraw from the University. (See "Withdrawal/Resignation from the University" at http://catalog.utdallas.edu/2012/undergraduate/policies/registration#university-withdrawal).

Students who habitually drop a significant fraction of their schedules may lose the right to drop or may be dismissed from the University for failure to make adequate academic progress (See "Academic Progress" at http://catalog.utdallas.edu/2012/undergraduate/policies/academic#progress).

Drop Appeal Procedures

Students, who believe they have dropped a course, but receive a grade for that course at the end of the semester, have one calendar year in which to
provide documented proof of the processed drop to the Dean of Undergraduate Education to appeal the posted grade.

In Absentia Registration

In absentia registration provides an opportunity for a degree candidate to register for the semester in which the degree is to be completed without taking formal course work. In absentia registration is permissible for a degree candidate who is removing an incomplete grade (I) or for a degree candidate who has left the University and is transferring authorized and approved credit to qualify for completion of a degree. In absentia registration requires a nonrefundable/nontransferable fee.

Non-academic Withdrawals

To withdraw from a course for non-academic reasons, students must complete a written petition detailing the nature of the request and include supporting documentation. Grounds on which such requests may be granted include but are not limited to documented serious medical conditions and exigent family circumstances.

Non-academic withdrawal petitions may be submitted at any time during the semester. Non-academic withdrawal petitions are to be obtained from the Undergraduate Student Advising Office. The Director of Academic Advising will distribute the petition to a committee whose members will independently review the petition and either approve or deny the request to withdraw. The committee consists of three academic advisors, none of whom is from the school of the student petitioning. The Assistant Dean of Undergraduate Education will inform the student of the outcome. Special procedures apply to non-academic withdrawals for medical/mental health issues, as detailed more fully below.

The Director will inform the student of the outcome.

NOTE: It is extremely important that students petitioning to withdraw from a class for non-academic reasons continue to attend and participate in the class, if possible, until the petition request is resolved. If the petition is approved, the student will receive a withdrawal designation commensurate with the request (see "Grading Scale" in "Academic Policies and Procedures") for the course. If the petition is denied, the student will receive the grade earned in the course.

Non-academic withdrawal petitions may be submitted at any time during the semester. However, students wishing to withdraw from classes may only do so for non-academic reasons after the ninth (9th) class week of a
In general, a request for non-academic withdrawal must apply to all courses in which a student is enrolled. Selective withdrawal will be permitted only under exceptional circumstances and by appeal to the Dean of Undergraduate Education. Petition for selective withdrawal can only be submitted after a request for non-academic withdrawal has been approved by the committee. Selective withdrawal, which is a request for non-academic withdrawal from a sub-set of courses in a given semester, will be permitted only under exceptional circumstances and by appeal to the Dean of Undergraduate Education.

Medical and/or Mental Health Withdrawal from the University

Students experiencing a significant and unforeseeable medical or mental health condition, compromising the student’s ability to effectively participate in their educational program, may request withdrawal from classes or, in rare circumstances, reduce their course loads at the University, without unnecessary academic penalty.

A medical withdrawal from the University can be granted only for the current or immediately preceding semester. Only in rare cases may students petition for a medical withdrawal for an earlier semester.

Students should refer to the Academic Calendar for the established withdrawal and drop dates. A student granted medical withdrawal or course load reduction will be assigned a grade of ‘WI’ for the affected courses. Students will be limited to one medical withdrawal during their academic career at UT Dallas, unless given special permission by the Dean of Undergraduate Education.

Medical Withdrawal requests must be submitted in writing using the same petition as the request for non-academic withdrawal referenced in the first paragraph of this policy. Such requests must be accompanied by a recent evaluation supported through documentation from a licensed doctor, other licensed medical provider (e.g., physician’s assistant), or mental health professional. Hospitalization records from a recent admission, if relevant, should also accompany any application. The Committee will review the request and any supporting documentation provided by the student, to determine whether the medical or mental health issues adversely affecting the student’s ability to function academically are/were substantial enough to warrant the student’s
withdrawal under this policy. Upon that review, and not later than one month after receiving a completed petition, the Committee will provide a written decision. The student will be notified of the final determination in writing in a manner consistent with the policies and procedures established by the Office of Undergraduate Education.

Refunds following Withdrawal

Any refund of tuition and/or fees will follow the University’s Refund Policy for Withdrawal or Dropped Courses (see http://www.utdallas.edu/student/catalog/ugcurrent/tuition/refund.html) at the time of the effective date of the withdrawal. The Dean of Undergraduate Education will determine the effective date of the withdrawal.

Appeal of a Denied Petition for Non-Academic Withdrawal

Students whose non-academic withdrawal petitions are denied may appeal in writing to the Office of Undergraduate Education. All appeals will go to the Dean of Undergraduate Education for review. The Dean’s decision shall be final.

Request to Return Following a Medical/Mental Health Withdrawal

Students who are granted medical withdrawals and wish to return to UT Dallas must submit their request for re-enrollment in writing to the Dean of Undergraduate Education or designee. The Medical Readmission Committee (Associate Dean of Students, Director of Counseling Center, Director of Student Health Center, and Assistant Dean of Undergraduate Education) via the Office for Undergraduate Education will assess the information provided by the student and render a decision regarding readmission. Such requests must be supported by a current release of information form from the licensed doctor, other licensed medical provider (e.g. physician’s assistant), or mental health professional providing their care. The committee will evaluate the information provided by the primary provider to ensure that it supports the student’s re-enrollment, and will forward a written decision to the Dean of Undergraduate Education and/or their designee. The Dean and/or their designee will inform the student, in writing, of the committee’s decision as to whether the student’s return is appropriate. In addition, before being allowed to re-enroll, students may be required to correspond with the Director of the respective service in order to forecast any possible needs and to facilitate maximizing the student’s potential for a
In the event of denial of readmission, the student may appeal to the Dean of Undergraduate Education. A written appeal (a letter from the student explaining the circumstances) must be received in the Office of Undergraduate Education within 10 working days of receipt of notification of denial of readmission. The Dean’s (or designee's) decision is final.

Visiting UT System Students Program

The Visiting UT System Students Program is designed to allow upper-level and graduate or professional students enrolled in an institution of the UT System to take courses or engage in research at another institution within the UT System during a regular semester or summer session. Each campus must appoint an individual designated to coordinate the visiting student program at both the home and host institution. Every campus has the responsibility to determine the academic qualifications necessary for their students to participate in the visiting program. Approval of a student's proposed visitation will be contingent upon space and desired courses being readily available in the proposed visitation program and, for participation in a research laboratory, upon approval of the director of the laboratory (Regent’s Rules 50701).

Withdrawal/Resignation from the University

A student who wishes to withdraw entirely from the University must obtain a "Registration, Drop/Add and Withdrawal Form" at http://www.utdallas.edu/student/registrar/forms. The student must complete the appropriate section of the form to withdraw from the University. The student submits the completed "Registration, Drop/Add and Withdrawal Form" in person to The Office of the Registrar in the Student Services Building, first floor customer service area. Students must withdraw on or before the last 'WL' withdrawal day for that semester.
Academic Policies and Procedures

Religious Holy Days

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

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

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

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President’s designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.
Tuition and Financial Aid

As a state supported institution of higher education, The University of Texas at Dallas is required to comply with all state laws in the assessment and collection of tuition, fees, and deposits. The tuition, fees, and deposits listed herein are subject to change by legislative or regental action and changes become effective on the date enacted. Pursuant to Chapter 54, Texas Education Code, each student who registers is required to pay tuition and fees appropriate to the student’s residence classification and according to the number of semester hours for which he or she has registered. It is the student’s responsibility to establish, prior to registration, the correct residence classification through the Office of the Registrar. Likewise, any student wishing to request a change of residence status for tuition purposes should do so through the Office of the Registrar. This will require completion of a residence questionnaire and the provision of documents to support the claim of Texas residency. Rules and regulations for determining residency, or for obtaining a waiver to pay resident tuition even if one is a non-resident, are found in Appendix III of this catalogat http://www.utdallas.edu/residency. Final authority of appeal for review of residence decisions rests with the Office of the Registrar.

In accordance with state laws, a student is not entitled to enter a class or laboratory until registered and all tuition, fees, and deposits have been paid. The University cannot accept personal checks for amounts in excess of the total registration cost.

The University of Texas at Dallas utilizes a consolidated tuition rate, which is capped at 15 semester credit hours for all students. The consolidated tuition and fee rates cover all academic program costs, including tuition, mandatory fees, and most of the college and course incidental fees. Additional fees that will be charged separately are: field trip fees, supplemental designated tuition fees and distance education fees. The Tuition and Fee Tables can be found on the Bursar Office website.

Residency Classification for Tuition Purposes

Residency classification for tuition purposes at Texas colleges or universities is in accordance with Title 19, Part 1, Chapter 21, Subchapter B of the Texas Administrative Code and the rules of the Texas Higher Education Coordinating Board for determining residence status. A person classified as a nonresident for tuition purposes may qualify, under certain exceptions specified in the rules, for
resident tuition rates and other charges, while he or she continues to be classified as a nonresident for tuition purposes. Two helpful websites concerning residency classification for tuition purposes provided by the State are Texas Administrative Code website and http://www.collegeforalltexans.com/. Please consult The University of Texas at Dallas' website for residency information and procedures, http://www.utdallas.edu/residency.

For residents of Oklahoma, tuition is the Texas resident rate shown plus thirty dollars ($30.00) per semester credit hour. Oklahoma residents must apply for this tuition waiver each semester through the Office of Financial Aid.

Guaranteed Tuition Plan

Beginning fall 2007, The University of Texas at Dallas introduced the Guaranteed Tuition Plan. The Guaranteed Tuition Plan is designed to help new students and their families better plan for the cost of a college education, while allowing the University to maintain the quality of its academic programs. Under the terms of the plan, undergraduate students enrolling at UT Dallas for the first time for the fall 2012-2013, spring 2013-2014 and summer 2013-2014 semesters are charged for tuition and mandatory fees fixed at the fall 2012-2013 rates for all succeeding semesters through the summer of 2016-2017. The charges per semester credit hour for tuition and mandatory fees at UT Dallas depend on the number of hours for which a student enrolls. Other user fees for courses and services including, for example, parking, and housing fees, are subject to change. More information on the Guaranteed Tuition Plan can be found at http://www.utdallas.edu/tuition.

In the event a student is unable to complete their degree requirements in four years, that student will be advanced to the subsequent Guaranteed Tuition rate. Students enrolling after three consecutive semesters have elapsed will be placed in the Guaranteed Tuition Rate plan applicable to all new incoming students.

Those who begin their college careers at a community college will also be able to take advantage of UT Dallas’ Guaranteed Tuition Plan under a program called the Comet Connection. As Comet Connection members, students can lock in their tuition rate. Students may contact UT Dallas’ Enrollment Services Advisors at (972) 883-2270 or go to http://www.utdallas.edu/connect for more information.

Comment [MJ65]: Add URL: http://go.utdallas.edu/texas-admin-code-ch21-b
Students who graduate from UT Dallas within their four years or eight consecutive long semesters before their rate plan expires may retain their current Guaranteed Tuition Rate as a graduate student if they enroll before one 16-week semester elapses. Additionally, if the student maintains consecutive enrollment and has reached the end of their Guaranteed Tuition Rate period, they will be moved to the next subsequent Guaranteed Tuition Rate plan. Students enrolling after three consecutive semesters have elapsed will be placed in the Guaranteed Tuition Rate plan applicable to all new incoming students. The above does not apply if the student enrolls after one full term semester has elapsed.

Students who have not paid in full or enrolled in a payment plan by the posted payment deadline may have their registration cancelled. If a student's registration is canceled for non-payment, and that student wishes to reinstate registration, a reinstatement fee in addition to any late fees and tuition and fees will be charged. See the online fee schedules at http://www.utdallas.edu/finance/bursar/schedule-introduction.html for fees associated with course reinstatement. No student will be reinstated in a closed course.

Students who have not completed the payment of all tuition and fees by the end of the semester will be subject to one or more of the following actions at the University's option: bar against readmission at this institution; withholding of grades, degree, and official transcript; and all penalties and actions authorized by law.

Students may refer to the Academic Calendar at http://www.utdallas.edu/academiccalendar or the Tuition and Fees Schedule at http://www.utdallas.edu/finance/bursar/schedule-introduction.html for information regarding payment and refund deadlines.

The Bursar Office will mail letters to students to notify them of the tuition amount that is required to be set aside to provide financial assistance for students enrolled at the institution per the Texas Education Code, Section 56.014.

Tuition Installment Payments

Students may elect an installment plan to pay tuition and fees for the full term fall, spring, and eleven week summer semesters. The installment payment plan, authorized under Section 54.007, Texas Education Code, allows the student to pay their tuition and fee balance in three equal payments. A $25.00 fee per semester will be assessed each student who elects to pay by installments. Additionally, a late payment fee of $30.00 for
delinquent payment will be assessed each time an installment is not paid by the date it is due. If the installment is not paid in full by the third due date, it begins accruing interest at the rate of 10% per year until it is paid in full.

Nonpayment of Debt

A student who fails to provide full payment of loans, tuition, and fees, including late fees assessed, to the University when the payments are due is subject to one or more of the following actions at the University's option:

- Classes may be cancelled;
- Bar against registration and/or readmission to the institution;
- Withholding of grades, diploma, and official transcript; and
- All penalties and collection actions authorized by law.

Students must pay by the published deadline to avoid late fees and/or possible dropping of classes. Students should NOT expect classes to be automatically dropped for nonpayment. Please be advised it is the student's responsibility to confirm that he/she has been dropped from all classes for nonpayment to avoid being assessed late fees or penalties.

Partial Tuition and Fee Exemptions

As a state-sponsored institution of higher education in Texas, The University of Texas at Dallas is authorized to award partial tuition and/or fee exemptions to a student who qualifies based on statutory criteria. Exemptions are available to the highest ranking graduates of accredited Texas high schools, certain students who were adopted and subject to an adoption assistance agreement, certain early high school graduates, certain students who have been under the conservatorship of the Department of Protective and Regulatory Services, certain students who were dependent children receiving financial assistance during their last year of public high school, certain students who are suffering economic hardship, certain residents of Texas who served in the armed forces of the United States, members of the state military forces; Texas residents classified by the U.S. Department of Defense as prisoners of war on or after January 1, 1999, children of POWs/MIAs, students from other nations of the western hemisphere, blind or deaf students, certain individuals taking a course at an institution under an interinstitutional academic program agreement, but who are enrolled primarily at another institution, military personnel and dependents, children and spouses of disabled/deceased firefighters and peace officers, firefighters enrolled in
Fire Science classes, children and spouses of disabled/deceased/MIA Texas veterans, children of professional nursing program faculty, surviving spouses and minor children of certain police, security or emergency personnel killed in the line of duty. Senior citizens who are age 65 or older as of Census Day may be exempted from tuition for up to six semester credit hours each semester or summer term if space is available. For additional information, please see the College for All Texans website regarding exemptions. Individuals who feel they may qualify under this section are requested to contact the Office of Financial Aid at (972) 883-2941.

Freshman Exemption

The highest-ranking graduate of any accredited high school in Texas is entitled to a tuition exemption. The exemption pays tuition for a period of two long semesters of academic work. Eligible students must present the Texas Education Agency eligibility certificate or a letter from the student's high school principal or superintendent, to the Office of Financial Aid in order to claim the exemption.

Rebate of Tuition for Timely Graduation

Section 54.0065 of the Texas Education Code authorizes a tuition rebate of $1,000 for certain students who are receiving their first bachelor's degree from a public institution in Texas. Students may be eligible if they enrolled for the first time in an institution of higher education in the fall 1997 semester or later, are Texas residents, have been eligible for resident tuition in Texas at all times while pursuing their bachelor's degree, and have attempted no more than three hours in excess of the minimum number required to complete the degree under the catalog under which he/she is graduating may be eligible. Students who enrolled for the first time at UT Dallas or any other institution of higher education in or after fall 2005 must also graduate within four calendar years of their first enrollment in order to qualify.

Attempted hours include all earned hours, unearned hours (completed courses with non-passing grades), all attempted transfer courses, academic credit earned by examination, courses dropped after an official census date, for credit developmental courses, vocational/technical courses taken at other schools, optional internships or cooperative education courses, and repeated coursework.

Students must submit an application for the rebate to the Office of the Registrar by the last day of class for the semester he/she plans to
graduate. Students will receive an official notification of their approval or denial within 4 weeks of their graduation. Students who qualify and have loans with the State of Texas will have the rebate applied toward their outstanding loan debt. All other approved students will receive a rebate check via mail.

Tuition Tables

Tuition and fees are subject to change by legislative action. Changes in tuition or fees will be effective upon date of enactment and will be reflected in fees and tuition charged. Specific tuition and fees for each term can be found at http://www.utdallas.edu/finance/bursar/schedule-introduction.html.

Please note that the Texas Legislature does not set the specific amount for any particular student fee. The student fees assessed above are authorized by the state statute; however, the specific fee amounts and the determination to increase fees are made by the University administration and The University of Texas System Board of Regents. Students taking courses in the School of Behavioral and Brain Sciences may be required to purchase professional liability insurance if they are in certain clinical experiences. In accordance with Texas Education Code, Section 56.104, each student receives a separate statement explaining the amount of tuition that is required to be set aside to provide financial assistance for students enrolled at UT Dallas.
Tuition and Financial Aid

Excessive Undergraduate Hours

Section 54.014, Texas Education Code, establishes a maximum number of semester credit hours that an undergraduate Texas resident may attempt while paying tuition at the rate provided for Texas residents. Attempted hours include all hours taken at a Texas public institution of higher education for which a student was registered as of Census Day, including, but not limited to, courses that have been repeated, failed, and courses from which the student withdrew. A student who exceeds the maximum hours will be charged the non-resident tuition rate. Students already holding one baccalaureate degree are exempt from the non-resident tuition rate or the maximum number of semester credit hours when enrolled in a second baccalaureate degree program.

For undergraduate resident students enrolling for the first time in fall 1999 through summer 2006, the maximum is 45 hours above the MINIMUM number of hours required for completion of the degree program in which the student is enrolled, or 120 hours for a student who is not enrolled in a degree program.

For undergraduate resident students enrolling for the first time in fall 2006, the maximum is 30 hours above the MINIMUM number of hours required for completion of the degree program in which the student is enrolled, or 120 hours for a student who is not enrolled in a degree program.
Tuition and Financial Aid

Refund of Tuition and Fees

It is the student's responsibility to know and understand the state mandated refund policy. Upon notification from the Office of the Registrar of official withdrawal, the Bursar Office shall reimburse the applicable portion of tuition and fees (unless otherwise noted) in accordance with the following schedule:

If the student withdraws during a fall or spring semester or a summer term of 10 weeks or longer:

• Prior to the first class day of a given semester, 100 percent reimbursement
• During the first five class days, 80 percent of the applicable portion of the tuition and applicable fees reimbursement
• During the first second five class days, 70 percent reimbursement
• During the third five class days, 50 percent reimbursement
• During the fourth five class days, 25 percent reimbursement
• After the fourth five class days, no reimbursement

If the student withdraws during a term or session of more than five weeks but less than 10 weeks (five- and eight-week summer sessions):

• Prior to the first class day of a given term, 100 percent reimbursement
• During the first, second, and third class day, 80 percent reimbursement
• During the fourth, fifth, and sixth class day, 50 percent reimbursement
• Seventh class day and thereafter, no reimbursement
Separate withdrawal refund schedules may be established for other fees and charges. Refer to the "Other User Fees for Courses and Services" section at [http://catalog.utdallas.edu/2012/undergraduate/tuition-and-financial-aid/other-fees](http://catalog.utdallas.edu/2012/undergraduate/tuition-and-financial-aid/other-fees) for refund information.

Cash refunds will not be made to students. Refund checks will be mailed to the student's address listed on their Student Center in Orion three business days after the refund is requested unless the student has opted for direct deposit through EZPAY. Direct deposit refunds are normally available 3 to 5 business days from the date they were requested.

A student who registers before receiving grades from the previous semester, and who is required to withdraw because of failure in the work of the previous semester, will have all fees for the current semester refunded.

No refunds will be granted unless application is made within one year after official withdrawal.

All policies regarding the payment or refunding of tuition, fees, and charges are approved by the Board of Regents of The University of Texas System and are in compliance with the [Texas Education Code, Section 54.006](http://www.texasgov Portal) of the Texas Statutes. If a person desires clarification of any matter relating to payment or refund of such charges, he or she should contact the office or administrative unit from which the charge or refund originated.

### Refunding for Students in Title IV Programs

As an institution participating in programs under Title IV of the Higher Education Act of 1965 as amended ("Act"), The University of Texas at Dallas is required to refund unearned tuition, fees, room and board, and other charges to certain students attending the institution for the first time who have received a grant, a loan, or work assistance under Title IV of the Act, or whose parents have received a loan on their behalf under 20 U.S.C. Section 1087-2. The refund is required if the student does not register for, withdraws from, or otherwise fails to complete the period of enrollment for which the financial assistance was intended. No refund is required if the student withdraws after a point in time that is sixty percent of the period of enrollment for which the charges were assessed. A student who withdraws prior to that time is entitled to a refund of tuition, fees, room and board, and other charges that is the larger of the amount provided for in Section 54.006, [Texas Education Code](http://www.texas.gov Portal), or a pro rata refund calculated pursuant to Section 484B of the Act, reduced by the amount of any unpaid charges and a reasonable administrative fee not to exceed the lesser of five percent of the tuition, fees, room and board, and other charges that
were assessed for the enrollment period, or one hundred dollars. If the student charges were paid by Title IV funds, a portion or all of the refund will be returned to these programs.
Tuition and Financial Aid

Other User Fees for Courses and Services*

* The following information is not intended to be comprehensive and is subject to change. Tuition and fees are subject to change by legislative or regental action, and changes become effective on the date of enactment. The Texas Legislature does not set the specific amount for any particular student fee. The student fees assessed below are authorized by state statute; however, the specific fee amounts and the determination to increase fees are made by the University administration and The University of Texas System Board of Regents. Fees can be found on the Bursar Office website for each term.

**Application Fee:** A nonrefundable application fee of $50.00 is required of all students applying for admission to The University of Texas at Dallas during the regular application period. If a student submits an application after the application deadline but prior to the documentation deadline, the application fee is $125.00 in order to process the application for a decision in time to register for classes. An additional $50.00 international document evaluation fee is required for those who have educational documents from countries other than the United States. Please refer to the Enrollment Services website for application deadlines.

**Audit Fee:** Students at The University of Texas at Dallas may, with the approval of the instructor and of the Office of the Registrar, audit courses. Auditing grants only the privilege of hearing and observing and does not grant credit. When approval has been granted, the applicant pays a fee of $100.00 per course. A student may withdraw from an audit course, but the fee will not be refunded. Persons 65 or over are permitted to audit without paying a fee. They must, however, qualify otherwise (see "Auditing Courses" at http://catalog.utdallas.edu/2012/undergraduate/policies/course-policies#auditing), complete the audit form, and have the consent of the instructor. Audit registration is permitted only during the late registration period of each semester or term.

**Change of Major Fee:** There is a $50.00 fee for students changing majors more than two times in an academic year. (See "Change of Major"; located at http://catalog.utdallas.edu/2012/undergraduate/policies/degree-plans#change-major).
Collin Higher Education Center Fee: Courses offered at Collin Higher Education Center are charged a $80.00 per semester credit hour fee.

Comet Camp Fee: A $150.00 per student fee is required to defray the costs of materials, food, and field trip for freshmen who attend Comet Camp.

Diploma Replacement or Duplicate Fee: A $10.00 fee is required to defray costs of preparing replacement or duplicate diplomas. An additional $25.00 will be charged to mail a diploma to a foreign address.

Distance Learning Fee: A fee per semester credit hour to enroll in distance education courses offered over the Internet. Resident and non-resident students taking courses offered by the Naveen Jindal School of Management are charged $80.00 per semester credit. For more information, check the Bursar Office website. Please check the online fee schedules at http://www.utdallas.edu/finance/bursar/schedule-introduction.html for fees rate. The rate varies based on the specific tuition plan.

Emergency Transcript (same day): A $10.00 processing fee in addition to the Transcript Request Fee for expedited service of the official transcript.

Field Trip Fee: This fee is assessed to cover the costs of transportation, food, and/or lodging associated with a field trip. The amount of the fee varies depending on the destination and duration of the field trip. Every effort will be made to advise students of the field trip costs associated with a particular course at the time of registration, and the appropriate fee will be assessed at that time. Refund provisions do not apply to this fee.

Health Insurance Fee: A variable fee to pay the premium for the approved UT Dallas student health insurance plan available to all students and required for international students holding nonimmigrant visas (students who are not US citizens, US Permanent Residents, Asylees, Refugees or undocumented aliens). (See http://catalog.utdallas.edu/2012/undergraduate/resources#student-health-insurance).

Health Insurance Fee, dependents and extra coverage: A variable fee to pay the premium for expanded coverage within the approved UT Dallas student health insurance plan. These insurance fees are optional and available upon request to students who wish to add dependents or extra...
coverage to their enrollment in the UT Dallas student health insurance plan.

In Absentia Fee: A student who registers in absentia shall pay a nonrefundable/nontransferable registration fee of $100.00. (See definition of in absentia at http://catalog.utdallas.edu/2012/undergraduate/policies/registration#inabsentiia).

Installment Payment Plan Fee: A $25.00 fee to cover the costs of providing a payment option for students in full term fall or spring semester courses. The plan is also available for students enrolled in the 112-week summer semester.

Installment Plan Late Fee: A late payment fee of $30.00 for delinquent payment will be assessed if the second or third tuition installment is not paid by the published due date. In the event of non-payment, the total amount due shall accrue interest from the third payment deadline at the rate of ten percent (10%) per year until the note is paid in full.

Institutional Loan Delinquency Fee: A late charge of $30.00 per month ($90.00 maximum per note) will be assessed to students who do not repay their loans in accordance with the terms of the note.

Institutional Loan Origination Fee: A loan origination/administration fee of 1% of the total loan balance will be assessed and must be paid by the due date.

International Student Special Services Fee: The International Student Special Services Fee supports the ongoing success of non-immigrant students enrolled at UT Dallas. This fee supports the programs and services of the International Student Services Office (ISSO), including: immigration advising, certification of immigration benefits, cultural/social events, and educational/transitional programs. In addition, the fee supports federal reporting and certification of international student data in accord with federal regulations.

The mandatory $100.00 International Student Special Services fee is assessed at the time of registration each semester. Immigrant categories that are fee-exempt include: U.S. citizen, U.S. Permanent Resident, Temporary Protected Status, Refugee, Asylee, Public Interest Parolee, Temporary Residence-Amnesty and undocumented aliens. Any student whose status changes officially to one of the exempt classifications is required to submit proof of that change to the UT Dallas Registrar's Office and International Student Services Office and will not, subsequently, be
assessed the fee. If the appropriate documentation is submitted prior to Census Day of a semester, the fee for that semester will be refunded based on the tuition refund schedule as published in the UT Dallas Academic Calendar.

**Late Course Add Fee:** A $100.00 per course fee is assessed when a registered student adds a course after Census Day.

**Late Graduation Fee:** A $100.00 non-refundable, non-transferable fee is assessed when an approved application for graduation is received after the deadline.

**Late Registration/Late Payment Fee:** A nonrefundable charge of $100.00 with additional increments of $50.00 based on the number of days past the regular registration/payment deadline is required to defray costs associated with extending registration times.

**Library Fines and Charges:** Fines and fees for overdue library items are available at the Eugene McDermott Library’s circulation policies: http://www.utdallas.edu/library/help/policies/circpolicy.htm

Copies of the fine schedule can also be obtained at the McDermott Library Circulation/Reserve Desk.

**Orientation Fees:** Freshman Orientation, held before the start of the fall semester, is $100.00. Students attending Freshman Orientation will be charged $100.00. Transfer students will be charged the Transfer Student Orientation Fee of $25.00. International students will be assessed the International Student Orientation Fee of $50.00.

**Parking Fees:** A parking permit is required to park any motorized vehicle on campus. Any vehicle parked on campus that does not display a current parking permit will be subject to a parking citation. In compliance with the Texas Education Code 51.207 (b), The University of Texas at Dallas has procedures for enforcing State of Texas vehicle inspection laws for vehicles parking or driving on the campus of the institution. The law is as follows:

51.207 (b) This subsection applies only to a public institution of higher education campus that is located in whole or part in an area in which a motor vehicle registered in the area is required to undergo a vehicle emissions inspection under Subchapter F, Chapter 548, Transportation Code. The institution may not issue a permit to a student enrolled at the
institution to park or drive a motor vehicle that is not registered in this state on institutional property unless the institution has provided written notice to the student concerning requirements for vehicle emissions inspections pursuant to Subchapter F, Chapter 548, Transportation Code.

Information regarding parking regulations and permit fees may be found at the Parking and Transportation website under permits at http://www.utdallas.edu/parking/regulations.html or http://www.utdallas.edu/parking/permits.html. Students may purchase the following permits online through the UT Dallas Online Store and mailed to the shipping address provided or purchase them in person at the Bursar Office:

- **RemoteE-Parking**: Allows students to park in remote spaces extended parking spaces in lots A and B only.
- **Green**: Allows students to park in campus green and extended parking spaces.
- **Gold**: Allows students to park in campus gold, or green, or extended parking spaces.
- **Evening Orange**: Allows students to park in orange marked spaces after 5pm or gold, and green, and extended spaces anytime.
- **Resident parking Housing Only**: A parking decal is required for all residents of the Waterview and University Village apartments. The following options are available: Allows students to park in residential lots or green parking at WSTC, ROC, and Callier-Dallas only.
  - **Resident Only**: Allows students to park in Resident parking ONLY.
  - **Resident Green**: Allows students to park in Resident parking and green campus spaces.
  - **Resident Gold**: Allows students to park in Resident parking and gold or green campus spaces.

Note: Only one housing decal permit may be sold per student residing in the on campus apartments or resident hall. Housing decals are non-refundable.

Parking decals are purchased for the academic year and are refundable on a prorated basis with the exception of the resident-housing only decal permit.

The Dallas Area Rapid Transit System (DART) provides bus service to the campus from the Richardson transfer terminal. Contact DART for schedule information. Students are eligible for a free transit pass from DART, which is available through the Comet Center, located on the second floor of the Student Union.
Physical Instruction Fee: A $25.00 per course fee will be charged for all Physical Instruction (PHIN) courses.

Practical Training Fee: A $100.00 per semester fee is charged to assist in funding the administrative and clerical expenses required to review records and process the forms required by the United States Citizenship and Immigration Service to certify international students for placement in curricular or optional practical training assignments.

Recreational Sports Group Exercise / Non-credit Course Fee: A group exercise pass can be purchased for $50.00 granting access to all group exercise classes for the semester. Non-credit courses are $50.00 for each individual class a student chooses to participate.

Recreational Sports Locker Rental Fee: An optional locker rental fee (based on the size of the locker rented) of $5.00 - $15.00 per semester is required.

Recreational Sports Towel Service Fee: An optional towel service of $10.00 per semester is required.

Reinstatement Fee (Prior to Census Day): After the payment deadline for each semester, all registration for which tuition and fee payments have not been received may be canceled. If a student requests that the courses be reinstated before Census Day, a $25.00 reinstatement fee will be charged in addition to the graduated late registration fee. No student will be reinstated into a class that has been closed.

Reinstatement Fee (After Census Day): A $300.00 fee will be charged, in addition to tuition and required fees, to enroll a student after Census Day.

Returned Check Fee: Students will be assessed a $25.00 fee for each returned check unless their bank provides written notification it was at fault. Students who write bad checks to the University for tuition and fees will have their registration canceled unless full payment is made by the census day listed in the Academic Calendar.

Student Documents/Records Fee: Students may obtain a copy of International Transcripts by making a written request to the Office of the Registrar and paying a fee of $510.00 per document copy at the Bursar Office. Processing of these requests for copies will generally take four to five work days. Students should be aware, however, that transcripts of other schools received by the University are used as working documents, frequently carry written marks and notations, and may not be considered
viable transcripts by other agencies.

**Student Health Insurance Fee:** A variable fee to pay the student’s premium for the approved UT Dallas student health insurance plan available to all students and required for an international students (students who are not US Citizens, US Permanent Residents, Asylees, Refugees or undocumented aliens).

**Student Health Insurance Fee, Health Insurance Fee, Dependents and Extra Coverage:** A variable fee to pay the premium for expanded coverage within the approved UT Dallas student health insurance plan. These insurance fees are optional and available upon request to students who wish to add dependents or extra coverage to their enrollment in the

**Student Identification Card Replacement Fee:** A $20.00 fee is required to defray the costs of reissuing a student ID card.

**Student Teaching Supervisory Fee:** A $250.00 per field experience fee is required to defray costs of providing University supervisors and travel for University supervisors of student teachers.

**Supplemental Designated Tuition:** An extra per semester credit hour fee will be assessed for students enrolled in any School of Management course, School of Engineering and Computer Science course, School of Arts and Humanities ATEC course, Economic, Political and Policy Sciences graduate Public Affairs course, and School of Behavioral and Brain Sciences graduate Speech Language or Audiology (COMD or AUD) course. These fees are assessed to defray the higher costs associated with instruction in these schools. Please check the online fee schedules at [http://www.utdallas.edu/finance/bursar/schedule-introduction.html](http://www.utdallas.edu/finance/bursar/schedule-introduction.html) for fees rate. The rate varies based on the specific tuition plan.

**Transcript Request Fee:** A $10.00 processing fee for each official University transcript requested.

**Universities Center at Dallas Fee:** A $15.00 per semester credit hour fee is required to defray the costs of courses taken at the Universities Center at Dallas.
Tuition and Financial Aid

Financial Aid

The Office of Financial Aid is available to assist students in obtaining funds to attend the University. Aid is available in the form of grants, loans, and part-time employment or any combination of those programs. Limited numbers of scholarships are available. The total amount of aid a student receives depends on the student's cost of attendance, expected family contribution, meeting application deadlines, outside resources, academic history, and the availability of funds.

Students are encouraged to contact the Office of Financial Aid to obtain appropriate application materials and to determine eligibility for the various forms of aid available. Students may also apply for financial aid, check the status of their application, or view the Office of Financial Aid website for up-to-date information. The Office of Financial Aid is located in the Student Services Building, (972) 883-2941.

Changes in regulations or policy on a federal, state, university, private lending, or donor level could affect the types of programs, amounts available, and/or program requirements. A complete overview of the estimated cost of attending the University is available on our website at http://www.utdallas.edu/student/finaid/Estimated_Costs.htm.

Eligibility

Most of the aid listed in this catalog is awarded on the basis of financial need. Students are encouraged to determine the amount of resources they can provide toward their education and to compare it with the average cost of attending the University. UT Dallas' estimated cost of attendance budgets are reviewed annually in accordance with federal and state guidelines. Federal guidelines outline what can be included in student budgets. The costs of tuition and fees, books and supplies, an average room and board cost, transportation, and a limited amount for other personal expenses are the basic components of student budgets. Unusual expenses, such as childcare costs or educational costs related to the student's medical disability, may be considered when they have been
properly documented.

Financial need is the difference between the cost of attending the University and the amount a student and/or family can reasonably provide. The amount of the expected family contribution is based on a federal calculation formula reflecting total family income, assets, household size and the number of family members currently attending post-secondary educational institutions. Parents are expected to provide financial support to their children to the extent they are able unless it is clearly established that the student is independent of any family support.

In determining whether a student is considered independent or self-supporting, the Office of Financial Aid adheres to the standards set by the U.S. Department of Education to establish an applicant's dependency status. Students 24 years or older are considered financially independent. Students under the age of 24 are considered financially dependent unless they are orphans, wards of the court, emancipated minors, verifiable unaccompanied homeless youths, veterans, active duty military, graduate students, married, or unmarried but with legal dependents. Both self-supporting and dependent students must submit a Free Application for Federal Student Aid (FAFSA) to apply for federal, state, and/or institutional aid.

Applying for Financial Aid

Students must complete a new Free Application for Federal Student Aid (FAFSA) each academic year. Any additional required supporting documents must also be submitted for each academic year. The FAFSA is available January 1st of each year for the subsequent academic year. The awarding of need based financial aid is based on the results of each year's FAFSA.

Required Course Load

The course load requirement for students receiving each type of aid, with the exception of the Federal Pell Grant, is at least one-half the normal course load. Undergraduate students must maintain no fewer than 6 credit hours for each term of enrollment to be considered half time for financial aid purposes. There is no distinction between a regular, long semester and a short summer term when determining the required course load. Students should contact the Office of Financial Aid before they reduce their course load to determine what effect the reduced course load will have on current and future financial aid eligibility.
Renewal of Financial Aid

For a student to be considered for a renewal of financial aid, a new Free Application for Federal Student Aid (FAFSA) and supporting documents must be submitted for each academic year. The awarding of renewal aid is subject to the same considerations used in awarding all previous financial assistance. If you do not meet federal eligibility requirements to be considered a citizen or eligible non-citizen, but have been classified as a Texas resident and are therefore eligible to pay the Texas in-state tuition rate, you must complete a paper version of the FAFSA or the Texas Application for Student Financial Aid (TASFA) available to be downloaded and printed at http://www.collegeforalltexans.com. This must be submitted directly to the Office of Financial Aid.

Revocation of Financial Aid

The University reserves the right to adjust or cancel awarded financial aid when the information used to make the award changes. Partial or full repayment of awards may be required.

Any change in a recipient's financial situation, such as additional grants, scholarships, or private student loans, must be reported to the Office of Financial Aid. Federal law governing the administration of financial aid requires UT Dallas to consider most forms of grants, scholarships and private loans as a resource, without regard to the source or how the aid is disbursed, when awarding federal student financial aid.

Satisfactory Academic Progress Policy for Financial Aid

The University of Texas at Dallas has a "Satisfactory Academic Progress (SAP)" policy for a student receiving federal and University student financial assistance.

Generally, students are expected to remain in good standing by the satisfactory completion of a minimum number of credit hours, based on a percentage of the credit hours attempted and completed for each term of enrollment. In addition, undergraduate students must maintain a term and cumulative GPA of 2.000 or higher on a 4.000 scale on course work completed at the University. For more detailed information the student should contact the Office of Financial Aid. This information is also available online at the Office of Financial Aid website at http://www.utdallas.edu/student/finaid/SAP.htm. A link to the website is provided on award notifications.
Selective Service

Male students between the ages of 18 and 26 must register with Selective Service to qualify for federal and Texas student loans or grant programs. Students may register with Selective Service by visiting their local post office or online; they can also verify their registration at http://www.sss.gov.

Students subject to selective service registration will be required to file a statement that they have registered or are exempt from selective service registration in order to be eligible to apply for federal financial aid. Effective January 1, 1998, the selective service requirement is also applicable to students applying for financial assistance funded by State revenue.

Short-Term Emergency Loans

Students needing emergency help with educational expenses may borrow from the short-term loan fund. The tuition, course-related fees and the origination fee will be due 60 days from Census Day of the regular session in the fall or spring terms. For the regular summer session, the short term loan is due 30 days from Census Day. Loans must be repaid within 60 days from the date of issuance or one week prior to the end of the term for which the student applied for the short-term loan, whichever comes first. A late fee of $30.00 per month will be charged up to a maximum of $90.00 per loan. Contributions to these funds have been made by Mrs. Lloyd V. Berkner, Mr. and Mrs. Louis Castelli, the Kiwanis Club of Richardson, Rotary Club of Richardson, Richardson Savings and Loan Association, the First Texas Savings and Loan Association of Dallas, Richardson Altrusa Club, Chaparral Steel Company, and funds set aside out of student tuition.
Tuition and Financial Aid

Types of Financial Aid

Basis for the Type of Financial Aid

The aid package awarded to a student may consist of a loan, grant, scholarship, part-time job, or any combination of these programs. The total amount of aid the student receives depends on the student's cost of attendance, expected family contribution, meeting application deadlines, outside resources, academic history, and the availability of funds.

The following is a summary of the types of assistance that are available to students at The University of Texas at Dallas. The student should be aware that many of the programs are subject to change without notice by the state or federal government. Information on all programs may be obtained from the Office of Financial Aid unless otherwise noted.

Federal Pell Grant

The Federal Pell Grant program provides funds to students demonstrating financial need. Students should submit the Free Application for Federal Student Aid (FAFSA) through the Internet at http://www.fafsa.ed.gov to apply for this program. This grant is available to undergraduate students who are pursuing their first baccalaureate degree.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This federally funded program provides grants to undergraduate students with exceptional financial need. Students completing a FAFSA will automatically be considered for this grant. Awards are based on availability of funds and the student's financial need.

Toward Excellence, Access and Success Grant (TEXAS Grant)

This program is to provide a grant of money to enable academically prepared eligible students to attend public and private nonprofit institutions.
of higher education in Texas. An undergraduate student is eligible who:

• is a Texas resident;

• has graduated from a public or accredited private high school in Texas no earlier than fall 1998. There is a time limit of 16 months after graduating from high school to be eligible;

• completed the Recommended High School Program, or Distinguished Achievement Program or its equivalent in high school;

• had financial need, with an expected family contribution (EFC) of 4,000 or less for the academic year;

• has accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded for credit by examination (AP, IB or CLEP);

• completes FAFSA or TAFSA (if applicable) and enrolls at least 3/4 time in an undergraduate degree program;

• has not been convicted of a felony or a crime involving a controlled substance; and

• has registered for the Selective Service or is exempt from doing so;

OR

• has earned an associate degree from a public technical, state or community college in Texas; and

• enrolled in any public university in Texas no later than 12 months after receiving the associate's degree.

The amount of the grant is based on the average tuition and fees charged at 4-year public institutions. Students who continue in college and who meet program academic standards can receive awards for up to 150 semester credit hours or for six years, whichever occurs first. Requirements for continued funding are completion of at least 75 percent of the hours taken in the prior year and completion of at least 24 credits in the prior year. Additionally, students must maintain an overall grade point average of at least 2.500 on a 4.000 scale. Awards are made through the
Office of Financial Aid. Students completing a FAFSA or TASFA will automatically be considered for this grant. Students must submit the FAFSA or TASFA before the deadline to be considered as on-time. The deadline is set annually and can be found on-line at http://www.collegeforalltexans.com. There is limited funding available.

Top 10% Scholarship Program

The 80th Texas Legislature created the Top 10 Percent Scholarship to encourage students who graduate in the top 10 percent of their high school class to attend a Texas public institution of higher education. Qualifying students who submit the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) by the deadline and have financial need may be eligible to receive up to $2,000 if they enroll full-time in a Texas public college or university in the fall semester immediately following graduation from high school. The deadline is set annually and can be found on-line at www.collegeforalltexans.com. Students enrolled in subjects determined to be in high demand in Texas are eligible for a total of up to $4,000. Students who submit their FAFSA or TASFA after the published deadline will be awarded on a funds available basis. Please see http://www.utdallas.edu/student/finaid/Programs/programs.htm for additional eligibility requirements.

Eligibility Requirements

Initial Eligibility Requirements:

• Be a Texas resident
• Demonstrate financial need (to be determined by the college or university financial aid office)
• Complete FAFSA (or TAFSA if applicable) and file by the published deadline. Please see: http://www.utdallas.edu/student/finaid/Programs/programs.htm
• Completed Recommended or Distinguished Achievement High School curriculum
• Rank in the top 10 percent (as of his/her 7th semester, or 6th if the college uses that semester for admissions decisions)
• Graduate from an accredited high school in Texas
• Enroll full-time in a Texas public 2-year or 4-year college or university in the fall semester immediately following high school graduation

Renewal Requirements (contingent upon available funding):

4. Complete 30 semester credit hours (SCH) in the previous year
5. Maintain cumulative 3.250 GPA
6. Complete at least 75% of hours attempted
7. Complete FAFSA (or TAFSA if applicable) and file by the published deadline. Please see: http://www.utdallas.edu/student/finaid/Programs/programs.htm

Texas Public Educational Grant

An act of the 64th Texas Legislature established a grant program to provide financial assistance to students. The program is funded through appropriation of a portion of the tuition charges for resident and non-resident students. Students completing a FAFSA or TASFA will automatically be considered for this grant. Awards are based on availability of funds and the student's financial need.

Education Assistance Grant

This program was established to provide financial assistance to students by an act of the Texas Legislature. The program is funded through appropriation of a portion of the designated tuition charge for resident and non-resident students. Students completing a FAFSA will automatically be considered for this grant. Awards are based on availability of funds and the student's financial need.

General/Endowment Scholarship Programs

The University of Texas at Dallas offers a number of endowed scholarships that are administered by a school or program. Students are encouraged to contact their school dean or program office to obtain information about eligibility criteria and scholarships awarded in the student's area of study.
In addition to any specific criteria governing awards of competitive scholarships (e.g., major field of study) the committee responsible for such awards will give primary consideration to the applicant's academic records, both evaluating the type and nature of courses taken and the grades achieved in specific courses. The committee may also consider and give positive weight to such factors as the following in designating recipients:

- Achievements in work experiences
- Community service
- Extracurricular activities; leadership
- Surmounting obstacles to the further pursuit of higher education
- Socioeconomic background
- Educational level
- Status as a first generation college student

Scholarships typically are awarded in the spring semester for disbursement during the following academic year.

Federal Work-Study Program

Federal Work-Study employment is available to students on the basis of demonstrated financial need and is counted as a form of need-based financial aid. Funds from this program are received as a result of working part-time at a position either on or off campus. The wages of students participating in this program are subsidized with federal funds, making it easier to find a part-time job. The student is paid directly. Students completing a FAFSA will automatically be considered for this program. Awards are based on availability of funds and the student's financial need.

Compensation. The rate of compensation depends on the type of job, qualifications, and classification. The number of hours and work schedule will vary depending on the position. For information on job availability, students who have been awarded Federal Work Study as part of their financial aid package should contact the Career Center at (972) 883-2943 or go to their website at http://www.utdallas.edu/career to complete an
online registration for CareerWorks.

Other On-Campus Employment

Various programs and schools of the University employ students in positions that are not Study positions and are not based on need. In accordance with appropriate guidelines, pay scales depend on the type of job, qualifications, and classification. Normally, students will be employed for a maximum of 19 1/2 hours per week. Students interested in these positions should contact the Career Center at (972) 883-2943 or go to their website at http://www.utdallas.edu/career to complete an online registration for CareerWorks.

Federal Direct Stafford Loan

Also called a Direct Loan, funds from this program are made available to students from the U.S. Department of Education. The loan can be either subsidized or unsubsidized, or a combination of both. The maximum amount a student can borrow from this program in an academic year depends on the student's year in school (i.e. freshman, sophomore, etc.); whether the student is considered to be dependent or independent for the purposes of financial aid; the student's total cost of education as determined by the school; and what other forms of financial aid the student is receiving. To qualify for a subsidized Stafford Loan the student must demonstrate financial need. The U.S. Government pays the interest on a subsidized Stafford Loan as long as the student remains enrolled in school at least half-time. The unsubsidized Stafford Loan is available for students who do not demonstrate financial need and for students who need more funding than is available with the subsidized Stafford Loan. Students who borrow an unsubsidized Stafford Loan are charged interest while they are enrolled in school. Students completing a FAFSA will automatically be considered for this program.

Information regarding this program, including the promissory note and the Entrance Counseling, is available at http://www.studentloans.gov.

Federal Perkins Loan Program

This loan program provides a combination of federal and institutional funds to students who qualify on the basis of financial need. High priority is given to those students who demonstrate exceptional need. Students completing a FAFSA are considered for this program. Funding for this program is very limited.
An undergraduate student may borrow up to a maximum amount of $5,500 per academic year with an aggregate undergraduate loan limit of $27,500. Graduate students may borrow up to $8,000 in a year with a total aggregate borrowing of $60,000. Current funding levels for this program do not allow UT Dallas to offer eligible students the maximum annual amount.

A Federal Perkins loan bears a modest interest rate. Borrowers are required to begin repayment of principal and interest nine months after they cease to be at least half-time students. Repayment may extend over a ten-year period; however, there is a minimum rate of repayment.

Hazlewood Veteran Tuition Exemption

The purpose of the Hazlewood Exemption is to provide an education benefit to honorably discharged or separated Texas veterans and their dependent children and spouses. Eligible veterans will have served on active duty at least 181 days as "net active service." Eligible veterans either will have entered the military as Texas residents or have entered the service from Texas. Veterans will not be eligible for this exemption if in default on a student loan made or guaranteed by the State of Texas. Veterans must also enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs).

Texas Education Coordinating Board

The Texas Education Coordinating Board administers various tuition assistance programs including programs for teachers and vocational nursing students. Further information about these programs may be obtained by contacting The Office of Financial Aid.

TEACH Grant Program

The College Cost Reduction and Access Act of 2007 created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides up to $4,000 per year ($16,000 total for four-year programs) in grants to students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families.

Eligible students must be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework. Coursework that will prepare a student to teach in a high-need subject area (e.g., math courses for a student who intends to be a math teacher) is acceptable.
Eligible students must meet the following academic achievement requirements of either scoring above the 75th percentile on either one of the following college admissions test(s) — the SAT or the ACT, or graduate from high school with a cumulative GPA of at least 3.250 on a 4.000 scale or maintain a cumulative GPA of at least 3.250 throughout the academic program for which they receive a TEACH Grant.

Eligible students must complete TEACH Grant counseling and sign a “TEACH Grant Agreement to Serve” each year with the U.S. Department of Education. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgement by the student that if the required teaching service obligation is not met, TEACH Grant funds will be converted to a Federal Direct Unsubsidized Stafford Loan that must be repaid, the interest charged from the date of each TEACH Grant disbursement.

Teaching Obligation
To avoid repaying the TEACH Grant as a loan with interest, a student must be a highly-qualified, full-time teacher in a high-need subject area at a school serving low-income students for at least four years within eight years of completing or withdrawing from the academic program for which the grant was received.
Resources for Study and Campus Life

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Carolyn Lipsy Galerstein Women's Center
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Comet Center
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Distance Education
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International Student Services
Judicial Affairs
Leadership Education and Development
Living Learning Communities
Multicultural Center
New Student Programs
Recreational Sports
Residential Life
ROTC Programs
Spirit Squads
Student AccessAbility
Student Counseling Center
Student Exchange Program - UT System
Student Government
Student Media
Student Organization Center
Student Organizations
Student Success Center (formerly Gateways to Engagement, Mastery, and Success / GEMS)
Student Union and Activities Advisory Board (SUAAB)
Student Union
Student Volunteerism
Student Wellness Center
Study Abroad
Textbooks
Transfer Student Services
University Housing Information
University Libraries
Veteran Services Center

Health
Student Health Center
Bacterial Meningitis Vaccination Requirement
Hepatitis B Vaccination Requirement
Mandatory Tuberculosis (TB) Skin Test for International Students
Recommended Immunizations
Student Health Insurance

Professional
Professional Preparation
Health Related Professions
Law Professions
Teacher Certification
Resources for Study and Campus Life

Callier Center for Communication Disorders

The Callier Center is an internationally recognized institution that offers services to people who have any type of communication disorder. Acknowledged for meeting the assessment, treatment, education, and social service needs of children and adults with communication disorders, the Center has programs in preschool education, parent education, and child development. Its clinical services include pediatric and adult services in audiology, speech pathology, and language development; its research activities include psychoacoustics, auditory neurophysiology, speech science, and audiology. Graduate classes are conducted at the Callier Center-Dallas facility, adjacent to The UT Southwestern Medical Center and Callier Center-Richardson on the main UT Dallas campus.

Career Center

The Career Center offers services to help students prepare for their careers. Career counseling and editing assistance for all job search documents are available through drop-in times or by appointment. In-depth information is available on the Career Center's website. Pre-employment preparation assistance is provided through mock interviews and a variety of seminars on such topics as resume writing, cover letter writing, identifying marketable skills, interviewing, networking, and conducting an effective job search. The Career Center offers a credential file service to assist PhD students applying for academic positions after graduation.

Representatives of business, government, industry, education, and social agencies recruit UT Dallas students and alumni through career expos and on-campus interviews. The Career Center manages the internship program for all majors, except EE/CS majors. Most on-campus student employment is listed through the Career Center, with the exception of TA and RA positions.

Part-time jobs, both on- and off-campus, full-time jobs, and on-campus interview schedules are posted through CareerWorks. All students complete an online registration for CareerWorks, linked directly from the Career Center website. Students upload a resume into the system in order to apply for qualified positions or to make it available for employer referrals. Employers may have access to candidate resumes via various
web resume books set up in the CareerWorks system.

For more information, contact the Career Center in the Student Services Building room 3.300, phone: (972) 883-2943, web: http://www.utdallas.edu/career, email: Career Center.

Carolyn Lipshy Galerstein Women's Center

The Women's Center works with organizations in the University and the Dallas communities to provide resources and services that enhance the experience of all campus women by contributing to an academic atmosphere in which positive role models are highly visible and gender bias and inequities can be addressed. The Center acts as a central coordinating agency for campus and community groups, and offers opportunities and events that promote a broader understanding of the diverse experiences and ideas of women. The Center offers dynamic programs, and provides resources and services that will help the women of our community to grow and develop personally and professionally.

How can I use the Women's Center?

• Meet new people, network with other professionals, socialize, talk to someone who's willing to listen;
• Take a break, study, use the computer, read or rent a book, video, or magazine from our library;
• Learn about resources on campus and in the community that address your specific needs;
• Use the Center as a meeting place for your organization;
• Volunteer at the Women's Center, or find out about volunteer opportunities in the community;
• Stay current on upcoming events and important issues;
• Find out about scholarships offered in the community and nationally.

The Women's Center is located in the Student Services Building, room SSB 4.300; (972) 883-6555.

Child Care Center

The Dallas International School (DIS) and UT Dallas jointly provide evening child care. Parents who attend classes are eligible for child care services during their evening class hours for children ages 4 to 11. Child care hours are from 3:30 p.m. to 10:30 p.m., Monday-Thursday. To register your child/children for the child care program please complete
each of the forms in the enrollment packet. Call (972) 883-6391 to have a packet sent to you, or pick one up in the Student Services Building, 4.400.

Comet Card

The Comet Card is the official University identification card for all students, faculty, and staff. The Comet Card allows the use of campus facilities and services and offers an optional campus account for on-campus purchases and payments. The card can also be linked to a Wells Fargo checking account and used as an ATM/PIN-debit card. Cards are issued through the Comet Center located in the Student Union. Call (972) 883-2495 or go to http://www.utdallas.edu/cometcard for information.

Comet Center

The Comet Center, located on the second floor of the Student Union, is the UT Dallas information hub. Students can pick up Comet Cards and DART passes or purchase postage stamps and discount tickets to movies, museums and other local attractions. See http://www.utdallas.edu/cometcenter for more information.

Comet Families

Comet Families is an avenue for family members and parents of UT Dallas students to get information about the campus and be involved in their student's campus experience. For more information call 972-883-6171 or go to http://www.utdallas.edu/family.

Computer Facilities

The Office of Information Resources provides computing facilities for student, faculty, and staff use in instruction and research. General access computer labs are located on the first and third floor floors of the Founders Building and the McDermott Library building, and the ground floor of the Jonsson Building. The labs provide a modern, networked computing environment with Windows-based and Macintosh computers, scanners and more.

Dedicated systems are also available to support such functions as campus information services, programming, research-related activities, and computationally intensive applications. A sophisticated campus-wide network permits offices and laboratories direct access to extensive computing resources both on and off campus. The university maintains
high bandwidth connections to the commodity Internet as well as appropriate research and education networks, such as Internet 2.

Primary remote services are provided through the Galaxy portal (http://galaxy.utdallas.edu). Additional remote access to the campus network is provided through VPN (Virtual Private Networking) services. The university provides wireless LAN access to the campus community areas across most of the institution. All holders of a UTD NetID may utilize the campus network using devices with the appropriate wireless LAN 802.11b/a/g network interface. Guest wireless access is also provided on request (http://www.utdallas.edu/ir/). The latest information regarding computing services can be found at the Information Resources web site at http://www.utdallas.edu/ir/.

Many of the schools, programs, and research centers operate their own computing facilities that are also available to students as appropriate. Details of these facilities can be found in the individual school/program sections of this catalog. The latest information regarding computing facilities can be found at the campus web site at http://www.utdallas.edu/ir/.

CourseBook Tool

CourseBook is a tool to search for and obtain information related to course scheduling, course descriptions, and course location. CourseBook also contains course syllabi, textbook information, course evaluations, and instructor curriculum vitae within one web portal. Go to http://coursebook.utdallas.edu.

Dean of Students

The Dean of Students provides leadership in the development, overall management, and supervision of organizations and activities and serves as an information/referral source for students needing assistance in any situation. The Dean of Students Office is in the Student Services Building, 4.400, and can be contacted at (972) 883-6391 or on the web at http://www.utdallas.edu/deanofstudents.

Distance Education
Education opportunities at the University include courses and entire programs taught online via the Internet. UT Dallas currently offers courses in a number of areas from across the campus, including courses in teacher education and the natural sciences. Furthermore, distance learning opportunities at The University of Texas at Dallas now utilize e-learning technologies to provide students the opportunity to engage in coursework from remote locations and without the time constraints of the traditional face-to-face classes.

Blended (or hybrid) courses that utilize both on-campus and off-campus presentation, providing students an opportunity to maximize their learning by collaborative learning experiences are also available. UT Dallas also works with a number of partner institutions to provide students additional learning opportunities through exchange programs and other collaborative programs both nationally and internationally.

More information about specific distance learning programs or courses at The University of Texas at Dallas and registration procedures can be found in the Class Schedule or on the distance learning website at http://www.utdallas.edu/elearning/online-programs.

**Financial Literacy Training**

In accordance with Texas Education Code, Section 51.305, the University provides students information and resources to acquire financial literacy skills through a series of lectures and/or online courses. By accessing these resources at the Financial Literacy website, students learn how to budget, to build and maintain credit, and to develop skills in managing their personal finances, including health care and other benefits, investing for the future, loans and repayments, retirement planning, saving accounts, and taxes.

**Fraternity and Sorority Life**

UT Dallas is home to 15 national Greek fraternities and sororities that provide students with opportunities for friendship, guidance, service and leadership. For more information call 927-883-6158 or go to http://www.utdallas.edu/gogreek.

**Intercollegiate Athletics**

UT Dallas is a member of the NCAA Division III American Southwest Conference. The UT Dallas athletic program includes men's and women's
soccer, golf, basketball, tennis, and cross country, men's baseball, women's softball, and women's volleyball teams. Graduate students are able to participate only if their undergraduate degree is from UT Dallas and they still have NCAA eligibility remaining. Administrative offices are located in the Activity Center. For additional information call (972) 883-4490 or go to http://cometsports.utdallas.edu.

International Student Services

The International Student Services Office (ISSO) houses the International Student Programs and International Student Advising for the international student population at UT Dallas. ISSO organizes on- and off-campus programs which allow international students to be a part of a variety of US cultural experiences, as well as educational events for US students wanting to participate in multicultural activities. ISSO also provides immigration information for F and J students through seminars, individual student appointments, and other outreach activities to provide students with information affecting their status. International Student Services is located in the Student Services Building, 3.400, and may be contacted by calling (972) 883-4189. More information can be found at http://www.utdallas.edu/isso.

Judicial Affairs

A part of the Dean of Students Office, the Office of Judicial Affairs promotes academic integrity and is responsible for investigating allegations of scholastic dishonesty and implementing the discipline process. More information can be found at http://www.utdallas.edu/deanofstudents or by calling (972) 883-6391.

Leadership Education and Development

Non-credit leadership classes, offered through the Student Development Office, help students to develop and enhance competence and self-knowledge as it pertains to leadership in a global society. For more information call (972) 883-2242 or go to http://www.utdallas.edu/leadership.

Living Learning Communities

Living Learning communities allow small groups of freshmen who share common academic objectives, goals, and interests to develop a support network with other students, peer advisors, and faculty/staff members. Communities are built around academic interests with a faculty or staff
advisor who facilitates distinctive academic and social opportunities that help students extend their learning beyond the classroom. For more information call (972) 883-5246 or go to http://www.utdallas.edu/livinglearning.

Multicultural Center

The Multicultural Center provides cultural programs, support services, resources and cultural education programs. The MC is a place for students, faculty and staff to gather and relax. The MC has a comfortable lounge area with a television, videos, computer lab, work station, and a meeting room. Traditional events hosted by the MC are Hispanic Heritage Month, Black History Month, MLK Jr. Breakfast, Asian-American Heritage Celebration, Native American Heritage program and the Diversity Dinner Dialogues. The MC is home to the Multicultural Peer Advocates (MPA's). The MPA's are student peer advocates that are available for personal, social or academic assistance.

Office hours are Monday through Thursday 8:30 a.m. - 6:00 p.m., Friday 8:30 a.m. - 5:00 p.m. Location: Student Services Building. Email: Multicultural Center. Phone: (972) 883-6390. Website: http://www.utdallas.edu/multicultural. Director: Arthur Gregg.

New Student Programs

New Student Programs offers orientations, counseling, peer support and other resources to get new students off to a strong start at UT Dallas. For more information call (972) 883-6171 or go to http://www.utdallas.edu/newstudents.

Professional Preparation

Students at the University who wish to prepare for a career in teaching, law, medicine, or a paramedical field should make every effort to ensure that their course work at the upper division is in keeping with particular requirements of that chosen profession.

Health Related Professions

Healthcare professional programs do not state a preference about an undergraduate major field, thus permitting students to choose degree programs that correspond to their special abilities and interests. Students interested in the health professions may choose any major as long as they meet the minimum requirements stated by the professional school in question. Students who wish to continue their education in any
A professional program of study should contact the Health Professions Advising Center (HPAC) during their first semester at UT Dallas. The advisors may be reached by calling 972-883-6806 or by visiting their office at FO 2.210. More information may be found on their website at http://www.utdallas.edu/pre-health.

**Law Professions**

Law school admission committees do not normally state a preference regarding an undergraduate major field of study, thus permitting students to choose degree programs that correspond to their special abilities and interests. Pre-law internships, moot court, mock trial, and mediation are available for students from across the University who plan to practice law. Students interested in a career in law should contact the Pre-Law Advising and Resource Center (PLARC) in the Office of Undergraduate Education, FO 2.704, or by calling (972) 883-6712. The PLARC website is located at http://www.utdallas.edu/pre-law.

**Teacher Certification**

Students who wish to gain certification to teach in Texas schools may do so at UT Dallas through one of its two separate teacher preparation programs - the Teacher Development Center in the School of Interdisciplinary Studies (972-883-2730) and UTeach Dallas in the School of Natural Sciences & Mathematics (972-883-2496). Students must first be admitted individually to the academic program of their choice. They must also seek admission to Teacher Certification through either the Teacher Development Center (972) 883-2730 or UTeach Dallas as early as possible. The Teacher Certification website is located at http://www.utdallas.edu/teach; the UTeach website is at http://www.utdallas.edu/uteach.

Professional education courses, including student teaching, of at least 18 semester hours are prescribed to meet state certification regulations. Certification requirements may increase the number of semester hours normally required for graduation. Careful planning and utilization of electives for fulfillment of professional requirements may allow the student to avoid such an increase.

The Teacher Development Center supports all of the following certifications while UTeach Dallas supports only the secondary mathematics and science certifications (4-8 and 8-12). Teaching fields in which certification for Grades 8-12 may be earned are English Language Arts and Reading, Social Studies, Computer Science, History, Life Sciences, Physical Science, Science, Chemistry, and Mathematics.
Teaching fields in which certification for Grades 4-8 may be earned are Science, Mathematics, Social Studies, English Language Arts and Reading, and Generalist 4-8. The Generalist Certificate is the only teaching field available at UT Dallas for Early Childhood (EC)-6 certification.

All students interested in Teacher Certification should consult the section on Teacher Education Certification Programs in the catalog, as well as the appropriate subject area.

Recreational Sports

Recreational Sports provides UT Dallas students with diverse recreational programs to enhance their overall educational experience. Recreational facilities include a state-of-the-art fitness center, racquetball courts, squash courts, basketball courts, a multi-purpose room, an indoor swimming pool, sand volleyball courts, soccer fields, tennis courts, softball and baseball fields, and a rock climbing wall. Recreational Sports also offers students opportunities to participate in a variety of intramural and club sports, group exercise and non-credit courses. For additional information call (972) 883-2096 or go to http://www.utdallas.edu/recsports.

Residential Life

Residential Life and its student-support team of Peer Advisors are committed to seeing that every resident student has a safe, comfortable and welcoming environment in which to live and learn. For more information call (972) 883-5361 or go to http://www.utdallas.edu/housing.

ROTC Programs

Students at The University of Texas at Dallas may participate in the Air Force ROTC program at The University of North Texas, or in the Army ROTC program at The University of Texas at Arlington.

Students register for the ROTC courses by contacting the Office of the Registrar at the time they register for other UT Dallas courses. Payment for the courses is through the UT Dallas Bursar Office by the published payment deadlines. The ROTC courses are used as elective courses. Successful completion of degree requirements and the respective ROTC program can lead to a commission as a second lieutenant in the United States Air Force or the United States Army.

For further information and application procedures, contact: AIR FORCE
Spirit Squads

Temoc is the official mascot of UT Dallas and works with the UT Dallas Cheerleaders, Power Dancers, the Crush Crew and the Pep Band to build school spirit, promote community and cheer the Comets on to victory (http://www.utdallas.edu/spirit).

Student AccessAbility

Student AccessAbility ensures that qualified students with documented disabilities have an equal opportunity to participate in educational, recreational and social activities at UT Dallas. Students with disabilities are urged to contact Student AccessAbility as soon as they are admitted to the University. Student AccessAbility is located in the Student Services Building, 3.200, and can be contacted at 972-883-2098 or on the web at http://www.utdallas.edu/studentaccess.

Student Counseling Center

The Student Counseling Center is staffed by psychologists, counselors, and part-time staff psychiatrist who are available to help students with personal and interpersonal problems. Services include individual counseling for personal or educational concerns, marital/family counseling, group counseling, crisis counseling and stress reduction, and special workshops/programs relevant to student needs. In addition, a personal development book and tape library is available and materials may be checked out.

All counseling services and records are held confidential to the extent permitted by law and are governed by the Family Educational Rights and Privacy Act, the Texas Open Records Act, and Article 5561(h), Vernon's Annotated Texas Civil Statutes. The Student Counseling Center is located in the Student Services Building, SSB 4.600.

For more information call (972) 883-2575 or go to http://www.utdallas.edu/counseling.

Student Exchange Program - UT System
The UT System Student Exchange program is designed to allow upper-division students enrolled in an institution of the UT System to take courses or engage in research at another institution within the System during a regular semester or summer session.

A UT Dallas student in good standing who has completed at least 60 semester credit hours is eligible to participate in the exchange program. Approval by the student's Associate Dean of Undergraduate Education is also required. Visiting students register and pay tuition and required fees at their home institutions and are given normal privileges associated with available student services at the exchange institution. Visiting students are subject to the rules and regulations of both institutions.

Each UT System institution has designated an individual to coordinate and approve undergraduate student exchanges. Interested UT Dallas students should contact the Office of the Dean of Undergraduate Education for additional information: phone (972) 883-6706 or email the Office of the Dean of Undergraduate Education.

Students at other UT System schools wishing to take courses at The University of Texas at Dallas under this exchange program should contact and work through the office designated by their home institution.

Student Government

Student Government is the official representative body and voice of UT Dallas students. Students have the opportunity to participate through serving on committees, running for office, or voting in elections. Student Government provides many free services for students, including legal counsel, an online book exchange, and the Comet Discount Program. Further information may be obtained from the Student Government Offices in the Student Union (SU2.604), by calling (972) 883-2284, or by going to http://www.utdallas.edu/student/sg.

Student Health Center

The Student Health Center offers routine medical services and treatment to all currently enrolled students who have paid their tuition and are attending classes. Services include physicals, diagnosis and treatment of acute illnesses and injuries, general medical problems, gynecological problems, treatment of stabilized chronic illnesses, and limited immunizations. Care providers include Nurse Practitioners and a Staff Physician. While there is no direct cost for most services, there are charges for laboratory services, medication and specific procedures.
provided for individual students. All services or treatment obtained from facilities other than the Student Health Center are the responsibility of the individual student. The staff at the Student Health Center can make referrals as appropriate.

The Student Health Center provides information on the prevention and transmission of HIV infection and AIDS, offers HIV and AIDS education programs, and offers testing.

All medical services and records are held confidential to the extent permitted by law and are governed by the Family Educational Rights and Privacy Act, the Texas Open Records Act, and Article 5561(h), Vernon's Annotated Texas Civil Statutes. The Student Health Center is located in the Student Services Building, SSB 4.700. Call (972) 883-2747 for more information or go to http://www.utdallas.edu/healthcenter.

We encourage all students to be current on their immunizations.

Bacterial Meningitis Vaccination Requirement
Per State legislation effective January 1, 2012, all entering Texas college students must receive a vaccination or booster (if the vaccination is five years old) against bacterial meningitis before enrollment in accordance with Texas Education Code, Section 51.9192.

The vaccine or booster is required for entering students at Texas public and private colleges, living both on- and off-campus.

• An entering student is a new student or a student who has had a break of enrollment for one or more fall or spring semesters. Summer semester is not included as a break in enrollment.
• Transfer students are considered entering students. Transfer students may request an official memo stating proof of vaccination (within the last five years) from their previous institution and submit with the vaccination requirement form.
• Students who are enrolled only in online courses are exempt if they supply an online exemption form.
• Entering students 30 years of age or older are exempt.

The student, or parent or guardian of the student, must provide a meningococcal meningitis vaccine requirement form with an official immunization record or other required documentation listed on the form, showing the student has received the bacterial meningitis vaccination or booster during the five-year period prior to enrollment, and not less than 10 days before the first day of classes.
Entering students will be unable to register until the paperwork is received and reviewed. The Office of the Registrar sends electronic notifications to students about the vaccination or booster requirement until the paperwork is received.

Questions concerning the bacterial meningitis requirement and forms should be directed to the Office of the Registrar, 972-883-2342 or go to http://www.utdallas.edu/student/registrar.

**Hepatitis B Vaccination Requirement**
A Hepatitis B vaccination is required for students enrolled in a course of study that involves potential exposure to human or animal blood or bodily fluids in accordance with Texas Education Code, Section 51.933.

**Mandatory Tuberculosis (TB) Skin Test for International Students**
The University of Texas at Dallas Student Health Service requires all students born outside the United States to have a PPD Mantoux TB skin test or a chest X-ray to rule out TB, prior to registration for the first semester at UT Dallas. The student is responsible for having the required testing and it is at his/her expense.

- The testing must be done and this form must be completed by the licensed care provider then the original returned by the student to the UTD Student Health Center.
- You may mail the completed form (allow sufficient time) or you may bring it with you and submit to the Student Health Center.
- A TB hold will remain on the student record until the testing has been satisfactorily completed and this form has been returned to the Student Health Center and approved.
- A student is not allowed to register if there is a hold on his/her record. We are unable to send confirmation of testing received.
- Students must have had the TB Test within six (6) months of registration.
- Having taken the BCG vaccine is NOT an exemption from TB testing.

**Recommended Immunizations**
The following vaccines are recommended but not required:

- Hepatitis A and B
- Human Papillomavirus (HPV)
- Influenza (flu)
- Measles, mumps, rubella (MMR) - 2 doses (required for international students)
- Tetanus, diphtheria, pertussis (Tdap)
- Varicella (chicken pox)
For more information, please visit http://www.utdallas.edu/healthcenter/immunizations.

Student Health Insurance

The University of Texas at Dallas Student Health Insurance Office, under the direction of the Student Health Center, provides unique and confidential health insurance advising services for UT Dallas students. Health insurance is available to all students at UT Dallas and is required of all international students (students who are not US Citizens, US Permanent Residents, Asylees, Refugees or undocumented aliens). All international students are assessed the Student Health Insurance (SHI) fee at the time of registration for classes. Contact the Student Health Insurance Office for more information at 972-883-2747 or on the web at http://www.utdallas.edu/healthcenter/insurance.

The UT Dallas Student Health Insurance Office provides unique and confidential health insurance advising services for currently enrolled students. Group health insurance is available for purchase by all students enrolled at UT Dallas and is required of all international students (students who are not US Citizens, US Permanent Residents, Asylees, Refugees or undocumented aliens). Effective spring 2009, all international students will be assessed the Student Health Insurance (SHI) fee at the time of registration for classes. Call (972) 883-2747 or go to http://www.utdallas.edu/insurance for more information.

Student Media

The award-winning student newspaper of UT Dallas, The Mercury, publishes biweekly on Mondays throughout the school year. The newspaper offers paid positions for writers, editors, page designers and photographers. (http://www.utdmercury.com)

Radio UTD, the student-run Internet radio station, features an eclectic and freeform mix of music and original programming including talk, poetry and live coverage of UT Dallas sports. College Music Journal nominated Radio UTD as one of the best internet radio stations in the United States (http://radio.utdallas.edu).

A Modest Proposal, a student publication that focuses on student life, global politics, arts, events, and social commentary, publishes eight editions during the fall and spring semesters each year (http://amputd.com).
UTD TV, a web-based television station, was launched in 2009. It provides a new medium for broadcasting news, entertainment shows and other content produced by students, staff and faculty (http://utdtv.com).

Student Organization Center

The Student Organization Center (SOC) helps UT Dallas students become more connected to campus life. CSI SOC provides programming and services for student organizations and for students interested in participating in the many activities at UT Dallas. Visit us in the Student Union (SU 2.416) or go to http://www.utdallas.edu/soc.

Student Organizations

Registered student organizations provide the major means by which students can contribute to campus life while developing friendships, interests, talents, and leadership skills. There are over 150 student organizations at UT Dallas that cater to a variety of interests, such as academic and honor groups, service clubs, religious groups, ethnic groups, and special interest groups. Detailed information on the groups and guidelines for forming new organizations is available in the Student Organization Center (Student Union, 2.416). For additional information call (972) 883-6551 or go to http://www.utdallas.edu/soc.

Student Success Center (formerly Gateways to Engagement, Mastery, and Success / GEMS)

The Office of Student Success operates the Student Success Center, which offers assistance to students in the areas of writing, mathematics, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The Math Lab gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in or make appointments to visit with a math tutor on a regular basis.

The Writing Center offers one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Appointments are strongly recommended.

The Student Success Center also offers facilitated group study and
review sessions as a supplement to many UT Dallas courses. Students should check the center’s website for offerings and additional availability of peer-led team learning (PLTL), supplemental instruction (SI) and tutoring in specific subjects.

Academic success advisors are available for individual student appointments to discuss study skills, time management, note-taking, test taking and preparation, and other success strategies. The Student Success Center also conducts GRE and GMAT preparation courses.

The Student Success Center Supplemental Instruction program offers facilitated group study and review sessions as a supplement to many UT Dallas courses. Students should check the center’s website for offerings and additional availability of peer-led team learning and individual tutoring in specific subjects.

The Student Success Center’s main offices, located in the McDermott Library building, may be contacted by calling (972) 883-6707 or send an e-mail to the Center.

**Student Union**

The Student Union is a place for students to hang out, grab a bite to eat and just relax. Open seven days a week, it includes a TV lounge, study lounges, pool tables, ping-pong tables, a video arcade, the Comet Café, The Pub and a number of meeting rooms that can be reserved for organization meetings (http://www.utdallas.edu/union).

**Student Union and Activities Advisory Board (SUAAB)**

SUAAB is a group of student leaders dedicated to programming social, diverse and educational events to enhance the student experience. Events coordinated by SUAAB include the annual Homecoming Dance, Casino Night, Springapalooza, movies, comedians, concerts, pep rallies and more (http://www.utdallas.edu/suaab or (972) 883-6438).

**Student Volunteerism**
The Student Volunteerism Program offers students a variety of opportunities to lend their time and talents in service to the communities of UT Dallas, North Central Texas and beyond. Programs include Alternative Spring Break, Service Saturdays and Viva! Volunteer among others. The Office of Student Volunteerism is located in the Student Services Building (SSB 3.500) and can be contacted at (972) 883-6393 or on the web at http://www.utdallas.edu/volunteer.

Student Wellness Center

The Student Wellness Center promotes health, fitness and responsible personal choices among UT Dallas students through educational programs, resources and individual consultations. Programs include alcohol and other drug awareness, sexual responsibility, nutrition and fitness, men's and women's health. The Student Wellness Center is located in the Student Services Building, SSB 4.500, and can be contacted at 972-883-4275 or on the web at http://www.utdallas.edu/studentwellness.

Study Abroad

Information about educational opportunities in other countries, including study abroad, international internships, international research opportunities, and international scholarship programs, is available at the Office of International Education (OIE), located in Green Center (GR), 2.126. Students are required to review an OIE presentation before seeking staff assistance in selecting the program most appropriate to their individual needs and interests. The OIE presentation includes University policies governing international education, program options, eligibility requirements, basic preparation, types of mobility, institutional protocol, and international fund scholarship. Information is also disseminated through special events, group meetings, individual appointments, reference materials, and at the OIE website, http://www.utdallas.edu/oie. (See "International Education" located in the Academic Policies and Procedures section of the catalog for more details).

Textbooks

The University Bookstore stocks all required textbooks and software. Textbook information for specific courses is available within the CourseBook web portal at http://coursebook.utdallas.edu. Textbook information includes International Standard Book Number (ISBN) and retail price information; data is collected from the campus bookstore on a regular basis. For additional assistance, click on the help tab within http://coursebook.utdallas.edu.
The University of Texas at Dallas advises students that they are not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. (Texas Education Code 51.9705; 19 TAC 4.215)

Transfer Student Services

The Transfer Student Services Office provides support to new and returning transfer students to ensure their successful transition into UT Dallas. The Transfer Student Services Office is located in the Student Services Building, 3.600, and can be contacted at (972) 883-6204 or on the web at http://www.utdallas.edu/transferservices.

University Housing Information

Students are provided several affordable on-campus housing options. All on-campus housing is reserved for UT Dallas students.

Locations include University Village Apartments and Residence Halls, a community owned by UT Dallas and managed by American Campus Communities, and Waterview Park Apartments, a community owned by the Utley Foundation and managed by Inland American Communities Group.

In accordance with University policy, all freshmen who choose to live on campus are required to live in either University Village Apartments or in the suite-style residence halls.

For more information please go to http://www.utdallas.edu/housing.

Or contact:

University Village 2800 Waterview Parkway Suite #200 Richardson, TX 75080 (972) 792-9100

Waterview Park Apartments 2800 Waterview Parkway Suite #100 Richardson, TX 75080 (972) 454-5000

University Libraries

The Eugene McDermott Library and the Callier Library support the research, instruction, and community service programs of the University by providing access to information in both print and electronic forms. The libraries consist of over two and a half million items, including over 65,000 electronic journals, 1,000,000 electronic books, federal and Texas government documents, microforms, and maps.
The McDermott Library is a U.S. government document depository. Special collections include the Jaffe Holocaust Collection, the Wineburgh Philatelic Research Library, the Belsterling Collection, the History of Aviation Collection and the UTD Archives. The Library also has a rare books collection. The libraries provide an ever-expanding digital collection that is available to distance learners. Users connect to these resources through the library portal at http://www.utdallas.edu/library. Current students have unlimited access to the digital library. The Library is developing Treasures, a digital institutional repository to showcase the research and scholarship conducted at the University.

The librarians and staff provide competent and cordial interactions with the people they serve. Librarians provide class and individual instruction on the use of the library.

The library collections are enhanced by the Interlibrary Loan Service, which provides students with books or articles from a network of major libraries. Student research is facilitated by copiers available to duplicate from paper, microfilm, or microfiche. The McDermott Information Commons provides connections to our electronic material. The libraries offer students with disabilities a range of services to encourage their independent research.

**Veteran Services Center**

The UT Dallas Veteran Services Center is a resource center for veterans, reservists, eligible dependents, and active duty military students attending UT Dallas. The center helps students access information about VA benefits, financial aid, scholarship opportunities and on- and off-campus veteran support services. The center’s lounge allows students to meet and greet other veterans, and the office of UTD’s VA certifying official is also located in the center.
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<td>ahst2v71 000299 ahst2v71.2</td>
<td>AHST 2V71 Independent Study in Art History (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). <strong>Prerequisite: Instructor consent required.</strong> ([1-3]-0) R</td>
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<td>2011-2013</td>
<td>ahst3317 000305 ahst3317.6</td>
<td>AHST 3317 Pioneers of Modern Art (3 semester hours) Focus on the work of the Post-Impressionists (Seurat, Gauguin, Van Gogh, and <strong>Cézanne</strong> and the Symbolists with special emphasis on the artists' contribution to the discourse of ideas and the crisis of meaning in the late 19th century. <strong>Prerequisite: ARTS 1301 or equivalent.</strong> (3-0) T</td>
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<td>AHST 4342 Topics in Art History (3 semester hours) Subjects will vary from semester to semester. May be repeated for credit as topics vary (6-9 hours maximum). <strong>Prerequisite: ARTS 1301 or equivalent.</strong> (3-0) R</td>
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<td>AHST 4V71 Independent Study in Art History (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisites: Upper-division standing, standing and instructor consent required. ([1-3]-0) R</td>
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<td>ap2v71 000546 ap2v71.3</td>
<td>AP 2V71 Independent Study in Art and Performance (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). <strong>Prerequisite: Instructor consent required.</strong> ([1-3]-0) R</td>
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<td>2012-2013</td>
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<td>AP 3300 Elements of Art and Performance (3 semester hours) An analysis of the elements of space, time, image, text, and gesture as they relate to art making in the various visual and performing arts. These elements will also serve as a starting point from which students will investigate notions of creativity, expression, and aesthetics in a workshop setting. <strong>Explorations into This course explores</strong> what constitutes a work of art, and ways in which a work of art can be perceived and interpreted. **This course AP 3300 is a requirement for all AP majors and is restricted to majors within the School of Arts &amp; Humanities (Arts &amp; Humanities, Art (Art and Performance, Literary Studies, Historical Studies, Arts and Technology, and Emerging Media and Communication). AP 3300 should be taken prior to completing the first 12 hours of upper-division course work. It is normally offered only during the fall and spring semesters. **Prerequisite: ARTS 1301 or equivalent. (3-0) S</td>
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<td>AP 4V71 Independent Study in Art and Performance (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisites: Upper-division standing and completion of all lower division requirements in AP. Instructor consent required. ([1-3]-0) R</td>
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### Undergraduate Catalog 2013 - Course Change Requests

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<td>2011-13</td>
<td>ap4v99.2</td>
<td>AP 4V99 Senior Honors in Art and Performance (1-3 semester hours)</td>
<td>Intended for students conducting independent research for honors theses or projects. Signature of instructor and secondary reader on proposed project outline required. Prerequisite: Instructor consent required.</td>
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<td>arhm110.3</td>
<td>ARHM 1100 Freshman Seminar (1 semester hour)</td>
<td>This course is a graduation requirement for all freshmen in the School of Arts and Humanities (A&amp;H). Incoming freshmen will learn about the intellectual and cultural environment in the School of Arts and Humanities through lectures, group projects, activities, guest panels, and attendance at artistic and cultural events. Students will also learn about A&amp;H majors (Art and Performance, Arts and Technology, Emerging Media and Communication, Historical Studies, and Literary Studies), research opportunities, careers, and internships. This course is open to all non-A&amp;H majors. Credit/No Credit. Co-requisite: Corequisite: UNIV 1010. (1-0) Y</td>
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<td>arts2315.1</td>
<td>ARTS 2315 Topics in Visual Art (3 semester hours)</td>
<td>An introduction to specialized topics in the visual arts. May include historical or cultural elements of visual arts, a genre or artist, or digital aspects of visual art. May be repeated for credit as topics vary (9 hours maximum). (3-0) R (3-0) R</td>
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<td>arts2v71.2</td>
<td>ARTS 2V71 Independent Study in Visual Arts (1-3 semester hours)</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required.</td>
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<td>ARTS 3311 Theory and Practice of Visual Arts (3 semester hours)</td>
<td>This studio art course provides a context for the creation, discussion and critique of visual art. The course aims to fuse engagement in artistic production with reflection on theoretical and socio-cultural issues relevant to contemporary art practices. Prerequisite: ARTS 4316, 1316 or ARTS 2316, 2316 or ARTS 2350, 2350 or ARTS 2380, 2380 or ARTS 2381. (0-3) T</td>
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<td>arts3340.4</td>
<td>ARTS 3340 Topics in Studio Art (3 semester hours)</td>
<td>This course will investigate special topics exploring the wide variety of ideas, concepts, principles and techniques inherent in different media in the visual arts. Sections may be devoted exclusively to sculpture, photography, computer imaging, or painting. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: ARTS 4316, 1316 or ARTS 2316, 2316 or ARTS 2350, 2350 or ARTS 2380, 2380 or ARTS 2381. (0-3) T</td>
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<td>arts3363.5</td>
<td>ARTS 3363 Design, Text, and Image (3 semester hours)</td>
<td>This course explores the concepts and techniques of design as manifest in history and emerging in contemporary experimental design practices. We will emphasize The course emphasizes the use of technology and explore explores individual vision, creative variation strategies, and command of the visual language (allowing one to communicate visually, providing content and attitude overtly or covertly). Topics may include typography, graphic design, logos, information design, color theory, as well as composition, 2D and 3D-design. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: ARTS 4316, 1316 or ARTS 2316, 2316 or ARTS 2350, 2350 or ARTS 2380, 2380 or ARTS 2381. (0-3) T</td>
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<td>ARTS 3365 Advanced Drawing (3 semester hours)</td>
<td>arts3365.4</td>
<td>This course explores the traditional and nontraditional concepts and techniques of drawing with the intent to encourage a personal vision in the medium. Lectures discuss contemporary artistic practices and provide research for innovative drawing as a means of communication, expression, installation and unique conceptual form. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: ARTS 4346, 1316 or ARTS 2380, 2380 or instructor consent required.</td>
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<td>ARTS 3366 Drawing Concepts (3 semester hours)</td>
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<td>This course is an investigation of the various approaches to working with imagery in the field of drawing. By looking at traditional and contemporary works, students will build skills and technical facility while addressing the concepts, process, materials, techniques, and meaning behind the various subjects and approaches to the art of drawing. Principles Course content include principles and techniques involved in the drawing process. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: ARTS 4346, 1316 or ARTS 2380, 2380 or instructor consent required.</td>
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<td>ARTS 3367 Figure Drawing (3 semester hours)</td>
<td>arts3367.4</td>
<td>An introductory class for students who have had some basic drawing experience. The course will cover an introduction to the many diverse representations and applications of the human figure through art. Topics include linear dynamics, various contour line applications, rendering, shading and compositional etiquette using a variety of materials and techniques. Prerequisite: ARTS 4346, 1316 or ARTS 2380, 2380 or instructor consent required.</td>
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<td>ARTS 3368 Mixed Media (3 semester hours)</td>
<td>arts3368.3</td>
<td>An investigation of the interaction and combination of several traditional visual media using techniques derived from 2D and 3D dimensional studio arts. May be repeated for credit (6 hours maximum). Prerequisite: ARTS 4346, 1316 or ARTS 2316, 2316 or ARTS 2381.</td>
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<td>ARTS 3369 Intermediate Painting (3 semester hours)</td>
<td>arts3369.4</td>
<td>This course explores traditional and nontraditional concepts and techniques of painting and the development of personal vision. Lectures will discuss historical and contemporary artists, as well as encourage research into the concepts behind how art is investigated and how to manipulate visual imagery in a work of art. Topics may include color theory, 2D design, and the nature of representation. May be repeated for credit (9 hours maximum). Prerequisite: ARTS 2316 or instructor consent required.</td>
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<td>ARTS 3373 Printmaking (3 semester hours)</td>
<td>arts3373.4</td>
<td>Explores traditional and nontraditional techniques of printmaking through the various topics of screen printing, etching, woodcut, collagraph, or monoprint. May be repeated for credit (6 hours maximum). Prerequisite: ARTS 4346, 1316 or ARTS 2316, 2316 or ARTS 2350, 2350 ARTS 2380, or ARTS 2381.</td>
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<td>ARTS 3375 Sculpture (3 semester hours)</td>
<td>arts3375.4</td>
<td>Explores the traditional and nontraditional techniques of three-dimensional work in wood, clay, metal, plastics, fiber, stone. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: ARTS 4346, 1316 or ARTS 2316, 2316 or ARTS 2380, 2380 or ARTS 2381 or instructor consent required.</td>
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<td>ARTS 3376</td>
<td>Time-Based Art (3 semester hours)</td>
<td>Exploration of the conceptual demands inherent in the creation of time based visual art. Topics may include computer animation, video processes, interactive visual arts, and the potential of narrative models. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: ARTS 4316, 1316 or ARTS 2316, 2316 or ARTS 2350, 2350 or ARTS 2380, 2380 or ARTS 2384, 2381 or instructor consent required.</td>
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<td>ARTS 3377</td>
<td>Digital Photography (3 semester hours)</td>
<td>Explores digital photographic processes, with an emphasis on contemporary issues in art and technology. Course includes instruction in camera operation, lighting, image editing software, and output to web and print. May be repeated for credit (6 hours maximum). Prerequisite: ARTS 1316 or ARTS 2316 or ARTS 2350 or ARTS 2380 or ARTS 2381 or ATEC 2382 or instructor consent required.</td>
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<td>ARTS 3381</td>
<td>Video Painting (3 semester hours)</td>
<td>This course will focus on the visual dialogue of painting as it applies to motion graphics and moving images. Images, color grids, and found video will be transformed by applying effects, filters, and modes. A variety of image material will be utilized such as still photography, text, color grids, and appropriated open source video. May be repeated for credit (6 hours maximum). Prerequisite: ARTS 2380, 2380 or instructor consent required.</td>
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<td>ARTS 3382</td>
<td>Color as Subject (3 semester hours)</td>
<td>This studio course explores the history of color in art and culture. It provides students in various majors a workshop forum for an intense personal investigation of color as subject, meaning and influence in their selected discipline. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: ARTS 4316, 1316 or ARTS 2316, 2316 or ARTS 2350 or ARTS 2380 or ARTS 2381 or instructor consent required.</td>
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<td>ARTS 4368</td>
<td>Advanced Visual Arts (3 semester hours)</td>
<td>May focus on advanced explorations in a specific medium, such as printing, photography, drawing, sculpture, or video. An emphasis may be placed on particular themes, such as narrative or collaboration, or genres, such as landscape or portraiture, or advanced technical processes. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: Instructor consent required.</td>
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<td>ARTS 4369</td>
<td>Advanced Painting (3 semester hours)</td>
<td>This course will explore the creative possibilities that are open to artists today, ranging from painting, computer imagery, ink jet prints, and video painting. Students will learn about the intentions, motivations, and strategies artists use in creating their work and will learn to formulate their own creative process. <strong>Discussion topics</strong> Topics may include internal and external sources of inspiration, crafting an artistic self, and expressing an artistic attitude. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required.</td>
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<td>ARTS 4372</td>
<td>Advanced Photography (3 semester hours)</td>
<td>Explores advanced concepts relating to contemporary artistic and photographic practice, with special emphasis placed on portfolio development. Instruction may include digital or film-based photography (35mm, medium photography) and studio lighting. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: A 3000-level studio art course in an appropriate medium ARTS 3371 or ARTS 3372 or ARTS 3377 or ARTS 3379 or instructor consent required.</td>
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<td>arts4v71.4</td>
<td>ARTS 4V71 Independent Study in Visual Arts</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum).</td>
<td>Upper-division standing, and completion of all lower-division requirements in AP standing and instructor consent required.</td>
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<td>atec2322.6</td>
<td>ATEC 2322 Theories of Emerging Media and Communication</td>
<td>The course will examine the history and theory of digital communications with a critical view of their effects on society. The focus will be on the role of the Internet in contemporary life.</td>
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<tr>
<td>atec2385.2</td>
<td>ATEC 2385 Sound Design</td>
<td>Introduction to sound design whose main goal is to show and explain the role of sound in single or multiple aspects of the field, including multimedia productions, animation, video games, movies, and live performances.</td>
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<tr>
<td>atec3317.5</td>
<td>ATEC 3317 Modeling and Texturing I</td>
<td>An introduction to 3D computer modeling and texturing. Students will learn how to model hard surface objects with emphasis on creating clean geometric meshes. Basic texturing fundamentals and techniques will be covered, including UV editing, texture map creations, and application and shader types.</td>
<td>ATEC 2326.</td>
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<tr>
<td>atec3327.5</td>
<td>ATEC 3327 Lighting and Composition I</td>
<td>An introduction to the process of lighting, rendering and compositing computer generated images. Students will learn to create custom lighting setups and how lighting affects mood, time, and viewer perception. Additional topics include global illumination, final gather, and render layers.</td>
<td>ATEC 2326.</td>
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<tr>
<td>atec3328.2</td>
<td>ATEC 3328 Rigging I</td>
<td>This course is an introduction to the concepts, tools and techniques used in 3D animation for setting up clean and efficient 3D rigs that are easily able to be animated. Topics will include hierarchical structures, joints and bones, constraints, creating useful and predictable deformations and setting up simple and intuitive control structures for use in animation.</td>
<td>ATEC 2326.</td>
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<tr>
<td>atec3361.6</td>
<td>ATEC 3361 Internet Studio I</td>
<td>Introduction to researching, designing, producing, and distributing Internet content. Through readings, class discussions, and class projects, this class focuses on the various means and techniques for publishing networked digital material. The course will help students develop the ability to create and present a networked portfolio of their digital work.</td>
<td>ATEC 2326.</td>
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<tr>
<td>atec3363.5</td>
<td>ATEC 3363 Basic Interaction Design</td>
<td>Study of human-machine interaction for art and design a variety of applications. Students explore existing models for interaction as used in rapid prototyping, user interface (UI) and user experience (UX) design skills that can be applied to web-based publishing, mobile app development, game development, and entertainment and artistic performances. The creation of new models of interaction using multi-modal devices is pursued, and interactions are explored.</td>
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### ATEC 4326 Advanced Emerging Media Production (3 semester hours)
The course explores production studio and field practices in the development of emerging forms of digital media and communications. Students will work individually and in teams to produce new media projects using a variety of different methods and technologies. Areas of investigation may include social media, mobile media, and trans-media projects. Prerequisite: ATEC 3326. (0-3) Y

### ATEC 4337 Computer Animation (3 semester hours)
This course focuses on applications of the principles of animation. Students learn to create expressive motions through the production of 3D key-frame animations. Prerequisite: ATEC 2326 or ATEC 2382. (0-3) Y

### ATEC 4345 Motion Capture Animation (3 semester hours)
Group projects in which students learn the motion capture pipeline from setting up cameras and capturing data, to editing data and applying data to animated characters. Students will follow the 3D computer animation production process to complete short animations. End products are expected to be high quality animations appropriate for professional demo reels. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required. (0-3) S

### ATEC 4351 Animation Studio I (3 semester hours)
Animation Studio is a two-semester course sequence in which students will create a finished 3D animated short. All areas of production will be involved, including preproduction, layout, modeling, rigging, animation, texturing, lighting, compositing, VFX, and rendering. The story for the project(s) will be selected through a process where a faculty jury selects the winning idea from student story submissions. Students will need to apply for specific positions to gain entrance into the course. A faculty jury will select students to fill the open positions. The number and types of positions may vary based on the selected story's needs. May be repeated for credit (6 hours maximum). Prerequisites: ATEC 3317, 3317 and/or ATEC 3327, 3327 and/or ATEC 4337, or 4337 and/or ATEC 3328 and instructor consent required. (0-3) Y

### ATEC 4367 Advanced Game Development (3 semester hours)
Continuing study in methods and techniques used in the design and creation of interactive games. Topics may include translating analog mechanics and strategies into digital media; innovations in casual, serious, and art game development; social and interpersonal dynamics game structures; and advanced techniques in iteration, prototyping, and game balancing. May be repeated for credit (6 hours maximum). Prerequisite: ATEC 3351 or ATEC 3352 or instructor consent required. (0-3) Y

### COMM 2313 Public Speaking (3 semester hours)
Designed to introduce students to the principles of public speaking. Emphasizes preparation (including audience analysis, research, outlining, and practice) and performance. Course Students will focus on performance-based formal speeches, presentations, selected readings, examinations, prepare and classroom exercises. present various types of speeches, including those that relate to informative, persuasive, and special occasion speaking. (3-0) T

### COMM 2V71 Independent Study in Communications (1-3 semester hours)
Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required. ([1-3]-0) R
### COMM 3342 Advanced Topics in Communication (3 semester hours)

Focuses on major issues in communication, such as intercultural communication, communication within organizations, and social and cultural implications of mediated and technology-based communication. May be repeated for credit as topics vary (6 (9 hours maximum). Prerequisite: Upper-division standing. RHET 1302. (3-0) R

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### COMM 3351 Communication Theory (3 semester hours)

This course surveys the study of human communication theory. Students will be introduced to major concepts and theories associated with interpersonal, intercultural, group/organizational, rhetorical and mass communication. Students will learn to apply these communication concepts and theories to their everyday lives and future professional pursuits. Prerequisite: RHET 1302 (3-0) R

| 2013-2013 | comm33 52 comm33 52.1 |

### COMM 3352 Media and Culture (3 semester hours)

This course will examine mass media historically and culturally. The origins and evolution of sounds and images, words and pictures, and the business and democratic expression of mass media will be explored to understand how mass media shapes our culture. Prerequisite: RHET 1302 (3-0) R

| 2013-2013 | comm33 52 comm33 52.1 |

### COMM 4313 Advanced Public Speaking (3 semester hours)

This course is for students who have mastered basic public speaking skills. It will explore and fine-tune a wider range of styles and skills. The course will be performance-centered and will include presentations, selected readings, examinations, and classroom exercises on a more advanced level. Prerequisite: COMM 2312, COMM 2313, or instructor consent required. (3-0) R

| 2012-2013 | comm43 13 003194 comm43 13.6 |

### COMM 4314 Persuasion (3 semester hours)

The course will emphasize the critical evaluation of persuasive messages and the design of persuasive appeals. By merging theory and practice, students will focus on an understanding of persuasive techniques as a mean for influencing attitudes, beliefs, opinions, and actions in a variety of contexts, including business, politics, and interpersonal interactions, and via media and technology-based communication. Prerequisite: RHET 4302, 1302 and upper-division standing. (3-0) R

| 2011-2013 | comm43 14 003195 comm43 14.5 |

### COMM 4351 U.S. Culture & Communication (3 semester hours)

This interdisciplinary course examines the relationship between American culture and communication in terms of concepts and theories related to anthropology, communication, linguistics, psychology, and sociology. Topics covered include the characterization of culture; descriptions of American culture; the relationship between American culture and communication; and research about co-cultures, subcultures, and regional dialects. Prerequisite: Upper-division standing and Prerequisites: RHET 1302 or equivalent and upper-division standing. (3-0) R

| 2012-2013 | comm43 51 013785 comm43 51.2 |

### COMM 4V71 Independent Study in Communication (1-3 semester hours)

Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Instructor Prerequisites: Upper-division standing and instructor consent required. ([1-3]-0) R

| 2012-2013 | comm4v 71 003192 comm4v 71.5 |

### CRWT 2V71 Independent Study in Creative Writing (1-3 semester hours)

Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor Consent Required. ([1-3]-0) R

| 2012-2013 | crwt2v 71 003411 crwt2v 71.4 |

Page 7 Submitted to CEP 11-29-12
<p>| CRWT 3308 Creating Nonfictions (3 semester hours) | A creative workshop built around on the aesthetic techniques and aesthetic processes used to create personal essays, biographies, and autobiographies as works of art. Topics will vary and often will include work by visual artists, filmmakers, composers, or other writers. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: CRWT 2301 or instructor consent required. (3-0) T |
| CRWT 3360 Art Criticism (3 semester hours) | This seminar provides a context for practice in the writing of art criticism. Subjects selected for examination may include visual arts, film, dance, theater, music, fiction, and poetry. Prerequisite: ARTS 1301 and CRWT 2301 or equivalent. May be repeated for credit (6 hours maximum). (3-0) R |
| CRWT 4307 Creating Short Stories: Advanced (3 semester hours) | An advanced workshop on the creation and theory of the short story that will focus both on structure and on creative techniques and creative process involved in writing sophisticated, challenging, and linguistically developed short stories. May be repeated for credit (6 hours maximum). Prerequisite: CRWT 3307 or instructor consent required. (3-0) T |
| CRWT 4353 Creating Poetry: Advanced (3 semester hours) | An advanced workshop on the creation, history, and theory of poetry that will focus on the creative techniques and the creative process involved in writing formalist, lyrical, free verse, and experimental poetry. May be repeated for credit (6 hours maximum). Prerequisite: CRWT 3351 or instructor consent required. (3-0) T |
| CRWT 4V71 Independent Study in Creative Writing (1-3 semester hours) | Independent study under a faculty member's direction. Signature of instructor and ADU 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 standing and instructor consent required. ([1-3]-0) R |
| DANC 2311 Topics in Dance (3 semester hours) | An introduction to specialized topics in dance. May include historical or cultural elements of dance, performance studies, a genre or choreographer or digital aspects of dance. May be repeated for credit as topics vary (9 hours maximum). (3-0) R |
| DANC 2V71 Independent Study in Dance (1-3 semester hours) | Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required. ([1-3]-0) R |
| DANC 3332 Dance Technique 2 (3 semester hours) | Designed for students who have some experience and wish to develop additional experiences skills and technique in various forms of dance at a high beginning/low intermediate level. May be repeated for credit (9 hours maximum). Prerequisite: Minimum of 9 hours in any combination of DANC 2331 or DANC 2332 or DANC 2333 or DANC 2334 or instructor consent required. (0-3) T |</p>
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<td>danc333</td>
<td>DANC 3333 Modern Dance 2 (3 semester hours)</td>
<td>Designed for students who have some experience and wish to develop additional experience and skills in Modern dance at a high beginning/low intermediate level. May be repeated for credit (9 hours maximum). Prerequisite: Minimum of 9 hours in any combination of DANC 2332 or DANC 2334 or instructor consent required.</td>
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<td>danc333</td>
<td>DANC 3334 Jazz Dance 2 (3 semester hours)</td>
<td>Designed for students who have some experience and wish to develop additional experience and skills in Jazz dance at a high beginning/low intermediate level. May be repeated for credit (9 hours maximum). Prerequisite: Minimum of 9 hours in any combination of DANC 2332 or DANC 2333 or DANC 2334 or instructor consent required.</td>
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<td>danc333</td>
<td>DANC 3335 Ballet 2 (3 semester hours)</td>
<td>Designed for students who have some experience and wish to develop additional experience and skills in Ballet at a high beginning/low intermediate level. May be repeated for credit (9 hours maximum). Prerequisite: Minimum of 9 hours in DANC 2334 or instructor consent required.</td>
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<td>danc334</td>
<td>DANC 3340 Dance in Historical Context (3 semester hours)</td>
<td>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 or DANC 1310 or equivalent.</td>
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<td>danc334</td>
<td>DANC 3342 Advanced Topics in Dance (3 semester hours)</td>
<td>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 instructor consent required.</td>
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<td>danc334</td>
<td>DANC 3345 Dance Performance (3 semester hours)</td>
<td>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. Audition may be required for enrollment in this course. May be repeated for credit (9 hours maximum). Prerequisite: Audition or instructor Instructor consent required.</td>
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<td>danc334</td>
<td>DANC 3347 Dance Composition (3 semester hours)</td>
<td>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, 3332 or DANC 3333, 3333 or DANC 3334, 3334 or DANC 3335, 3335 or instructor consent required.</td>
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<td>danc431</td>
<td>DANC 4316 Jazz Dance 3 (3 semester hours)</td>
<td>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: DANC 3333, 3333 or DANC 3334, 3334 or DANC 3335, 3335 or instructor consent required.</td>
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<td>danc431</td>
<td>DANC 4317 Dance Performance 2 (3 semester hours)</td>
<td>Designed for students who wish to develop additional experience and skills in performance and the creative process. Students will experience the following at an intermediate to advanced level: various choreographic styles, ideas of performance, performance practices, and application of dance techniques in choreographed works. A more advanced approach will be applied to methods that focus on the choreographic process to enrich the performer’s range of technique and expression, along with the understanding of choreographic principles and practices. <strong>Audition may be required for enrollment in this course.</strong> May be repeated for credit (9 hours maximum). Prerequisite: DANC 3345 or instructor consent required. (0-3) Y</td>
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<td>2012-2013</td>
<td>danc431</td>
<td>DANC 4318 Dance Technique 4 (3 semester hours)</td>
<td>Designed for students who wish to develop additional experience in various forms of dance. May be repeated for credit (9 hours maximum). Prerequisite: DANC 3332 or DANC 4314 or DANC 4315 or DANC 4316 or instructor consent required. (0-3) T</td>
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<td>danc4v7</td>
<td>DANC 4V71 Independent Study in Dance (1-3 semester hours)</td>
<td>Independent study under a faculty member’s direction. Signature of instructor and ADU 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, standing and instructor consent required. ([1-3]-0) R</td>
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<td>2010-2013</td>
<td>dram237</td>
<td>DRAM 2373 Languages of the Body (3 semester hours)</td>
<td>Explores the fundamental principles and techniques of movement and/or voice systems and their relationship to diverse forms of theater, performance, media, and alternative staging. Presented in a participatory workshop setting. Prerequisite: DRAM 1310 or equivalent. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: DRAM 1310 or equivalent. (0-3) R</td>
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<td>2003-2013</td>
<td>dram2v7</td>
<td>DRAM 2V71 Independent Study in Drama (1-3 semester hours)</td>
<td>Independent study under a faculty member’s direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required. ([1-3]-0) R</td>
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<td>2012-2013</td>
<td>dram331</td>
<td>DRAM 3310 Theater/Performance Ensemble (3 semester hours)</td>
<td>This course is for people who are acting, producing or managing a production. <strong>Time</strong> 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 instructor consent required. (0-3) R</td>
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<td>2012-2013</td>
<td>dram332</td>
<td>DRAM 3325 Directing and Producing (3 semester hours)</td>
<td>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 1351 or instructor consent required. (0-3) R</td>
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<td>2012-2013</td>
<td>dram334</td>
<td>DRAM 3342 Advanced Topics in Theater (3 semester hours)</td>
<td>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 instructor consent required.</td>
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<td>2012-2013</td>
<td>dram335</td>
<td>DRAM 3351 Light Design (3 semester hours)</td>
<td>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 and DRAM 4310, DRAM 3324, 3324) or instructor consent required.</td>
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<td>2012-2013</td>
<td>dram4v7</td>
<td>DRAM 4V71 Independent Study in Drama (1-3 semester hours)</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU 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, standing and instructor consent required.</td>
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<td>2012-2013</td>
<td>emac432</td>
<td>EMAC 4325 Digital Writing (3 semester hours)</td>
<td>This class will introduce the forms and strategies of digital composition. Through this writing-intensive course students will learn to write in and about digital networked spaces, focusing on changes that the switch from analog to digital has brought to representation. This course will explore writing in the digital age across a range of technologies, environments, and spaces. Prerequisite: RHET 1302, (RHET 1302 and ATEC 2321, 2321 and ATEC 2322, 2322) and upper-division standing.</td>
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<td>2012-2013</td>
<td>film2v71</td>
<td>FILM 2V71 Independent Study in Film (1-3 semester hours)</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required.</td>
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<td>2010-2013</td>
<td>film3321</td>
<td>FILM 3321 Film in Historical Context (3 semester hours)</td>
<td>Historical studies of major films, genres, and movements from the silent era to the present. Topics may include the history of documentary, fiction, or experimental film and video; or film genres such as the musical, the horror film, or the melodrama viewed in their historical context. Courses on film movements focus on a national cinema at a specific time (such as German Expressionism, Soviet Socialist Realism, Italian Neo-Realism, the French New Wave, or film noir). May be repeated for credit as topics vary (9 hours maximum). Prerequisite: FILM 2332 or equivalent.</td>
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<td>2010-2013</td>
<td>film3325</td>
<td>FILM 3325 Film Authorship (3 semester hours)</td>
<td>Film history studied through one to two or more directors per course, from their earliest to their final or most recent or final films. Lectures, discussions, and film screenings are designed to explore films as part of cultural history, cinema and media history, and the history of criticism, including theories about the nature of film authorship in relation to film. May be repeated for credit as topics vary (6 or 9 hours maximum). Prerequisite: FILM 2332 or equivalent.</td>
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<td>2012-2013</td>
<td>film4v71 005291 film4v71.3</td>
<td>FILM 4V71 Independent Study in Film (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Upper-division standing, completion of all lower-division requirements in AP, standing and instructor consent required. ([1-3]-0) R</td>
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<td>2012-2013</td>
<td>hist2v71 006800 hist2v71.3</td>
<td>HIST 2V71 Independent Study in Historical Studies (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required. ([1-3]-0) R</td>
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<td>hist3301 006820 hist3301.3</td>
<td>HIST 3301 Historical Inquiry (3 semester hours) Readings, commentary, and discussion aimed at introducing a variety of texts and sources with an emphasis on the major methods appropriate to their use. This course should be taken prior to completing the first 12 hours of upper-division course work in the program. It is normally offered only during the fall and spring semesters. Prerequisite: HIST 4304, 1301 or HIST 1302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) S</td>
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<td>hist3312 006826 hist3312.4</td>
<td>HIST 3312 Early China (3 semester hours) Themes in the history of China to the end of the third century of the common era. 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 4301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>hist3313 006827 hist3313.4</td>
<td>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 4301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>hist3314 006828 hist3314.3</td>
<td>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. Common Era. Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3315 Modern China (3 semester hours) Surveys the history of Chinese civilization from the tenth through twentieth centuries. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3317 The Crusades (3 semester hours) A survey of Medieval European crusading activities in the Iberian Peninsula, the Baltic region, the Near East, and the Balkans. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) R</td>
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<td>HIST 3318 Medieval Europe (3 semester hours) The history of Europe from the fall of the Roman Empire to the late medieval period, including feudalism, the investiture controversy, the conflicts of papacy and empire, and the rise of national monarchies. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3319 Early Modern Europe (3 semester hours) An analysis of the general themes and issues in late medieval and early modern European history from about 1400 to the French Revolution; emphasis on new methods and approaches, especially recent attempts to refine social analysis and to study both popular and elite culture. Prerequisite: HIST 1301, 1301 or HIST 1302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3320 Modern Europe (3 semester hours) A study of selected aspects of political, diplomatic, economic, and social history of Europe from the French Revolution to the Second World War. Geographical emphasis on England, France, and Germany. Topical focus on industrialization, modernization, and democratization in the 19th century, and on the emergence of mass society, war, and totalitarianism in the 20th century. Prerequisite: HIST 4301, 1301 or HIST 1302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3324 Women in European Society (3 semester hours) An historical examination of the varied experiences of European women, focusing on work, family life, political action, sexuality, and cultural expression. May emphasize early modern or modern period. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) R</td>
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<td>hist3328 006841 hist3328.4</td>
<td>HIST 3328 History and Philosophy of Science and Medicine (3 semester hours) An exploration of the development of philosophical ideas in science and medicine. Topics may include comparison of Eastern and Western philosophies of natural knowledge and medicine and scientific and medical concepts in philosophical and ethical contexts. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (Same as PHIL 3328) (3-0) T</td>
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<td>HIST 3331 European Social History (3 semester hours) A review of the major problems studied, methods used, and findings reached by the new social historians of Europe. The principal focus of their work and of this course is on the pre-industrial era. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>hist3332 006845 hist3332.3</td>
<td>HIST 3332 History of the Electronic Age (3 semester hours) This course will examine the history of the electronic age and will include topics on the telegraph, telephone, radio, television, computers, cybernetics, information theory, artificial intelligence and the Internet. Prerequisite: HIST 1301, 1301 or HIST 4301, 1302 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) Y</td>
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<td>HIST 3333 European Social and Political Thought (3 semester hours) A study of such concepts in social and political theory as authority, justice, equality, law, revolution, natural rights, state, and nation. May include texts by Locke, Burke, Bentham, Mill, Marx, and Nietzsche. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) R</td>
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<td>HIST 3334 Nineteenth-Century European Culture and Society (3 semester hours) An exploration of the interplay between social change and cultural developments in various European societies during the 19th century. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3336 Twentieth-Century European Culture and Society (3 semester hours) An exploration of the interplay between social change and cultural developments in various European societies during the 20th century. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3337 Technology and Western Civilization (3 semester hours) A survey of the role played by technology in shaping Western culture from antiquity through the industrial revolution. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3344 History of Science in Europe (3 semester hours) Surveys the development of the mathematical and natural sciences in European culture. Subject matter will vary from semester to semester, but topics may include astronomy, physics, chemistry, biology, medicine, natural history, geology, evolution and genetics. Time periods may range from human pre-history to the Scientific Revolution and from the Scientific Revolution to the present. Course content will not overlap with HIST 3337. No technical background required. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3351 Ottoman Empire I (3 semester hours) A survey of Ottoman history from 1360 to 1566. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3352 Ottoman Empire II (3 semester hours) A survey of Ottoman history from 1566 to 1923. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331 or equivalent. (3-0) T</td>
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<td>HIST 3355 Persians, Turks, and Mongols (3 semester hours) Topics in the history of the Near and Middle East, and Central Asia. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3358 Latin American History (3 semester hours) A survey of Latin America from its pre-Columbian past to the present, with emphasis on the process of change from a traditional to a modern society. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3364 History of American Religion (3 semester hours) An examination of the development of American religious institutions and their relation to the nation's social, political, and cultural history. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3365 The American West (3 semester hours) This course will survey the major political, economic, and cultural developments in the history of the American West from the Spanish Colonial period up to the present day. The course will touch on the key turning points in the region's history, focusing on the evolution of race and gender relations, the persistence and growth of ethnic and cultural minority groups, and the role of the federal government in the West's economic, political, and cultural development. Prerequisites: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2332, 2332 or equivalent. (3-0) T</td>
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<td>HIST 3366 Themes in the Social History of the United States (3 semester hours) A survey of social history, focusing upon the American experience. The course explores changes in the family, work, sex roles, mobility, migration, urbanization, and industrialization. Topics may vary. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3367 Continental Expansionism in American History (3 semester hours) An exploration of the processes that saw the Anglo-American colonial settlements transform themselves into a vast continental power. The course covers the period from 1607 to 1890. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3369 United States Foreign Relations (3 semester hours) A survey of American diplomatic history since the 1890s. The course analyzes the United States' relations with Africa, Asia, Europe, Latin America, the Middle East, and Soviet Russia. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3370 The American Experience in Vietnam (3 semester hours) An analysis of the political, diplomatic, economic, and cultural impact the Vietnam War had on American society. Students will analyze monographs, memoirs, novels, documentaries, and feature films. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3374 American Technological Development (3 semester hours) A survey of the role played by technology in shaping American culture from colonial times to the present. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3376 American Intellectual History, Colonial to the Civil War (3 semester hours) A survey of some of the principal developments in American thought from the colonial era to the civil war. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3377 American Intellectual History, Civil War to the Present (3 semester hours) An exploration of the origins of contemporary American intellectual life through the study of changing ideas about society, politics, science, religion, and art from the civil war to the present. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3379 United States Relations with Latin America (3 semester hours)</td>
<td>An analysis of the United States' political, economic, military, and cultural relations with Latin America, with emphasis on the period since the 1890s. Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3380 The Nuclear Age in America (3 semester hours)</td>
<td>An examination of the historical roots of the modern nuclear age. Topics will include the development of the atomic bomb and the role of nuclear weapons in postwar diplomacy. Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3382 The United States Since 1945 (3 semester hours)</td>
<td>An analysis of the key political, diplomatic, socioeconomic, technological, and cultural changes that have shaped contemporary U.S. society. Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3384 U.S. Women from Settlement to Present (3 semester hours)</td>
<td>A survey of the changing social, political, and economic roles of American women. Particular attention will be paid to the diversity of women's roles, focusing on how women of different races, classes, and sexualities interpreted their &quot;American experience.&quot; Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2390, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3386 World History to 1500 (3 semester hours)</td>
<td>A survey of social, economic, political, and cultural life in major world civilizations from their origins through 1500. Prerequisite: HIST 4304, 1301 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331 or equivalent. (3-0) R</td>
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<td>HIST 3387 World History from 1500 (3 semester hours)</td>
<td>A survey of social, economic, political, and cultural life in major world civilizations from 1500 through the present. Prerequisite: HIST 4304, 1301 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R</td>
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<td>HIST 3389 History of Science in the U.S. (3 semester hours)</td>
<td>Surveys the development of the mathematical and natural sciences in American culture. Subject matter will vary from semester to semester, but topics may include astronomy, physics, chemistry, biology, medicine, natural history, geology, evolution, and genetics. Course content will not overlap with HIST 3337. No technical background required. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) R</td>
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<td>HIST 3390 Twentieth-Century African-American History (3 semester hours)</td>
<td>A study of themes in the history of African-Americans in the twentieth century. The course will focus on the civil rights movement, though other themes will also be explored. Emphasis will be on African-American perspectives and the ongoing struggle for self-determination by African-Americans. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) R</td>
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<td>HIST 3391 Modern Mexico (3 semester hours)</td>
<td>An overview of the political, economic, social, and cultural history of Mexico from the era of Independence (roughly 1810 to present). Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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## Undergraduate Catalog 2013 - Course Change Requests

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<td>HIST 3394 Native American History from the Pre-Columbian Period</td>
<td>Examines the arrival of Native Americans in the New World and the cultures that emerged and declined there in the pre-Columbian period. Will also discuss the intellectual framework within which Europeans envisioned Native Americans. Prerequisite: HIST 4301, 1301 or HIST 1302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3395 Native American History in the Nineteenth Century</td>
<td>Examines the interaction of Native Americans and &quot;whites&quot; during the nineteenth century, primarily in the region west of the Appalachians to the Pacific. Will focus on the cultures of the desert Southwest in the Spanish colonial period. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3396 Native Americans in the Twentieth Century</td>
<td>Discusses the allotment or destruction of the reservation system in much of the United States at the turn of the century and will also focus on government attempts to force Native Americans to discard their indigenous identity. Prerequisite: HIST 1301, 1301 or HIST 1302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3398 Colonial Latin American History</td>
<td>A survey of Latin America from its pre-Columbian past to independence (roughly 1821), the course will emphasize the process of merging pre-Columbian and European cultures throughout the colonial period. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 3399 Modern Latin American History</td>
<td>A survey of Latin America from independence (roughly 1821) to the present, the course will emphasize the intersection of far-reaching political trends with local cultures in the nineteenth and twentieth centuries. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 4330 The Holocaust</td>
<td>Study of the political, social, historical, and cultural events leading to and constituting the Holocaust. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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<td>HIST 4331 Holocaust and Representation</td>
<td>Study of the depiction and representation of the Holocaust in art, literature, poetry, and film. Prerequisite: HIST 1301 or HIST 1302 or HIST 2301 or HIST 2330 or HIST 2331. (3-0) T</td>
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<td>HIST 4336 The U.S. Jewish Experience</td>
<td>This course will explore the creation and evolution of American Jewish culture and investigate the impact of successive waves of migration upon the making of American Jewry. Students will study the process of cultural renewal and religious reform, assimilation, anti-Semitism, American Jewish responses to the Great Depression, the Holocaust, and the interaction between Israel and American Jewish communities in the postwar period. Prerequisite: HIST 4301, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2334, 2331 or equivalent. (3-0) T</td>
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### Undergraduate Catalog 2013 - Course Change Requests

<p>| 2012-2013 | hist4339 006922 hist4339.3 | HIST 4339 Berlin: History of a City (3 semester hours) This course will explore issues of industrialization, urban renewal and planning, space, class, and migration in addition to looking at key factors such as class, gender, ethnicity, consumer cultures, crime, and the representations of the city in literature, art, and film. The course will focus on major events and conflicts that have left their mark on the city, such as the rise of the modern metropolis, economic depressions and social unrest, the two World Wars, Nazism and the Holocaust, and the Cold War and its aftermath. Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R | edit review pending | sdl063000 2012-10-31 15:34:35 |
| 2003-2013 | hist4344 006925 hist4344.2 | HIST 4344 Topics in European History (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit (9 hours maximum). Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R | edit review pending | sdl063000 2012-10-31 15:35:05 |
| 2006-2013 | hist4345 006926 hist4345.2 | HIST 4345 Origins of the Jim Crow South (3 semester hours) An examination of the origins of segregation and disenfranchisement in the American South following Reconstruction through World War II. Attention will be paid to both the legal and extralegal edifices upholding white supremacy and the evolution of a racist consumer culture. The course will also explore African-American resistance to Jim Crow. Prerequisite: HIST 1301, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R | edit review pending | sdl063000 2012-10-31 15:35:47 |
| 2012-2013 | hist4346 006927 hist4346.3 | HIST 4346 American Culture 1877-1919 (3 semester hours) A survey of the Gilded Age or Progressive Era, 1877-1919. Themes will include the expansion of industrial capitalism, the influx of &quot;new immigrants&quot; and patterns of &quot;Americanization,&quot; middle-class social reform, emergence of the U.S. as an imperial power, explosion of nativist and racist sentiments, and the political mobilization of labor. Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R | edit review pending | sdl063000 2012-10-31 15:37:08 |
| 2012-2013 | hist4349 006928 hist4349.3 | HIST 4349 Jewish History (3 semester hours) This course will examine the profound transformation that Jews, as communities and individuals, experienced from the late eighteenth century to the postwar period while exploring the political and ideological, as well as cultural and religious developments. Central themes include the Jewish Enlightenment, the process of emancipation, religious reform, modern anti-Semitism, the Holocaust, Zionism, and the founding of the State of Israel. Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) T | edit review pending | sdl063000 2012-10-31 15:37:38 |
| 2007-2013 | hist4357 006933 hist4357.4 | HIST 4357 Topics in African and African-American 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 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R | edit review pending | sdl063000 2012-10-31 15:38:41 |
| 2008-2013 | hist4358 006934 hist4358.2 | 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 4304, 1301 or HIST 4302, 1302 or HIST 2304, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R | edit review pending | sdl063000 2012-10-31 15:39:08 |</p>
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<td>HIST 4360 Topics in American Women's History (3 semester hours) Subject matter will vary from semester to semester and may include Women and the American Frontier, Popular Culture and Mass Media, and American Religious Societies. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4304, 1301 or HIST 4302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R</td>
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<td>hist4377</td>
<td>HIST 4377 Topics in Early American History (3 semester hours) Focuses on the formative era of the American nation. Social, cultural, political, and economic issues are examined within the context of important transformations over time. Topics will vary and may include British Colonial America (1609-1763), The Era of the American Revolution, and The Early American Republic (1785-1828). May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4304, 1301 or HIST 1302, 1301 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R</td>
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<td>HIST 4378 Topics in American 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 4304, 1301 or HIST 1302, 1301 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R</td>
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<td>HIST 4380 Topics in Intellectual History (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: HIST 4204, 1301 or HIST 1302, 1301 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or equivalent. (3-0) R</td>
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<td>hist4v71</td>
<td>HIST 4V71 Independent Study in Historical Studies (1-3 semester hours) Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Instructor (HIST 1301 or HIST 1302 or HIST 2301 or HIST 2330 or HIST 2331), upper-division standing, and instructor consent required. (1-3-0) R</td>
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<td>hist4v99</td>
<td>HIST 4V99 Senior Honors in Historical Studies (1-3 semester hours) Intended for students conducting independent research for honors theses or projects. Prerequisite: Signature of the instructor and secondary reader on proposed project outline required. Prerequisite: Instructor consent required. (1-3-0) R</td>
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<td>huma334</td>
<td>HUMA 3342 Topics in the Humanities (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit (6 (9 hours maximum). Prerequisite: HUMA 1301 or equivalent or instructor consent required. (3-0) R</td>
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<td>LANG 2V71 Independent Study in Language (1-3 semester hours)</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required.</td>
<td>LANG 2V71 or equivalent or Upper-division standing and instructor consent required. (1-3)-0</td>
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<td>lang3342</td>
<td>LANG 3342 Advanced Language Instruction (3 semester hours)</td>
<td>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: Instructor consent required.</td>
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<td>LANG 3348 Topics in Language (3 semester hours)</td>
<td>Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: Upper-division standing and instructor consent required.</td>
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<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: LANG 2312 or equivalent or Upper-division standing and instructor consent required.</td>
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<td>LIT 2V71 Independent Study in Literary Studies (1-3 semester hours)</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required.</td>
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<td>lit3309</td>
<td>LIT 3309 Studies in the Short Story (3 semester hours)</td>
<td>Studies of the short story in terms of authorial strategies and reader responses. May examine such topics as how authors' strategies in shaping narratives manipulate perceptions and how modes of fiction influence reader responses. Consideration of styles in the story's historical development and how they shape and reshape expectations. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: HUMA 1301 or equivalent. (3-0)</td>
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<td>LIT 3314 Studies in Poetry (3 semester hours)</td>
<td>Examines representative selections of poetry with particular reference to techniques of diction, syntax, sound, and organization. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HUMA 1301 or equivalent. (3-0)</td>
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<td>lit3324</td>
<td>LIT 3324 American Realism and Naturalism (3 semester hours)</td>
<td>Considers the development of late 19th- and early 20th-century writers in a society increasingly urban, cosmopolitan, and pluralistic. Writers may include Cooper, Neihardt, Steinbeck, Proulx, Twain, Howells, James, Crane, Dreiser, and Anderson. Prerequisite: HUMA 1301 or equivalent. (3-0)</td>
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<td>lit4329</td>
<td>LIT 4329 Major Authors (3 semester hours)</td>
<td>Study of one or more major literary figures such as Faulkner, Cervantes, Chaucer, Dante, Milton, Goethe, Blake, Balzac, Borges, Mann, Eliot, Austen, Dostoevsky, Paz, and Tolstoy. May be repeated for credit as subjects vary (9 hours maximum). Prerequisite: Upper-division standing or instructor consent required. (3-0) T</td>
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<td>2012-11-06</td>
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<td>lit4v71</td>
<td>LIT 4V71 Independent Study in Literary Studies (1-3 semester hours)</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). Prerequisite: Instructor Upper-division standing and instructor consent required. (1-3)-0</td>
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<td>lit4v99</td>
<td>LIT 4V99 Senior Honors in Literary Studies (1-3 semester hours)</td>
<td>Intended for students conducting independent research for honors theses or projects. Prerequisite: Signature of instructor and secondary reader on the proposed project outline. Prerequisite: Upper-division standing and instructor consent required. (1-3)-0</td>
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<td>musi211</td>
<td>MUSI 2113 Pep Band (1 semester hour)</td>
<td>The UT Dallas Pep Band (or Spirit Band) is comprised of winds, brass and percussion. This performing group, in conjunction with Student Life and Student Activities, will provide music for a variety of events on campus throughout the year. May be repeated for credit (9 hours maximum). (0-3) S</td>
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<td>musi2v7</td>
<td>MUSI 2V71 Independent Study in Music (1-3 semester hours)</td>
<td>Independent study under a faculty member's direction. Signature of instructor and ADU on proposed project outline required. May be repeated for credit (9 hours maximum). (1-3)-0</td>
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<td>musi332</td>
<td>MUSI 3323 The Guitar: Medieval to Modern (3 semester hours)</td>
<td>The study of guitars and the art of playing guitars in Europe and in the Americas. Allied instruments such as the lute, viheula, Baroque guitar, and the Romantic guitar will also be studied. Prerequisites: ARTS 1301, 1301 or MUSI 1306, 1306 or MUSI 2322, 2322 or instructor consent required. (3-0) Y</td>
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<td>musi332</td>
<td>MUSI 3324 Jazz History: Roots to Swing (3 semester hours)</td>
<td>The history of jazz music with a focus on early jazz and musical developments prior to bebop. Topics include jazz music and musicians prior to bebop and the identification of elements of jazz such as improvisation and song forms. Prerequisites: ARTS 1301, 1301 or MUSI 1306, 1306 or MUSI 2322, 2322 or instructor consent required. (3-0) Y</td>
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<td>MUSI 3325 Jazz History: Bop through Modern Jazz since BeBop (3 semester hours)</td>
<td>The history of jazz music with a focus on modern jazz and musical developments which occurred since the bebop era. Topics include jazz music and musicians since the bebop era and the identification of elements of jazz such as improvisation, song forms, instruments and instrumental techniques, swing feeling, and different jazz styles. Prerequisites: ARTS 1301, 1301 or MUSI 1306, 1306 or MUSI 2322, 2322 or instructor consent required. (3-0) Y</td>
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<td>MUSI 3342 Advanced Topics in Music (3 semester hours)</td>
<td>Topics may include theory and composition, a specific composer, or a genre such as guitar literature, new music or jazz. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: Three hours of lower-division music coursework or instructor consent required. (3-0) T</td>
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<td>musi434 9</td>
<td>MUSI 4349 Advanced Chamber Orchestra/Chamber Music Ensemble</td>
<td>(3 semester hours) Provides performance opportunities for advanced instrumentalists and singers. Repertoire will range from duos and trios to larger ensembles in musical styles from medieval to contemporary. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required.</td>
<td>MUSI 335 Chamber Singers or instructor consent required.</td>
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<td>musi438 5</td>
<td>MUSI 4385 Chamber Singers II</td>
<td>(3 semester hours) Chamber Singers II are a performing ensemble of approximately 24 singers with substantial choral experience, performing on a regular basis at the University and in the community, and often with instrumental and other choral ensembles. Some concerts may involve staging and memorization. May be repeated for credit (9 hours maximum). Prerequisite: MUSI 335 Chamber Singers or instructor consent required.</td>
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<td>phil3304 5</td>
<td>PHIL 3304 Contemporary Conceptions of Human Nature</td>
<td>(3 semester hours) Emphasis on contemporary conceptions of human nature and the human condition, stressing the cultural and historical settings. Prerequisite: PHIL 4304, 1301 or PHIL 2346, 2316 or PHIL 2317 or equivalent.</td>
<td>HIST 1301, 1301 or HIST 1302, 1302 or HIST 2301, 2301 or HIST 2330, 2330 or HIST 2331, 2331 or PHIL 4304, 1301 or PHIL 2346, 2316 or PHIL 2317 or equivalent.</td>
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<td>phil3328 2</td>
<td>PHIL 3328 History and Philosophy of Science and Medicine</td>
<td>(3 semester hours) An exploration of the development of philosophical ideas in science and medicine. Topics may include comparison of Eastern and Western philosophies of natural knowledge and medicine and scientific and medical concepts in philosophical and ethical contexts. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: HIST 4304, 1301 or PHIL 4304 or PHIL 2346 or PHIL 2317 or equivalent.</td>
<td>(Same as HIST 3328)</td>
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<td>phil3373 3</td>
<td>PHIL 3373 Philosophy of Mind</td>
<td>(3 semester hours) An examination of one or more major issues in the philosophy of mind and of cognitive sciences, such as the mind/body problem, the nature of consciousness, the problem of other minds, the social aspects of mind, the possibility of artificial intelligence, emotions, and the internalism/externalism debate. Prerequisite: PHIL 4304, 1301 or PHIL 2346, 2316 or PHIL 2317 or equivalent.</td>
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<td>phil3375 2</td>
<td>PHIL 3375 Ethics in Contemporary America</td>
<td>(3 semester hours) An examination of various ethical problems which have been a part of 20th-century American consciousness, against the backdrop of social and political events. Issues may include abortion, capital punishment, sexual morality, world hunger, and war. Prerequisite: PHIL 4304, 1301 or PHIL 2346, 2316 or PHIL 2317 or equivalent.</td>
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<td>phil3392 2</td>
<td>PHIL 3392 Reason, Reasoning, and Logic</td>
<td>(3 semester hours) An examination of the nature of rationality and a discussion of some of the various types of reasoning systems. Techniques designed to improve skills in presenting and evaluating arguments. Prerequisite: PHIL 4304, 1301 or PHIL 2346, 2316 or PHIL 2317 or equivalent.</td>
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### Undergraduate Catalog 2013 - Course Change Requests

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<th>Prerequisite</th>
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<td>2003-2013</td>
<td>phil4308</td>
<td>PHIL 4308 Theories of Knowledge (3 semester hours) A study of central topics in the theory of knowledge, including skepticism and the limits of knowledge, relativism and objectivity, and the role of perception, memory, introspection and reason as sources of knowledge. Prerequisite: PHIL 1301, 1301 or PHIL 2316, 2316 or PHIL 2317 or equivalent. (3-0) R</td>
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<td>phil4310</td>
<td>PHIL 4310 Philosophy of Technology (3 semester hours) An examination of the nature of technology and its role in personal life and society. Focus on the conceptualization of technology, the relation of science to technology, the impact of technology on science and ethics, and the influence of technology on culture. Prerequisite: PHIL 4301, 1301 or PHIL 2316, 2316 or PHIL 2317 or instructor consent required. (3-0) Y</td>
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<td>phil4380</td>
<td>PHIL 4380 Topics in Philosophy (3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). Prerequisite: Upper-division standing PHIL 1301 or instructor consent required. (3-0) R</td>
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<td>span131</td>
<td>SPAN 1312 Beginning Spanish II (3 semester hours) This course is a continuation of Beginning Spanish I. It will integrate acquisition of the four language skills (listening, speaking, reading, and writing) with study of Spanish culture and civilization. Prerequisite: SPAN 1311 or equivalent or instructor consent required. (3-0) Y</td>
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<td>SPAN 2311 Intermediate Spanish I (3 semester hours) This course is a continuation of Beginning Spanish. 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: SPAN 1312 or equivalent or instructor consent required. (3-0) Y</td>
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<td>SPAN 4364 Advanced Spanish Culture (3 semester hours) This course will provide students with a basic knowledge of and appreciation for the Spanish language, culture and civilization as found in Spain, Latin America, and the Hispanic communities in the U.S.A. The traditional elements and new trends of the culture as revealed in the arts, music, film and literature will be covered. Classes will be conducted in Spanish with occasional use of English for clarification of difficult concepts only. Prerequisite: SPAN 3364 3365 or equivalent or instructor consent required. (3-0) R</td>
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<td>arts2311</td>
<td>ARTS 2311 Topics in Visual Art (3 semester hours) An introduction to specialized topics in the visual arts. May include historical or cultural elements of visual arts, a genre or artist, or digital aspects of visual art. May be repeated for credit as topics vary (6 hours maximum). (3-0) R</td>
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<td>-- request to remove this course from catalog -- ATEC 2383 Animation Principles (3 semester hours) Students learn techniques and fundamental principles of animation through traditional 2D practices. The course content covered is applicable to 2D, 3D, and web-based animation. (3-0) S</td>
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<td>comm23 12.5</td>
<td>-- request to remove this course from catalog -- COMM 2312 Principles of Oral Communications (3 semester hours) Survey of theories, concepts, and skills as they relate to human interaction. Study of intrapersonal, interpersonal, small group, public, and mediated and technology-based communication. Practice in the preparation and delivery of oral presentations. (3-0) R</td>
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<td>cgs1100 013957</td>
<td>CGS 1100 First Year Seminar (1 semester hour) This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the School of Behavioral and Brain Sciences (BBS). Students will learn about plans of study and career paths for majors in Psychology, Neuroscience, Speech Language Pathology and Audiology, Child Learning and Development, and Cognitive Science. Required for all freshman Behavioral and Brain Sciences majors; open to all non-BBS majors. <strong>Credit/No Credit. Corequisite: UNIV 1010. (Same as CLDP 4100, 1100 and NSC 4100, 1100 and PSY 4100, 1100 and SPAU 1100)</strong></td>
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<td>CGS 3342 Cognitive and Neural Modeling Laboratory (3 semester hours) Computational Neuroscience, Cognitive Neural Modeling, and Mathematical Psychology modeling methodologies are introduced through the use of computer-based simulation modeling experiments. <strong>Prerequisites:</strong> Linear Algebra (MATH 2418) and Computer Programming experience are recommended but not required. (3-0) <strong>T</strong></td>
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<td>CGS 3361 Cognitive Psychology (3 semester hours) Theory and research on perception, learning, thinking, psycholinguistics, and memory. <strong>Prerequisite:</strong> PSY CGS 2301 or CGS PSY 2301. (Same as PSY 3361) (3-0) <strong>Y</strong></td>
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<td>CGS 4188 Dean's Scholars' Seminar (1 semester hour) A course for students enrolled in the Dean's Scholars' Program (minimum 3.600 GPA and 30 graded hours at UTD) who wish to pursue doctoral-level professional careers. The seminar introduces scholars to the quality and demands of doctoral-level careers and includes service activities in BBS. Aims of the seminar include 1) learning about requirements for admission into doctoral level programs, 2) meeting with professionals to learn how they built their careers and with BBS faculty to learn about research and internship opportunities, 3) introduction to demands of doctoral-level careers, and 4) participation in BBS service activities. This course is required for all students seeking to graduate as BBS Dean's Scholars. Offered only in fall semester. (Same as CLDP 4188, 4188 and PSY 4188, 4188 and NSC 4188, 4188 and SPAU 4188) (1-0) <strong>Y</strong></td>
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<td>CGS 4313 Neural Net Mathematics (3 semester hours) Vector calculus and vector calculus-based probability theory with artificial neural network modeling applications. Intended to provide mathematics preparation for CGS 4314 and CGS 4315. <strong>Prerequisite:</strong> Either (1) MATH 2418, CGS 3342 and (MATH 2418 and MATH 2451, STAT 2451) and (STAT 4351 or CS 3341 or EE 3341, CGS 3342, 3341) or (2) instructor consent required. (3-0) <strong>T</strong></td>
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<td>cgs4315</td>
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<td>CGS 4315 Intelligent Systems Design</td>
<td>Mathematical tools for the design and evaluation of artificially intelligent deterministic and stochastic nonlinear dynamical systems for the purposes of building computational models in the fields of neuroscience, psychology, and artificial intelligence. Topics include: (1) Markov Random Field probability representations, and (2) asymptotic mathematical statistical theory for: parameter estimation, model selection, and hypothesis testing. Prerequisite: CS/CGS (CGS 4314 or CS 4314) or instructor consent required. (Same as CS 4315) (3-0) T</td>
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<td>CGS 4353 Human Computer Interactions II</td>
<td>Detailed exploration of human-computer interaction (HCI) through readings in journal articles and research reports. Practical experience in methodology typically used in the design of usable systems. Prerequisite: CS/CGS (CGS 4352 or CS 4352) or instructor consent required. (Same as CS 4353) (3-0) T</td>
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<td>cgs4355</td>
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<td>CGS 4355 Human Computer Interactions Lab</td>
<td>Provides students with resources to learn and perform hands-on lab-based techniques such as usability testing and cognitive walkthroughs. Pre-Prerequisite or co-requisite: CGS corequisite: (CGS 4352 or CGS 4353, 4353) or instructor consent required. (3-0) T</td>
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<td>CGS 4364 Attention and Memory</td>
<td>Factors influencing the capacity to pick up, organize, and remember complex information. Prerequisite: CGS/PSY 3361, (CGS 3361 or PSY 3361) or instructor consent required. (Same as PSY 4364) (3-0) T</td>
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<td>cgs4375</td>
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<td>CGS 4375 Honors Seminar</td>
<td>A course for students enrolled in the Honors Program (minimum 3.500 GPA and 30 graded hours at UTD) who will conduct undergraduate thesis research in BBS. The seminar attempts to hone skills of critical thinking, creativity, and effective written and oral communication. By the end of the seminar, all students will have determined 1) a thesis approach, 2) a research question(s), and 3) a faculty sponsor and second reader. This course is required for students seeking BBS School Honors (see Honors Program Manual for more information). Permission of Director of the Honors Program required. Offered only in spring semester. (Same as PSY 4375, CLDP 4375, 4375 and NSC 4375, 4375 and PSY 4375 and SPAU 4375) (3-0) Y</td>
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<td>CGS 4385 Neuropsychology</td>
<td>This course is a comprehensive introduction of the relationship between brain and behavior. Topics include the foundations of neuropsychology, the brain's organization and functional systems, and neuropsychological perspectives of memory, attention, language, emotion, and spatial functions, and their related disorders. Prerequisite: NSC 3361. (Same as NSC 4385/PSY 4385 and PSY 4385) (3-0) T</td>
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<td>cgs4386</td>
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<td>CGS 4386 Adult Development and Aging</td>
<td>This course is designed to provide an overview of theories, methods, and research on the psychological, social, and biological aspects of adult development and aging. A selection of topics to be covered includes lifespan developmental theories, research methodology, cognitive aging, compensation and successful aging, personality development, health, coping, social-emotional development, and to understand the nature and multiple influences of development throughout the adult lifespan. Prerequisite: PSY 2301 Prerequisite: PSY 2301 (Same as NSC 4386/SPAU 4386/PSY 4386) 4386 and PSY 4386 and SPAU4386). (3-0) T</td>
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### CGS 4394 Internship in Cognitive Science (3 semester hours)

Students earn course credit for field experience in an applied setting. Requires working at least 8 hours per week at an approved community agency or business of the student's choice. Students keep daily job diaries, attend one class meeting per month, and write brief papers relevant to their experiences. Open to students in good academic standing with a GPA of at least 2.500 who have reached junior or senior standing (more than 53 hours). Apply for placements on the BBS website. Graded Credit/No Credit only. (Same as CLDP 4394, PSY 4394, 4394 and NSC 4394 and PSY 4394 and SPAU 4396) (3-0) S

### CGS 4395 Co-op Fieldwork (3 semester hours)

Students earn course credit for field experience in an approved business or government setting. Requires working at least 8 hours per week. Students will keep a journal of their workplace experience, maintain contact with the instructor, and prepare a written report that focuses on the accomplishments and insights gained through their co-op experience. Open to students in good academic standing with a GPA of at least 2.500. Credit will not be awarded retroactively. Apply for placements through the Career Center office. May be repeated for credit (6 hours maximum). Graded Credit/No Credit only. (Same as CLDP/PSY 4395 and PSY 4395) (3-0) Y

### CGS 4V90 Special Topics in Cognitive Science (1-6 semester hours)

May be repeated for credit as topics vary (9 hours maximum). (Same as CLDP/PSY CLDP 4V90, NSC 4V90, PSY 4V90, and SPAU 4V90) (3-0) R

### CLDP 1100 First Year Seminar (1 semester hour)

This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the School of Behavioral and Brain Sciences (BBS). Students will learn about plans of study and career paths for majors in Psychology, Neuroscience, Speech Language Pathology and Audiology, Child Learning and Development, and Cognitive Science. Required for all freshman Behavioral and Brain Sciences majors; open to all non-BBS majors. Credit/No Credit. Co-requisite: UNIV 1010. (Same as PSY 1100, NSC 1100, CGS 1100, 1100 and NSC 1100 and PSY 1100 and SPAU 1100) (1-0) Y

### CLDP 3310 Child Development (3 semester hours)

Introduction to psychological theory and research on physical, cognitive, social and emotional development from birth to adolescence. Students can take either CLDP/PSY (CLDP 3310 or CLDP/PSY 4334, PSY 3310) or (CLDP 4334 or PSY 4334). (Same as PSY 3310) (3-0) Y

### CLDP 3332 Social and Personality Development (3 semester hours)

The study of the forces affecting the socialization of children. Emphasis will be placed on children's interactions with others and how this influences their development in such areas as self-concept, identity, and morality. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY 3339 or CLDP 4339 or PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as PSY 3332) (3-0) S

### CLDP 3336 Infancy (3 semester hours)

Review of relevant developmental theories and processes as well as skills acquired in motor, sensory-perceptual, cognitive and social domains from birth through two years of age. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY 3339 or CLDP 4339 or PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as PSY 3336) (3-0) R
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<th>Description</th>
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<td>2012-2013</td>
<td>cldp3342 002733 cldp3342 .4</td>
<td>CLDP 3342 Exceptional Children (3 semester hours)</td>
<td>Examines the characteristics of exceptional children and their education, including children with disabilities (learning, emotional/behavioral, communication and physical) as well as those who are gifted. The causes and assessment of exceptionality are examined, along with educational and social policy considerations. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY PSY 3310) or (CLDP 3339 or CLDP/PSY PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as PSY 3342 and SPAU 4325) (3-0) S</td>
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<td>2012-2013</td>
<td>cldp3362 002735 cldp3362 .4</td>
<td>CLDP 3362 Cognitive Development (3 semester hours)</td>
<td>A contrast of Piagetian, behaviorist, and information-processing approaches to the development of cognitive processes throughout childhood. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY PSY 3310) or (CLDP 3339 or CLDP/PSY PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as PSY 3362) (3-0) S</td>
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<td>2012-2013</td>
<td>cldp3365 002736 cldp3365 .3</td>
<td>CLDP 3365 Child Learning (3 semester hours)</td>
<td>Examines the nature of child learning and implications for improving the teaching and learning process. Major theories and research on conditioning paradigms, learning and remembering, attention, knowledge representation and retrieval, and problem solving. Illustrations of how these processes relate to teaching and the acquisition of expertise in content areas such as reading, mathematics, and science. Child assessment, identification of learning styles, and tests and measurements are also considered. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY PSY 3310) or (CLDP 3339 or CLDP/PSY PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as PSY 3362) (3-0) S</td>
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<td>2012-2013</td>
<td>cldp3366 002737 cldp3366 .3</td>
<td>CLDP 3366 Motivation and Achievement (3 semester hours)</td>
<td>Examines theories and research on achievement and achievement motivation. Topics include methods of assessing school achievement, theories of achievement motivation, socio-cultural and situational influences. Also explores classroom applications. Prerequisite: CLDP/PSY CLDP 3339 or PSY 3339. (Same as PSY 3366) (3-0) Y</td>
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<td>2012-2013</td>
<td>cldp4188 013951 cldp4188 .2</td>
<td>CLDP 4188 Dean's Scholars' Seminar (1 semester hour)</td>
<td>A course for students enrolled in the Dean's Scholars' Program (minimum 3.600 GPA and 30 graded hours at UTD) who wish to pursue doctoral-level professional careers. The seminar introduces scholars to the quality and demands of doctoral-level careers and includes service activities in BBS. Aims of the seminar include 1) learning about requirements for admission into doctoral level programs, 2) meeting with professionals to learn how they built their careers and with BBS faculty to learn about research and internship opportunities, 3) introduction to demands of doctoral-level careers, and 4) participation in BBS service activities. This course is required for all students seeking to graduate as BBS Dean's Scholars. Offered only in fall semester. (Same as PSY 4188, 4188 and CGS 4188, 4188 and NSC 4188, 4188 and SPAU 4188) (1-0) Y</td>
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<td>2012-2013</td>
<td>cldp4308 002743 cldp4308 .6</td>
<td>CLDP 4308 Language Disorders in Children (3 semester hours)</td>
<td>Language impairment in children, including etiology, characteristics, evaluation and treatment procedures with special emphasis on factors that interfere with normal development of language skills. Prerequisite: CLDP/PSAU CLDP 3303 or SPAU 3303 or instructor consent required. (Same as SPAU 4308) (3-0) Y</td>
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### CLDP 4344 Child Psychopathology (3 semester hours)
Present various views of clinical issues in childhood from sociological, anthropological, and psychological perspectives. Historical views of children are examined in terms of the evolution of current perspectives in childhood psychopathology. Prerequisite: [CLDP/PSY](https://example.com) (CLDP 3310 or CLDP/PSY 3310) or (CLDP 3339 or CLDP/PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as PSY 4344) (3-0) Y

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<td>cldp4344</td>
<td>CLDP 4344 Child Psychopathology (3 semester hours)</td>
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<td><a href="https://example.com">CLDP/PSY</a> (CLDP 3310 or CLDP/PSY 3310) or (CLDP 3339 or CLDP/PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as PSY 4344)</td>
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### CLDP 4375 Honors Seminar (3 semester hours)
A course for students enrolled in the Honors Program (minimum 3.500 GPA and 30 graded hours at UTD) who will conduct undergraduate thesis research in BBS. The seminar attempts to hone skills of critical thinking, creativity, and effective written and oral communication. By the end of the seminar, all students will have determined 1) a thesis approach, 2) a research question(s), and 3) a faculty sponsor and second reader. This course is required for students seeking BBS School Honors (see Honors Program Manual for more information). Permission of Director of the Honors Program required. Offered only in spring semester. (Same as [PSY 4375](https://example.com), [CGS 4375](https://example.com), [4375](https://example.com) and [NSC 4375](https://example.com), [4375](https://example.com) and [PSY 4375](https://example.com) and [SPAU 4375](https://example.com)) (3-0) Y

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<td>cldp4375</td>
<td>CLDP 4375 Honors Seminar (3 semester hours) A course for students enrolled in the Honors Program (minimum 3.500 GPA and 30 graded hours at UTD) who will conduct undergraduate thesis research in BBS. The seminar attempts to hone skills of critical thinking, creativity, and effective written and oral communication. By the end of the seminar, all students will have determined 1) a thesis approach, 2) a research question(s), and 3) a faculty sponsor and second reader. This course is required for students seeking BBS School Honors (see Honors Program Manual for more information). Permission of Director of the Honors Program required. Offered only in spring semester. (Same as <a href="https://example.com">PSY 4375</a>, <a href="https://example.com">CGS 4375</a>, <a href="https://example.com">4375</a> and <a href="https://example.com">NSC 4375</a>, <a href="https://example.com">4375</a> and <a href="https://example.com">PSY 4375</a> and <a href="https://example.com">SPAU 4375</a>)</td>
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### CLDP 4394 Internship (3 semester hours)
Students earn course credit for field experience in an approved setting. Requires working at least 8 hours per week at an approved community agency or business of the student's choice. Students keep daily job diaries, attend one class meeting per month, and write brief papers relevant to their experiences. Open to students in good academic standing with a GPA of at least 2.500 who have reached junior or senior standing (more than 53 hours). Apply for placements on the BBS website. Graded Credit/No Credit only. (Same as [CGS 4394](https://example.com), [4394](https://example.com) and [NSC 4394](https://example.com), [4394](https://example.com) and [PSY 4394](https://example.com) and [SPAU 4396](https://example.com)) (3-0) S

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<tr>
<td>cldp4394</td>
<td>CLDP 4394 Internship (3 semester hours) Students earn course credit for field experience in an approved setting. Requires working at least 8 hours per week at an approved community agency or business of the student's choice. Students keep daily job diaries, attend one class meeting per month, and write brief papers relevant to their experiences. Open to students in good academic standing with a GPA of at least 2.500 who have reached junior or senior standing (more than 53 hours). Apply for placements on the BBS website. Graded Credit/No Credit only. (Same as <a href="https://example.com">CGS 4394</a>, <a href="https://example.com">4394</a> and <a href="https://example.com">NSC 4394</a>, <a href="https://example.com">4394</a> and <a href="https://example.com">PSY 4394</a> and <a href="https://example.com">SPAU 4396</a>)</td>
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<td>(3-0) S</td>
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### CLDP 4395 Co-op Fieldwork (3 semester hours)
Students earn course credit for field experience in an approved business or government setting. Requires working at least 8 hours per week. Students will keep a journal of their workplace experience, maintain contact with the instructor, and prepare a written report that focuses on the accomplishments and insights gained through their co-op experience. Open to students in good academic standing with a GPA of at least 2.500. Credit will not be awarded retroactively. Apply for placements through the Career Center. May be repeated for credit (6 hours maximum). Graded Credit/No Credit only. (Same as [CGS 4395](https://example.com) and [PSY 4395](https://example.com)) (3-0) Y

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<td>cldp4395</td>
<td>CLDP 4395 Co-op Fieldwork (3 semester hours) Students earn course credit for field experience in an approved business or government setting. Requires working at least 8 hours per week. Students will keep a journal of their workplace experience, maintain contact with the instructor, and prepare a written report that focuses on the accomplishments and insights gained through their co-op experience. Open to students in good academic standing with a GPA of at least 2.500. Credit will not be awarded retroactively. Apply for placements through the Career Center. May be repeated for credit (6 hours maximum). Graded Credit/No Credit only. (Same as <a href="https://example.com">CGS 4395</a> and <a href="https://example.com">PSY 4395</a>)</td>
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### CLDP 4V90 Special Topics in Child Learning and Development (1-6 semester hours)
Topics vary from semester to semester. The class schedule for the current semester will list the special topic that will be offered. May be repeated for credit as topics vary (9 hours maximum). (Same as [CGS 4V90](https://example.com), [4V90](https://example.com), [NSC 4V90](https://example.com), [4V90](https://example.com), [PSY 4V90](https://example.com) and [SPAU 4V90](https://example.com)) (1-6)-0 R

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<td>CLDP 4V90 Special Topics in Child Learning and Development (1-6 semester hours) Topics vary from semester to semester. The class schedule for the current semester will list the special topic that will be offered. May be repeated for credit as topics vary (9 hours maximum). (Same as <a href="https://example.com">CGS 4V90</a>, <a href="https://example.com">4V90</a>, <a href="https://example.com">NSC 4V90</a>, <a href="https://example.com">4V90</a>, <a href="https://example.com">PSY 4V90</a> and <a href="https://example.com">SPAU 4V90</a>)</td>
<td>1-6</td>
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### NSC 1100 First Year Seminar (1 semester hour)
This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the School of Behavioral and Brain Sciences (BBS). Students will learn about plans of study and career paths for majors in Psychology, Neuroscience, Speech Language Pathology and Audiology, Child Learning and Development, and Cognitive Science. Required for all freshman Behavioral and Brain Sciences majors; open to all non-BBS majors. Credit/No Credit. Corequisite: [UNIV 1010](https://example.com). (Same as CLDP 1100, PSY 1100, and CGS 1100) (1-0) Y

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<tbody>
<tr>
<td>nsc1100</td>
<td>NSC 1100 First Year Seminar (1 semester hour) This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the School of Behavioral and Brain Sciences (BBS). Students will learn about plans of study and career paths for majors in Psychology, Neuroscience, Speech Language Pathology and Audiology, Child Learning and Development, and Cognitive Science. Required for all freshman Behavioral and Brain Sciences majors; open to all non-BBS majors. Credit/No Credit. Corequisite: <a href="https://example.com">UNIV 1010</a>. (Same as CLDP 1100, PSY 1100, and CGS 1100)</td>
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<tr>
<td>2012-2013</td>
<td>NSC 4188</td>
<td><strong>Dean's Scholars' Seminar</strong> (1 semester hour) A course for students enrolled in the Dean's Scholars' Program (minimum 3.600 GPA and 30 graded hours at UTD) who wish to pursue doctoral-level professional careers. The seminar introduces scholars to the quality and demands of doctoral-level careers and includes service activities in BBS. Aims of the seminar include 1) learning about requirements for admission into doctoral level programs, 2) meeting with professionals to learn how they built their careers and with BBS faculty to learn about research and internship opportunities, 3) introduction to demands of doctoral-level careers, and 4) participation in BBS service activities. This course is required for all students seeking to graduate as BBS Dean's Scholars. Offered only in fall semester. (Same as CLDP 4188, 4188 and CGS 4188, 4188 and PSY 4188, 4188 and SPAU 4188) (1-0) Y</td>
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<tr>
<td>2012-2013</td>
<td>NSC 4375</td>
<td><strong>Honors Seminar</strong> (3 semester hours) A course for students enrolled in the Honors Program (minimum 3.500 GPA and 30 graded hours at UTD) who will conduct undergraduate thesis research in BBS. The seminar attempts to hone skills of critical thinking, creativity, and effective written and oral communication. By the end of the seminar, all students will have determined 1) a thesis approach, 2) a research question(s), and 3) a faculty sponsor and second reader. This course is required for students seeking BBS School Honors (see Honors Program Manual for more information). Permission of Director of the Honors Program required. Offered only in spring semester. (Same as CLDP 4375, 4375 and CGS 4375, 4375 and PSY 4375, 4375 and SPAU 4375) (3-0) Y</td>
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<td>2013-2013</td>
<td>NSC 4378</td>
<td><strong>Neurotoxicology</strong> (3 semester hours) An overview of modern toxicology as it affects the nervous system. Adverse effects of xenobiotics and neurotoxins, hypo or hyperactivation of neuromodulatory and hormonal systems. Prerequisite: NSC 4352 or NSC 4363. (3-0) T</td>
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<tr>
<td>2012-2013</td>
<td>NSC 4385</td>
<td><strong>Neuropsychology</strong> (3 semester hours) This course is a comprehensive introduction of the relationship between brain and behavior. Topics include the foundations of neuropsychology, the brain's organization and functional systems, and neuropsychological perspectives of memory, attention, language, emotion, and spatial functions, and their related disorders. Prerequisite: NSC 3361 (Same as CGS 4385/PSY 4385 and PSY 4385) (3-0) T</td>
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<tr>
<td>2012-2013</td>
<td>NSC 4386</td>
<td><strong>Adult Development and Aging</strong> (3 semester hours) This course is designed to provide an overview of theories, methods, and research on the psychological, social, and biological aspects of adult development and aging. A selection of topics to be covered includes lifespan developmental theories, research methodology, cognitive aging, compensation and successful aging, personality development, health, coping, social-emotional development, and to understand the nature and multiple influences of development throughout the adult lifespan. Prerequisite: PSY 2301 (Same as CGS 4386 and PSY 4386/SPAU 4386/CGS 4386) 4386 and SPAU 4386.) (3-0) T</td>
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<tr>
<td>2012-2013</td>
<td>NSC 4394</td>
<td><strong>Internship in Neuroscience</strong> (3 semester hours) Students earn course credit for field experience in an applied setting. Requires working at least 8 hours per week at an approved community agency or business of the student's choice. Students keep daily job diaries, attend one class meeting per month, and write brief papers relevant to their experiences. Open to all students who have reached junior or senior standing (more than 53 hours). Apply for placements in the Dean's office. Must be taken on a credit/no credit basis. (Same as CGS 4394, 4394 and CLDP 4394, 4394 and PSY 4394 and SPAU 4396) (3-0) S</td>
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<td>nsc4v90</td>
<td>NSC 4V90 Special Topics in Neuroscience (1-6 semester hours)</td>
<td>May be repeated for credit as topics vary (9 hours maximum). <em>(Same as CGS 4V90, CLDP 4V90, PSY 4V90, and SPAU 4V90)</em> ([1-6]-0)</td>
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<td>psy1100</td>
<td>PSY 1100 First Year Seminar (1 semester hour)</td>
<td>This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the School of Behavioral and Brain Sciences (BBS). Students will learn about plans of study and career paths for majors in Psychology, Neuroscience, Speech Language Pathology and Audiology, Child Learning and Development, and Cognitive Science. Required for all freshman Behavioral and Brain Sciences majors; open to all non-BBS majors. Credit/No Credit. Corequisite: UNIV 1010. <em>(Same as CLDP 1100, NSC 1100, and SPAU 1100)</em></td>
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<tr>
<td>psy2317</td>
<td>PSY 2317 (PSYC 2317) Statistics for Psychology (3 semester hours)</td>
<td>Introduces concepts and calculations of descriptive statistics, including mean, sum of squares, variance, standard deviation, correlation and regression. It also includes the logic of statistical decision making, the use of binomial and Gaussian distributions, and fundamental considerations in the design of psychological experiments. Prerequisite: MATH 1306, 1306 or MATH 1314 or equivalent. <em>(Same as CLDP 3310)</em></td>
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<td>psy3310</td>
<td>PSY 3310 Child Development (3 semester hours)</td>
<td>Introduction to psychological theory and research on physical, cognitive, social, and emotional development from birth to adolescence. Students can take either CLDP/PSY (CLDP 3310 or CLDP/PSY 4334, PSY 3310) or (CLDP 4334 or PSY 4334). <em>(Same as CLDP 3310)</em></td>
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<tr>
<td>psy3332</td>
<td>PSY 3332 Social and Personality Development (3 semester hours)</td>
<td>The study of the forces affecting the socialization of children. Emphasis will be placed on children's interactions with others and how this influences their development in such areas as self-concept, identity, and morality. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY 3310) or (CLDP 3339 or CLDP/PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. <em>(Same as CLDP 3332)</em></td>
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<td>psy3336</td>
<td>PSY 3336 Infancy (3 semester hours)</td>
<td>Review of relevant developmental theories and processes as well as skills acquired in motor, sensory-perceptual, cognitive, and social domains from birth through two years of age. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY 3310) or (CLDP 3339 or CLDP/PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. <em>(Same as CLDP 3336)</em></td>
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<td>psy3342</td>
<td>PSY 3342 Exceptional Children (3 semester hours)</td>
<td>Examines the characteristics of exceptional children and their education, including children with disabilities (learning, emotional/behavioral, communication and physical) as well as those who are gifted. The causes and assessment of exceptionality are examined, along with educational and social policy considerations. Prerequisite: CLDP/PSY (CLDP 3310 or CLDP/PSY 3310) or (CLDP 3339 or CLDP/PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. <em>(Same as CLDP 3342 and SPAU 4325)</em></td>
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<td>psy3362</td>
<td>PSY 3362 Cognitive Development (3 semester hours)</td>
<td>A contrast of Piagetian, behaviorist, and information-processing approaches to the development of cognitive processes throughout childhood. Prerequisite: CLDP/PSY (CLDP 3310, CLDP/PSY 3339, CLDP/PSY (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. <em>(Same as CLDP 3362)</em></td>
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Page 31 Submitted to CEP 11-29-12
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<td>PSY 3366 Motivation and Achievement (3 semester hours)</td>
<td>Examines theories and research on achievement and achievement motivation. Topics include methods of assessing school achievement, theories of achievement motivation, socio-cultural and situational influences. Also explores classroom applications. Prerequisite: <strong>CLDP/PSY CLDP 3339 or PSY 3339. (Same as CLDP 3366)</strong> (3-0) Y</td>
<td><strong>CLDP/PSY CLDP 3339 or PSY 3339. (Same as CLDP 3366)</strong> (3-0) Y</td>
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<td>psy3490.8</td>
<td>PSY 3490 Accelerated Quantitative Methods (4 semester hours)</td>
<td>An honors-level survey of statistical methods in psychology. Presents measurement techniques, basic research designs, and statistical analyses developed in terms of the general linear model. Draws upon examples primarily from cognitive and social psychology to illustrate methods in behavioral research. <strong>Prerequisite:</strong> Grade of B+ or better in MATH 1306, 1306 or MATH 1314 or [higher, higher] or instructor consent required. (4-0) R</td>
<td>Grade of B+ or better in MATH 1306, 1306 or MATH 1314 or [higher, higher] or instructor consent required. (4-0) R</td>
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<td>psy4188.2</td>
<td>PSY 4188 Dean's Scholars' Seminar (1 semester hour)</td>
<td>A course for students enrolled in the Dean's Scholars' Program (minimum 3.600 GPA and 30 graded hours at UTD) who wish to pursue doctoral-level professional careers. The seminar introduces scholars to the quality and demands of doctoral-level careers and includes service activities in BBS. Aims of the seminar include 1) learning about requirements for admission into doctoral level programs, 2) meeting with professionals to learn how they built their careers and with BBS faculty to learn about research and internship opportunities, 3) introduction to demands of doctoral-level careers, and 4) participation in BBS service activities. This course is required for all students seeking to graduate as BBS Dean's Scholars. Offered only in fall semester. (Same as CLDP 4488, 4188 and CGS 4488, 4188 and NSC 4488, 4188 and SPAU 4188) (1-0) Y</td>
<td>Grade of B+ or better in MATH 1306, 1306 or MATH 1314 or [higher, higher] or instructor consent required. (4-0) R</td>
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<td>psy4344.7</td>
<td>PSY 4344 Child Psychopathology (3 semester hours)</td>
<td>Present various views of clinical issues in childhood from sociological, anthropological, and psychological perspectives. Historical views of children are examined in terms of the evolution of current perspectives on childhood psychopathology. Prerequisite: <strong>CLDP/PSY CLDP 3310 or CLDP/PSY PSY 3310 or (CLDP 3339 or CLDP/PSY PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as CLDP 4344)</strong> (3-0) Y</td>
<td><strong>CLDP/PSY CLDP 3310 or CLDP/PSY PSY 3310 or (CLDP 3339 or CLDP/PSY PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as CLDP 4344)</strong> (3-0) Y</td>
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<td>psy4359.4</td>
<td>PSY 4359 Cognitive Neuroscience (3 semester hours)</td>
<td>Examines how modern cognitive neuroscientists explore the neural underpinnings of perception, memory, attention, language and emotion. Investigates how the brain-bases of these functions are uncovered by ingenious observations of clinical populations (including brain-damaged and schizophrenic patients), animal and human electrophysiological techniques, and powerful new functional neuroimaging tools. Prerequisite: PSY 2301. (Same as <strong>NSC CGS 4359 and CGS NSC 4359</strong> (3-0) Y</td>
<td><strong>NSC CGS 4359 and CGS NSC 4359</strong> (3-0) Y</td>
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<td>psy4364.6</td>
<td>PSY 4364 Attention and Memory (3 semester hours)</td>
<td>Factors influencing the capacity to pick up, organize, and remember complex information. Prerequisite: <strong>CGS/PSY CGS 3361 or PSY 3361 or instructor consent required. (Same as CGS 4364)</strong> (3-0) R</td>
<td><strong>CGS/PSY CGS 3361 or PSY 3361 or instructor consent required. (Same as CGS 4364)</strong> (3-0) R</td>
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<td>psy4375</td>
<td>PSY 4375 Honors Seminar (3 semester hours) A course for students</td>
<td>A course for students enrolled in the Honors Program (minimum 3.500 GPA and 30 graded hours at UTD) who will conduct undergraduate thesis research in BBS. The seminar attempts to hone skills of critical thinking, creativity, and effective written and oral communication. By the end of the seminar, all students will have determined 1) a thesis approach, 2) a research question(s), and 3) a faculty sponsor and second reader. This course is required for students seeking BBS School Honors (see Honors Program Manual for more information). Permission of Director of the Honors Program required. Offered only in spring semester. (Same as CLDP 4375, 4375 and CGS 4375, 4375 and NSC 4375, 4375 and SPAU 4375) (3-0) Y</td>
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<td>psy4378</td>
<td>PSY 4378 Advanced Conflict Resolution: Family Mediation (3 semester</td>
<td>Advanced course covers the mediation of complex disputes using the joint session as well as caucus methods. Collaborative and transformative modes of mediation are introduced. Course topics include family law, family dynamics, child development, family violence, practice considerations and skill sets required for successful family mediation. Role plays involving topics such as child custody, support, spousal maintenance and property division, are conducted. Successful completion of course qualifies students as family mediators under Texas law. Pre-Requisite or corequisite: PSY 4377. (3-0) Y</td>
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<td>psy4385</td>
<td>PSY 4385 Neuropsychology (3 semester hours) This course is a comprehensive introduction of the relationship between brain and behavior. Topics include the foundations of neuropsychology, the brain's organization and functional systems, and neuropsychological perspectives of memory, attention, language, emotion, and spatial functions, and their related disorders. Prerequisite: NSC 3361 (Same as CGS 4385/NSC 4385 and NSC 4385) (3-0) T</td>
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<td>psy4386</td>
<td>PSY 4386 Adult Development and Aging (3 semester hours) This course is designed to provide an overview of theories, methods, and research on the psychological, social, and biological aspects of adult development and aging. A selection of topics to be covered includes lifespan developmental theories, research methodology, cognitive aging, compensation and successful aging, personality development, health, coping, social-emotional development, and to understand the nature and multiple influences of development throughout the adult lifespan. Prerequisite: PSY 2301 (Same as CGS 4386 and NSC 4386/SPAU 4386/CGS 4386 SPAU 4386) (3-0) T</td>
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<td>psy4394</td>
<td>PSY 4394 Internship in Psychology (3 semester hours) Students earn</td>
<td>Students earn course credit for field experience in an applied setting. Requires working at least 8 hours per week at an approved community agency or business of the student's choice. Students keep daily job diaries, attend one class meeting per month, and write brief papers relevant to their experiences. Open to students in good academic standing with a GPA of at least 2.500 who have reached junior or senior standing (more than 53 hours). Apply for placements on the BBS website. Graded Credit/No Credit only. (Same as CGS 4394, 4394 and CLDP 4394, 4394 and NSC 4394 and SPAU 4396) (3-0) S</td>
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<td>PSY 4395 Co-op Fieldwork (3 semester hours) Students earn course credit for field experience in an approved business or government setting. Requires working at least 8 hours per week. Students will keep a journal of their workplace experience, maintain contact with the instructor, and prepare a written report that focuses on the accomplishments and insights gained through their co-op experience. Open to students in good academic standing with a GPA of at least 2.500. Credit will not be awarded retroactively. Apply for placements through the Career Center office. May be repeated for credit (6 hours maximum). Graded Credit/No Credit only. (Same as CLDP/CGS CLDP 4395 and CGS 4395) (3-0) Y</td>
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<td>2007-2013</td>
<td>psy4v90</td>
<td>PSY 4V90 Special Topics in Psychology (1-6 semester hours) May be repeated for credit as topics vary (9 hours maximum). (Same as CGS 4V90, CLDP 4V90, NSC 4V90, and SPAU 4V90) ([1-6]-0) R</td>
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<td>2012-2013</td>
<td>spau110</td>
<td>SPAU 1100 First Year Seminar (1 semester hour) This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the School of Behavioral and Brain Sciences (BBS). Students will learn about plans of study and career paths for majors in Psychology, Neuroscience, Speech Language Pathology and Audiology, Child Learning and Development, and Cognitive Science. Required for all freshman Behavioral and Brain Sciences majors; open to all non-BBS majors. Credit/No Credit. Corequisite: UNIV 1010. (Same as CLDP 4100, NSC 4100, 1100 and CGS 4100, 1100 and NSC 1100 and PSY 1100) Credit/No Credit. Corequisite: UNIV 1010. (1-0) Y</td>
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<td>spau334</td>
<td>SPAU 3340 Articulation Disorders (3 semester hours) Etiology, symptomatology, evaluation, and treatment of articulation disorders. Pre-Requisite or co-requisite: SPAU 3343. (3-0) Y</td>
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<td>2012-2013</td>
<td>spau334</td>
<td>SPAU 3341 Audiology (3 semester hours) Clinical application and interpretation in audiology. Emphasis on instrumentation and calibration considerations for air and bone conduction test, speech audiometry, cerumen management, infection control, and basic masking principles. Pre-Requisites or corequisites: SPAU 3304 and 3344, SPAU 3344 or instructor consent required. (3-0) Y</td>
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<td>2012-2013</td>
<td>spau418</td>
<td>SPAU 4188 Dean's Scholars’ Seminar (1 semester hour) A course for students enrolled in the Dean's Scholars' Program (minimum 3.600 GPA and 30 graded hours at UTD) who wish to pursue doctoral-level professional careers. The seminar introduces scholars to the quality and demands of doctoral-level careers and includes service activities in BBS. Aims of the seminar include 1) learning about requirements for admission into doctoral level programs, 2) meeting with professionals to learn how they built their careers and with BBS faculty to learn about research and internship opportunities, 3) introduction to demands of doctoral-level careers, and 4) participation in BBS service activities. This course is required for all students seeking to graduate as BBS Dean's Scholars. Offered only in fall semester. (Same as CLDP 4188, 4188 and CGS 4188, 4188 and NSC 4188, 4188 and PSY 4188) (1-0) Y</td>
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<td>2012-2013</td>
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<td>SPAU 4308 Language Disorders in Children (3 semester hours) Language impairment in children, including etiology, characteristics, evaluation, and treatment procedures, with special emphasis on factors that interfere with normal development of language skills. Prerequisite: CLDP/SPAU CLDP 3303 or SPAU 3303 or instructor consent required. (Same as CLDP 4308) (3-0) Y</td>
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### Exceptional Children (3 semester hours)

Examines the characteristics of exceptional children and their education, including children with disabilities (learning, emotional/behavioral, communication and physical) as well as those who are gifted. The causes and assessment of exceptionality are examined, along with educational and social policy considerations. **Prerequisite:** 

- CLDP/PSY (CLDP 3310 or CLDP/PSY PSY 3310) or (CLDP 3339 or CLDP/PSY PSY 3339) or (CLDP 4334 or PSY 4334) or equivalent. (Same as CLDP/PSY CLDP 3342 and PSY 3342) (3-0) S

### Assessment Procedures in Speech-Language Pathology (3 semester hours)

Principles and procedures in the diagnosis of communication disorders in preschool- and school-aged children and adults. Included will be a blend of philosophical issues with practical clinical methodology. Emphasis will be on application of diagnostic information to rehabilitation planning and techniques. Professional report writing skills included. **Prerequisite:** SPAU 3301 or instructor consent required. (3-0) Y

### Clinical Report Writing (3 semester hours)

Organization of the therapeutic process and the accompanying recordkeeping. Students will be taught the foundations of professional and technical writing that accompany each step of the therapeutic process as well as the basic rules for grammar and punctuation necessary for acceptable writing. Included in the course will be the writing requirements necessary for their practicum experiences. To accomplish this goal, students will be required to write and will receive feedback throughout the semester. (3-0) Y

### Honors Seminar (3 semester hours)

A course for students enrolled in the Honors Program (minimum 3.500 GPA and 30 graded hours at UTD) who will conduct undergraduate thesis research in BBS. The seminar attempts to hone skills of critical thinking, creativity, and effective written and oral communication. By the end of the seminar, all students will have determined 1) a thesis approach, 2) a research question(s), and 3) a faculty sponsor and second reader. This course is required for students seeking BBS School Honors (see Honors Program Manual for more information). Permission of Director of the Honors Program required. Offered only in spring semester. (Same as CLDP 4375, 4375 and CGS 4375, 4375 and NSC 4375, 4375 and PSY 4375) (3-0) Y

### Adult Development and Aging (3 semester hours)

This course is designed to provide an overview of theories, methods, and research on the psychological, social, and biological aspects of adult development and aging. A selection of topics to be covered includes lifespan developmental theories, research methodology, cognitive aging, compensation and successful aging, personality development, health, coping, social-emotional development, and to understand the nature and multiple influences of development throughout the adult lifespan. **Prerequisite:** PSY 2301 (Same as CGS 4386 and NSC 4386 and PSY 4386) (3-0) T

### Multicultural Aspects of Communication Disorders (3 semester hours)

Service delivery issues in culturally and linguistically diverse populations with the goal of developing sensitivity to the special needs of multiculturalism in schools and in the clinical practice of Speech-Language Pathology. Therapeutic management of foreign dialect, language differences, and the effects of cultural diversity upon learning. Needs of multicultural populations within the public schools learning will also be addressed. discussed. (3-0) Y
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<td>2012-2013</td>
<td>spau439 6</td>
<td>SPAU 4396 Internship (3 semester hours) Students earn course credit for field experience in an applied setting. Requires working at least 8 hours per week at an approved community agency or business of the student's choice. Students keep daily job diaries, attend one class meeting per month, and write brief papers relative to their experiences. Open to students in good academic standing with a GPA of at least 2.500 who have reached junior or senior standing (more than 53 hours). Apply for placements on the BBS website. Graded credit/no credit only. (Same as CGS 4394, 4394 and CLDP 4394, 4394 and NSC 4394, 4394 and PSY 4394) (3-0) S</td>
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<td>SPAU 4V90 Special Topics in Speech-Language Pathology and Audiology (1-6 semester hours) May be repeated for credit as topics vary (9 hours maximum). (Same as CGS 4V90, CLDP 4V90, NSC 4V90, and PSY 4V90) ([1-6]-0) R</td>
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<td>2012-2013</td>
<td>psy1110 3</td>
<td>PSY 1110 Living Learning Community Colloquium (1 semester hour) Designed to develop leadership skills among Living Learning Community students through interactive discussions, presentations, and service learning activities. Areas explored include global issues, diversity, ethics, and cross-cultural communications. Acceptance into the Living Learning Community program is required. Prerequisite: UNIV 1010. (1-0) R</td>
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## School of Economic, Political and Policy Sciences

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<td>2008-2013</td>
<td>crim3309 003350 crim3309 .2</td>
<td>CRIM 3309 Media and Crime (3 semester hours) Examines the media’s image of crime and the criminal justice system. An emphasis is placed on how various types of media construct or perceive criminal activities, how the media influences public policy and shapes perceptions of crime as a social problem. Topics include crime news, films and television dramas depicting crime and criminals, the media as a cause, consequence and cure for crime and news-making criminology. (3-0) R</td>
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<td>2008-2013</td>
<td>crim3312 003352 crim3312 .2</td>
<td>CRIM 3312 Drugs and Crime (3 semester hours) Provides students with a survey of legislation that has been attempted to combat the use of drugs, the relationship between drug use/abuse and crime, and the public policy problem surrounding the control of drugs. Topics include a historical analysis of the laws passed to control drugs, the relationship between drugs and crime, and a policy analysis of the alternative means available to deal with the drugs/crime problem. (3-0) R</td>
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<td>CRIM 3319 Comparative Justice Systems (3 semester hours) Survey of the differing policies, practices, and procedures of crime and justice cross nationally, cross-nationally. Special emphasis will be devoted to U.S. / Mexico comparisons, while additional emphasis will be placed on such comparisons as U.S. / Canada and U.S. / England. (3-0) R</td>
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<td>crim3323 012916 crim3323 .3</td>
<td>CRIM 3323 Violence and Gun Control (3 semester hours) The primary purpose of this course is the examination of facts surrounding one of the most heated issues of our times: the relationship between guns, violence and gun control. The course provides a comprehensive criminological view of the topic rather than a political or legal one. Students will learn about evaluating evidence, the &quot;stricter gun law&quot; debate, and flaws in arguments on both sides of the issue as well as tricks used by advocates to persuade people to agree with their point of view. (3-0) R</td>
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<td>crim3324 003359 crim3324 .4</td>
<td>CRIM 3324 Gender, Crime, and Justice (3 semester hours) Analysis of the role of gender in crime and in the justice system. The emphasis is on gender differences in the commission of crime and the types of crimes committed, criminal justice processing, and the employment of women in the criminal justice professions. (3-0) T</td>
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<td>CRIM 3325 Victimology (3 semester hours) Analyzes the major perspectives on victimization. The emphasis is on patterns of victimization, the role of victims in the generation of crime, and the experience of victims in the criminal justice system. Special attention will be devoted to: sources of data - particularly the National Crime Victimization Survey, trends, variations by demography and offense type and ways in which those variations may affect how criminal justice officials respond to particular types of offenses. (3-0) R</td>
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<td>crim4311</td>
<td>CRIM 4311 Crime and Justice Policy (3 semester</td>
<td>In-depth analysis of crime and the efforts to control crime through public policy. Although crime is most often committed by private persons against individual victims, crime is a public problem and society's reaction to crime and criminals is one of the most controversial areas of public policy. Crime control, deterrence and incapacitation, gun control, law enforcement, and court processes are just a few of the areas in which public opinion and policy are in current controversy and debate. May substitute for CRIM 4305.</td>
<td>CRIM 3302 or CRIM 3303. (3-0) R</td>
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<td>ECON 3315 Economics of Sports Economics (3 semester</td>
<td>Applies principles of economic analysis to look at the nature and characteristics of professional and amateur sports industries. Examines franchising and profit-maximization, monopoly and anti-trust, public financing of sports facilities, labor markets for players, team competitive balance, discrimination and other themes.</td>
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<td>ECON 3337 Economics of Poverty and Inequality (3 semester hours) Examines the economic causes and consequences of poverty and inequality. Topics include US U.S. welfare policy and transfer programs.</td>
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<td>ECON 4348 Business and Technology (3 semester hours) This course explores the role of technological innovation in macroeconomic performance and firm-level business activity. It highlights theoretical and research contributions from across the several social sciences, engineering, and management. Topics include reflection on how technical advances emerge from - and have their impacts shaped within - markets and broader societal organization. The roles of domestic political institutions and public policy, as well as geo-political contexts, will be used to illustrate the broader implications of the technology-business relationship. Prerequisite: ECON 2302 or instructor consent required. (3-0) R</td>
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<td>IPEC 4396 Topics in International Political Economy (3 semester hours) Topics vary from semester to semester. May be repeated for credit (12 hours maximum). (3-0) R</td>
<td>IPEC 4396 Topics in International Political Economy (3 semester hours) Topics vary from semester to semester. May be repeated for credit (12 hours maximum). (3-0) R</td>
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<td>ISSS 4V96 CV Honors Project (1-3 (1-6 semester hours) Independent study to produce a senior project under the direction of the Collegium V Honors Director. Credit/No credit. ([1-3]-0) This course only be taken Credit/No Credit. ([1-6]-0 R</td>
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<td>ISSS 4V97 Independent Study in Interdisciplinary Studies (1-6 semester hours) Independent Study under a faculty member's direction. May be repeated for credit (6 maximum hours). ([1-6]-0 R</td>
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</table>
### PA 3378 Public Finance and Economics (3 semester hours)
This course focuses on the application of economic theories to understand the role of government. Students will learn how to use the tools of microeconomics to interpret the impacts of government policies. Topics include the role of tax, public expenditure policies, public goods, externalities, social security, and regulation. (3-0) Y

### PA 3379 Diversity in the Public Sector (3 semester hours)
This course will focus on diversity beyond just race/ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined. (3-0) Y

### PA 3380 Organizations and Management in the Public Sector (3 semester hours)
This course covers the major topics, issues, and contributions in the literature on organizations and management, with emphasis on applications to government and nonprofit organizations. Class readings draw from leading scholars in a variety of disciplinary traditions in order to shed light on the historical development of the literature. Additionally, the course material will review some of the contemporary approaches to the study of organizations. (3-0) Y

### PA 4355 Nonprofit Organizations (3 semester hours)
This course will address the basic concepts of the often overlooked trillion dollar nonprofit sector (also known as the Third Sector) that includes education, research, health care, art, religion, social services, advocacy, legal services, international assistance, foundations and mutual benefit organizations. This comprehensive course will provide a thorough introduction and understanding to the sector, such as the history of nonprofit organizations in America, qualifications for charitable groups, and international comparisons. It will also address voluntary sector dynamics such as board and volunteer administration and management. Topics may vary. (3-0) Y

### PA 4370 Leadership (3 semester hours)
Explores the gamut a full range of leadership theories and modern views of requisites for success in positions of leadership. Students will take from this course knowledge of leadership theories and practical knowledge for applying leadership principles in any organizational setting. (3-0) Y

### PA 4386 Social Policy in Modern Societies (3 semester hours)
Examines the controversies and research concerning the development of welfare states and public social provision. Particular emphasis is placed on the US public social spending system, in historical and comparative perspective. Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies are considered. (Same as SOC 4386) (3-0) R

### PA 4V97 Independent Study in Public Administration (1-9 semester hours)
Independent study under a faculty member's direction. May be repeated for credit. Credit (9 hours maximum). Instructor consent required. ([1-9]-0) S
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<th>Description</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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<tr>
<td>PA 4V98 Internship</td>
<td>PA 4V98 Internship (1-6 semester hours) May be repeated for credit (6 hours maximum). Instructor consent required. This course can only be taken credit/no credit, Credit/No Credit.</td>
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<td>PSCI 3362</td>
<td>PSCI 3362 The American Political Institutions (3 semester hours) This course examines the constitutional foundations and historical development of the congress, Congress, the presidency, the executive, and the courts. Attention will be paid to both the interactions of these institutions, research methodologies employed in examining these institutions, and the internal workings of each. Prerequisites: GOVT 2301 and GOVT 2302 or instructor consent required.</td>
<td>([3-6]-0) Y</td>
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<td>PSCI 4349</td>
<td>PSCI 4349 The Politics of the Bureaucratic Process (3 semester hours) This course analyzes the role of administrative agencies in democratic policy making. Discusses the internal, procedural determinants of policy decision making as well as the interactions between administrative agencies and other branches of government. Topics may include the development of the contemporary administrative state, administrative rule making, and control of administrative processes by Congress, the president, and the judiciary, judiciary.</td>
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<td>PSCI 4V76 Archer Center Washington Internship</td>
<td>PSCI 4V76 Archer Center Washington Internship (3-6 semester hours) This course is part of the Archer Program and is restricted to Archer Fellows. May be repeated for credit, credit (6 hours maximum). Prerequisite: Permission of Director of Archer Program required.</td>
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<td>SOC 3337 Media &amp; Politics</td>
<td>SOC 3337 Media &amp; Politics (3 semester hours) This course examines how American media, in a variety of forms, direct political debate, influence decision-making and agenda-setting, and facilitate the flow of political news and information in the United States.</td>
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<td>SOC 3339 Media &amp; Society</td>
<td>SOC 3339 Media &amp; Society (3 semester hours) This course examines the role of the mass media in contemporary society. The course will take an integrated approach to studying mass media of various types and explore different dimensions of the media process as well as different types of media.</td>
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<td>SOC 3341 Internet &amp; Society</td>
<td>SOC 3341 Internet &amp; Society (3 semester hours) This course examines the ways that the Internet technologies are affecting our everyday life, culture, institutions, groups, and identity, dealing with issues about the representation, identity, production, consumption and regulation of the Internet.</td>
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<td>SOC 3346 Sociology of Sport</td>
<td>SOC 3346 Sociology of Sport (3 semester hours) Analyzes sport and its place in the culture of contemporary societies. Focuses on how sport and sport experiences are related to social development, social relations and major spheres of social life such as the economy, education and religion.</td>
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<td>2012-2013</td>
<td>soc4337</td>
<td>SOC 4337 Immigrants and Immigration in U.S. Society (3 semester hours) The course examines the assimilation into U.S. society and its main public social institutions of immigrants arriving after 1965 with a focus on the two largest groups: Mexicans and Asians, including as well as immigrants from the Middle East. The course considers the effects of the economy and immigration law and policy on assimilation. Other topics include the impact of these 'newest' immigrants on the racial and ethnic as well as cultural diversification of the U.S. population, the second generation, and the future of immigrants and immigration in U.S. society. (3-0) R</td>
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<td>soc4371</td>
<td>SOC 4371 Mental Health and Illness (3 semester hours) Explores the diverse, disturbing, disruptive, and disabling phenomena of mental disorders. Topics to be covered include the classification of mental disorders, the etiology and epidemiology of mental illnesses, and the history of societal responses to mentally ill, including public policies. (3-0) R</td>
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<td>soc4386</td>
<td>SOC 4386 Social Policy in Modern Societies (3 semester hours) Examines the controversies and research concerning the development of welfare states and public social provision. Particular emphasis is placed on the U.S. public social spending system, in historical and comparative perspective. Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies are considered. (Same as PA 4386) (3-0) R</td>
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<td>2008-2013</td>
<td>socs3v96</td>
<td>SOCS 3V96 Selected Topics in the Social Sciences (1-3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit (9 hours maximum). ([1-3]-0) R</td>
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<td>2012-2013</td>
<td>crim4305</td>
<td>-- request to remove this course from catalog -- CRIM 4305 Social Control and Criminal Sanctions (3 semester hours) Examines various means by which society attempts to control the deviant and criminal conduct of its members. Social control encompasses both formal criminal sanctions and informal mechanisms and a variety of institutions and social processes that are designed to deter inappropriate conduct if possible and/or punish and reform such conduct when it does occur. Moreover, social control has evolved considerably over time and various social control philosophies and techniques have been prevalent in one time frame but not in others. Prerequisite: CRIM 3302 or CRIM 3303. (3-0) S</td>
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<td>Political Economy of Latin America (3 semester hours)</td>
<td>This course focuses upon the political economy of the Republic of Panama. Panama is a very diverse country, from the modern, cosmopolitan City of Panama, with its 50-story skyscrapers, to sparsely populated vast regions in the Province of Darien. The importance of Panama to international political economy is of high magnitude to the “funnel for world commerce,” the Panama Canal. Panama has existed as an independent country since 1903 when the U.S. aided political interests in Panama that wanted independence from Colombia, which would not grant concessions desired by the U.S. if it constructed the Canal. Run by the Panamanian government following the Torrijos-Carter treaties of 1977 that specified that by December 31, 1999, the Canal and lands comprising the Panama Canal Zone, home to U.S. military bases and civilian employees of the U.S. Panama Canal Company, would revert to Panamanian control.</td>
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<td>2011-13</td>
<td>pa3335.7</td>
<td>Organizational Behavior (3 semester hours)</td>
<td>Power, conflict, consensus, and other dynamic behaviors within and between public organizations, and between organizations and their constituents.</td>
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<td>pa4312.8</td>
<td>Organizations (3 semester hours)</td>
<td>Study of the structures and dynamics of organizations. Examines problems of motivation, leadership, morale, networks, communications, hierarchy, control, and technology.</td>
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**Undergraduate Catalog 2013 - Course Change Requests**
### BMEN 1208 Introduction to Biomedical Engineering (2 semester hours)

Project-based instruction. The purpose of this course is to give students a general understanding of the broad range of applications specific to the biomedical engineering profession. Course exercises include team-oriented competitions, lectures by various external biomedical engineering experts, and introductory materials associated with the discipline. Perform a competitive team design project. Prerequisite: ECS 1200. Corequisites:

- PHYS 2325/2125
- PHYS 2325 and (MATH PHYS 2125 and (MATH 2419 or MATH 2414). (1-1) Y

### BMEN 2310 Static Equilibrium and Rigid Body Dynamics (3 semester hours)

Lecture course. Course material includes static equilibrium of particles, trusses and machines. Friction equivalent systems, particle dynamics in one, two and three dimensions, work, energy, angular momentum and moment of inertia, and dynamics of rigid bodies. Prerequisites or corequisites:

- ENGR 2300, 2300 and MATH 2420, and (PHYS 2326 and PHYS 2326/2126. (3-0) Y

### BMEN 2V99 Topics in Biomedical Engineering (1-4 semester hours)

May be repeated as topics vary (9 hours maximum). (1-4)-0) R

### BMEN 3130 Engineering Physiology Laboratory (1 semester hour)

Laboratory course. Corequisite: BMEN 3330. Prerequisite: RHET 1302. (0-1) Y

### BMEN 3301 Introduction to Biomechanics (3 semester hours)

Mechanical properties of biological materials. The molecular basis for macroscopically measured quantities. Molecular mechanics (e.g. protein folding). Cellular mechanics of passive and active processes (e.g. cytoskeletal mechanics, cell migration). Simulation and numerical solution of dynamical equations arising in biomechanics. Corequisite: BMEN 3101. Prerequisites:

- BMEN 1208 and 2310; Prerequisite or corequisite: BMEN 2310, 1208. (3-0) Y

### BMEN 3315 Thermodynamics and Physical Chemistry in Biomedical Engineering (3 semester hours)

An introduction to the fundamentals of thermodynamics and physical chemistry. Molecules and chemical bonds, chemical kinetics and reaction equilibria. Topics also include molecular transitions, nonequilibrium processes, self assembly, and interface thermodynamics. Prerequisites:

- BMEN 1208 and (CHEM 1312 and CHEM 1312/CHEM 1112, MATH 2420 1112) and BMEN-1208. MATH 2420. (3-0) Y
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<td>BMEN 3320</td>
<td>Electrical and Electronic Circuits in Biomedical Engineering</td>
<td>3</td>
<td>Introduction to analysis methods and network theorems used to describe operation of electric circuits. Electrical quantities, linear circuit elements, circuit principles, signal waveforms, transient and steady state circuit behavior, diode and transistor circuits, operational amplifiers, digital logic devices. Time domain and Laplace transform methods for analysis of electric circuits. Modeling, analysis and simulation of circuits. Corequisite: BMEN 3120. Prerequisites: PHYS 2326/2126 and MATH 2420, 2420 and (PHYS 2326 and PHYS 2126).</td>
<td>(3-0) Y</td>
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<tr>
<td>BMEN 3330</td>
<td>Engineering Physiology of the Human Body</td>
<td>3</td>
<td>An introduction to the physiology of the human body for engineers. This course will cover the various levels of structural organization of the body, from molecular, cellular and tissue/organ organization to the whole body anatomy and maintenance. The role of biological principles and phenomena will be highlighted in engineering terms. Corequisite: BMEN 3130. Prerequisites: BMEN 3120, (BIOL 2312 and BIOL 2112 and BIOL 2312/2112/2281) and BMEN 1208 and BMEN 3315.</td>
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<tr>
<td>BMEN 3350</td>
<td>Biomedical Component and System Design</td>
<td>3</td>
<td>Fundamental knowledge behind design of biomedical systems. Design and implementation of biomedical signal processing. Modeling and simulation for biomedical systems. Circuit and system design method for implantable devices. Software and hardware infrastructure for biomedical applications. Computer-aided techniques for analyzing sampled data. Corequisite: BMEN 3150. Prerequisites: BMEN 3301, 3301 and BMEN 3310.</td>
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<tr>
<td>BMEN 4310</td>
<td>Feedback Systems in Biomedical Engineering</td>
<td>3</td>
<td>Notions of inputs, outputs, and states. Linearity versus nonlinearity. Deterministic versus stochastic systems. Top down versus bottom up modeling. Sensitivity and reduction of sensitivity via feedback. Introduction to stability. Feedback for stabilization and disturbance rejection. Numerical simulation and controller design via computational approaches. Corequisite: BMEN 4410, 4110; Prerequisites: ENGR 2300, 2300 and MATH 2420.</td>
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<tr>
<td>BMEN 4320</td>
<td>Intermediate Electrical Systems</td>
<td>3</td>
<td>Principles of circuit and system analysis methods used in the design and analysis of biomedical instrumentation. Circuit solution methods. Filter design methods. Special emphasis is placed on circuits commonly employed in biomedical devices, such as amplifiers and filtering networks used in electrocardiograph systems, construction and characterization of simple transducers and signal conditioning equipment for measuring biomedical parameters such as force, displacement, pressure, flow and biopotentials. Prerequisites: BMEN 3320/3120, 3320 and BMEN 3120.</td>
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<tr>
<td>BMEN 4350</td>
<td>Applied Sensor Technology</td>
<td>3</td>
<td>Introduction to the basic principles and design issues of biomedical sensors and instrumentation, including: the physical principles of biomedical sensors, analysis of biomedical instrumentation systems, and the application-specific biomedical sensor and instrumentation design. Topics include: basic concepts of sensors and instrumentation, membrane biophysics, action potentials, biopotential electrodes. Prerequisites: (BMEN 3320 and BMEN 3320/3120 3120) and (BMEN 3330 and BMEN 3330/3130. 3130).</td>
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<td>BMEN 4388</td>
<td>BMEN 3315 and the following prerequisite sequence: BMEN 3315, BMEN 3320, 3320 and BMEN 3330, 3330 and BMEN 3350, 3350 and ECS 3390. (3-0) Y</td>
<td>BMEN 4388 Senior Design Project I (3 semester hours) First of two sequential semesters devoted to a team project that engages students in the full engineering design process. The goal of senior design projects is to prepare the student to run/participate in engineering projects related to an appropriate industry. Thus, all project teams are to follow standard industrial practices and methods. Teams must carry the engineering project to completion, examining real world and multiple design constraints, following applicable industrial and business standards. Such constraints may include but are not limited to: economic, environmental, industrial standards, team time/resource management and cross-disciplinary/departmental result integration. Students are required to work in teams that include collaborative design interaction. Additionally, cross-disciplinary/departmental teams are encouraged but not required. In Senior Design I, project proposals will be written, reviewed and approved. Initial designs will be completed and corresponding constraints will be determined. All students will participate in a public oral and poster presentation following departmental approved guidelines at a departmental approved time and location. Teams will also submit a written end of semester progress report and documented team communication (complete sets of weekly reports and/or log books) following guidelines approved by the faculty. Students must have completed ECS 3390 Prerequisites:BMEN 3315 and the following prerequisite sequence: BMEN 3315, BMEN 3320, 3320 and BMEN 3330, 3330 and BMEN 3350, 3350 and ECS 3390. (3-0) Y</td>
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<td>CE 1337</td>
<td>CE 1336 with a grade of C or better or equivalent. (Same as CS/TE CS 1337 and TE 1337) (3-0) S</td>
<td>CE 1337 (COSC 1337) Computer Science I (3 semester hours) Introduction to object-oriented software analysis, design, and development. Classes and objects. Object composition and polymorphism. Sorting, searching, recursion. Strings using core classes. Inheritance and interfaces. Graphical User Interfaces. Includes a comprehensive programming project. Prerequisite: CS 1336 with a grade of C or better or equivalent. (Same as CS/TE CS 1337 and TE 1337) (3-0) S</td>
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<td>CE 2305</td>
<td>CE 1326 or MATH 2413 or MATH 2417. (Same as CS/TE CS 2305 and TE 2305) (3-0) S</td>
<td>CE 2305 (MATH 2305) Discrete Mathematics for Computing I (3 semester hours) Principles of counting. Logic and proof methods, including induction. Basic recurrence relations. Basics of algorithm complexity. Sets, relations, functions. Elementary graph theory. Elementary number theory. Students cannot get credit for both CE 2305 and CE/CS/TE 3307. (CE 3307 or TE 3307). Prerequisite: MATH 1326 or MATH 2413 or MATH 2417. (Same as CS/TE CS 2305 and TE 2305) (3-0) S</td>
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<td>CE 2336</td>
<td>CE/CS/TE CS 1337 or CS 1337 or TE 1337. Prerequisite or corequisite: CE/CS/TE CS 2305 or CS 2305 or TE 2305. (Same as CS/TE CS 2336 and TE 2336) (3-0) S</td>
<td>CE 2336 (COSC 2336) Computer Science II (3 semester hours) Exceptions and number formatting. File input/output using Stream classes. Implementation of primitive data structures, including linked lists (all types), stacks, queues, and binary trees. Advanced data manipulation using core classes. Introduction to multi-threading, multimedia, and networking. Includes a comprehensive programming project. Prerequisite: CE/CS/TE CS 1337 or CS 1337 or TE 1337. Prerequisite or corequisite: CE/CS/TE CS 2305 or CS 2305 or TE 2305. (Same as CS/TE CS 2336 and TE 2336) (3-0) S</td>
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<td>CE 3101</td>
<td>CE 3301. (Same as EE/TE EE 3101 and TE 3101) (0-1) S</td>
<td>CE 3101 Electrical Network Analysis Laboratory (1 semester hour) Laboratory to accompany CE 3301. Design, assembly and testing of linear electrical networks and systems. Use of computers to control electrical equipment and acquire data. Prerequisites: CE/EE/TE (CE 1202 or EE 1202 or TE 1202) and RHET 1302. Corequisite: CE 3301. (Same as EE/TE EE 3101 and TE 3101) (0-1) S</td>
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<td>2011-13</td>
<td>ce3102</td>
<td>CE 3102 Signals and Systems Laboratory (1 semester hour)</td>
<td>Laboratory based on MATLAB and LabVIEW to provide implementation experience on topics covered in CE 3302. Laboratory experiments cover linear time-invariant systems, convolution, Fourier series, continuous Fourier transform, sampling, discrete Fourier transform, analog and digital filtering. Each lab is followed by a design application. Corequisite: CE 3302. Prerequisite: RHET 1302. (Same as EE/EE CE 3102 and TE 3102) (0-1) S</td>
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<td>2012-13</td>
<td>ce3110</td>
<td>CE 3110 Electronic Devices Laboratory (1 semester hour)</td>
<td>Laboratory to accompany CE 3310. Experimental determination and illustration of properties of carriers in semiconductors including carrier drift, carrier diffusion; p-n junctions including forward and reverse bias effects and transient effects; bipolar transistors including the Ebers-Moll model and secondary effects; field effect transistors including biasing effects, MOS capacitance and threshold voltage. Corequisite: CE/EE CE 3311 or EE 3311. Prerequisite: RHET 1302. (Same as EE 3110) (0-1) S</td>
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<tr>
<td>ce3345</td>
<td>CE 3345 Data Structures and Introduction to Algorithmic Analysis</td>
<td>Analysis of algorithms including time complexity and Big-O notation. Analysis of stacks, queues, and trees, including B-trees. Heaps, hashing, and advanced sorting techniques. Disjoint sets and graphs. Course emphasizes design and implementation. Students that completed CE/TE CE 3346 or TE 3346 cannot receive credit for this course. Prerequisites: CE/CS/TE (CE 2305 or CS 2305 or TE 2305) and CE/CS/TE 2336. Corequisite: CE/CS/TE 3334. (Same as CS/SE/TE CS 3345 and SE 3345 and TE 3345)</td>
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<tr>
<td>ce3354</td>
<td>CE 3354 Software Engineering</td>
<td>Introduction to software life cycle models. Software requirements engineering, formal specification and validation. Techniques for software design and testing. Cost estimation models. Issues in software quality assurance and software maintenance. Prerequisites: CE/CS/TE (CE 2336 or CS 3333, CE/CS/TE 2305, CE/CS/TE 2336 or CS 3333), and CE/CS/TE (CE 2305 or CS 3305 or TE 2305 or equivalent. Prerequisite or corequisite: ECS 3390. (Same as CS/SE CS 3354 and SE 3354)</td>
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<tr>
<td>ce4304</td>
<td>CE 4304 Computer Architecture</td>
<td>Introduction to computer organization and design, including the following topics: CPU performance analysis. Instruction set design, illustrated by the MIPS instruction set architecture. Systems-level view of computer arithmetic. Design of the datapath and control for a simple processor. Pipelining. Hierarchical memory. I/O systems. I/O performance analysis. Multiprocessing. Students cannot receive credit for both CS/SE/TE (CS 3340 or SE 3340 or TE 3340) and CE/EE 4304. (Same as CS/SE/TE CS 3345 and SE 3345)</td>
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<tr>
<td>ce4337</td>
<td>CE 4337 Organization of Programming Languages</td>
<td>Principles of design and implementation of contemporary programming languages. Formal description including specification of syntax and semantics of programming languages. Language definition structures including binding, scoping, data types, control structures, parameter passing, abstraction mechanism, and run-time considerations. Design issues of imperative languages, object-oriented languages, functional languages and logic languages. Design, implement, and debug programs in various programming language paradigms.</td>
<td>CE/CS/TE (CE 2336 or CS 3333, CE/CS/TE 2305, CE 2336 or CS 3333) and (CE 2305 or CS 2305 or TE 2305) and CS/SE/TE (CS 3340 or SE 3340 or CE/EE 4304. TE 3340 or CE 4304 or EE 4304).</td>
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### CE 4348 Operating Systems Concepts (3 semester hours)

An introduction to fundamental concepts in operating systems: their design, implementation, and usage. Topics include process management, main memory management, virtual memory, I/O and device drivers, file systems, secondary storage management, and an introduction to critical sections and deadlocks. Prerequisites: CS/SE/TE (CS 3340 or equivalent, CE/CS/SE/TE 3345, SE 3340 or TE 3340 or equivalent), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), and a working knowledge of C and UNIX. (Same as CS/SE/TE CS 4348 and SE 4348 and TE 4348) (3-0) S

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<td>CE 4348</td>
<td>Operating Systems Concepts (3 semester hours)</td>
<td>3</td>
<td>An introduction to fundamental concepts in operating systems: their design, implementation, and usage. Topics include process management, main memory management, virtual memory, I/O and device drivers, file systems, secondary storage management, and an introduction to critical sections and deadlocks. Prerequisites: CS/SE/TE (CS 3340 or equivalent, CE/CS/SE/TE 3345, SE 3340 or TE 3340 or equivalent), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), and a working knowledge of C and UNIX. (Same as CS/SE/TE CS 4348 and SE 4348 and TE 4348) (3-0) S</td>
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### CE 4370 Embedded Microprocessor Systems (3 semester hours)

An introduction to microprocessors and their uses. Features commonly found in a CPU are discussed, such as: The Program Counter, Stack, Status Register, General Purpose Registers, ALU, Instruction Set and peripheral devices. Memory (SRAM, DRAM, EPROM, EEPROM) and Memory Mapped IO Peripheral Devices. Assembly language is used to create the binary machine code necessary to program a Microprocessor system. The special features of microprocessors: the stack, interrupts, input ports, output ports, and display. Prerequisites: CE/EE 3311, CE/EE 3320, (CE 3311 or EE 3311) and (CE 3320 or EE 3320). Corequisite: CE/EE 4304 or EE 4304. (3-1) Y

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<tr>
<td>CE 4370</td>
<td>Embedded Microprocessor Systems (3 semester hours)</td>
<td>3</td>
<td>An introduction to microprocessors and their uses. Features commonly found in a CPU are discussed, such as: The Program Counter, Stack, Status Register, General Purpose Registers, ALU, Instruction Set and peripheral devices. Memory (SRAM, DRAM, EPROM, EEPROM) and Memory Mapped IO Peripheral Devices. Assembly language is used to create the binary machine code necessary to program a Microprocessor system. The special features of microprocessors: the stack, interrupts, input ports, output ports, and display. Prerequisites: CE/EE 3311, CE/EE 3320, (CE 3311 or EE 3311) and (CE 3320 or EE 3320). Corequisite: CE/EE 4304 or EE 4304. (3-1) Y</td>
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### CE 4372 Contemporary Systems Design (3 semester hours)

Design and analysis based system level design concepts, develop working projects using traditional and emerging technologies. Emphasis on specifying requirements, tracking projects and building test and validation strategies. Prerequisites: CE/EE 3320, CE/CS/SE/TE (CE 3320 or EE 3320) and (CE 3345 or CS 3345 or SE 3345 or TE 3345) and CE/CS/SE 3354. (3-0) Y

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<tr>
<td>CE 4372</td>
<td>Contemporary Systems Design (3 semester hours)</td>
<td>3</td>
<td>Design and analysis based system level design concepts, develop working projects using traditional and emerging technologies. Emphasis on specifying requirements, tracking projects and building test and validation strategies. Prerequisites: CE/EE 3320, CE/CS/SE/TE (CE 3320 or EE 3320) and (CE 3345 or CS 3345 or SE 3345 or TE 3345) and CE/CS/SE 3354. (3-0) Y</td>
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### CE 4388 Senior Design Project I (3 semester hours)

First of two sequential semesters devoted to a team project that engages students in the full engineering design process. The goal of senior design projects is to prepare the student to run/participate in engineering projects related to an appropriate industry. Thus, all project teams are to follow standard industrial practices and methods. Teams must carry the engineering project to completion, examining real world and multiple design constraints, following applicable industrial and business standards. Such constraints may include but are not limited to: economic, environmental, industrial standards, team time/resource management and cross-disciplinary/departmental result integration. Students are required to work in teams that include collaborative design interaction. Additionally, cross-disciplinary teams are encouraged but not required. In Senior Design I, project proposals will be written, reviewed and approved. Initial designs will be completed and corresponding constraints will be determined. All students will participate in a public oral and poster presentation following departmental approved guidelines at a departmental approved time and location. Teams will also submit a written end of semester progress report and documented team communication (complete sets of weekly reports and/or log books) following guidelines approved by the faculty. Students must have completed ECS 3390 and one of the following prerequisite sequences: (CE/EE 3311, CE/EE 3320, CE/CS/SE/TE 3345, and CE/CS/SE 3354), ((CE 3311 or ENGR 3300, CE/EE/TE 3302, CE/EE 3311, EE 3311), and CE/EE (CE 3320 or EE 3320), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), and (CE 3354 or CS 3354 or EE 3311, ENGR 3354), or (ENGR 3300 and (CE 3320 or EE 3320 or TE 3320), and (CE 3311 or TE 3311), and (CE 3320 or EE 3320)), or ((ENGR 3300, CE/EE/TE 3302, and CE/CS/SE/TE 3345; corequisite EE/TE 3350), (CE 3320 or EE 3320 or TE 3320), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), prerequisite or corequisite: EE 3350 or TE 3350. (Same as EE/TE EE 4388 and EE 4388) (3-0) S

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<tr>
<td>CE 4388</td>
<td>Senior Design Project I (3 semester hours)</td>
<td>3</td>
<td>First of two sequential semesters devoted to a team project that engages students in the full engineering design process. The goal of senior design projects is to prepare the student to run/participate in engineering projects related to an appropriate industry. Thus, all project teams are to follow standard industrial practices and methods. Teams must carry the engineering project to completion, examining real world and multiple design constraints, following applicable industrial and business standards. Such constraints may include but are not limited to: economic, environmental, industrial standards, team time/resource management and cross-disciplinary/departmental result integration. Students are required to work in teams that include collaborative design interaction. Additionally, cross-disciplinary teams are encouraged but not required. In Senior Design I, project proposals will be written, reviewed and approved. Initial designs will be completed and corresponding constraints will be determined. All students will participate in a public oral and poster presentation following departmental approved guidelines at a departmental approved time and location. Teams will also submit a written end of semester progress report and documented team communication (complete sets of weekly reports and/or log books) following guidelines approved by the faculty. Students must have completed ECS 3390 and one of the following prerequisite sequences: (CE/EE 3311, CE/EE 3320, CE/CS/SE/TE 3345, and CE/CS/SE 3354), ((CE 3311 or ENGR 3300, CE/EE/TE 3302, CE/EE 3311, EE 3311), and CE/EE (CE 3320 or EE 3320), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), and (CE 3354 or CS 3354 or EE 3311, ENGR 3354), or (ENGR 3300 and (CE 3320 or EE 3320 or TE 3320), and (CE 3311 or TE 3311), and (CE 3320 or EE 3320)), or ((ENGR 3300, CE/EE/TE 3302, and CE/CS/SE/TE 3345; corequisite EE/TE 3350), (CE 3320 or EE 3320 or TE 3320), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), prerequisite or corequisite: EE 3350 or TE 3350. (Same as EE/TE EE 4388 and TE 4388) (3-0) S</td>
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<tr>
<td>CE 4389</td>
<td>Senior Design Project II</td>
<td>Continuation of the Senior Design project begun in the previous semester. In Senior Design II, projects based on approved project proposals will be completed. All limitations of the design will be determined and addressed. All students will participate in a public oral presentation following faculty-approved guidelines at a faculty-approved time and location. Teams will also submit a written final report and documented team communication (complete sets of weekly reports and/or log books) following faculty-approved guidelines. Prerequisite: CE/EE/TE CE 4388 or EE 4388 or TE 4388. (Same as EE/TE EE 4389 and TE 4389) (3-0) S</td>
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<tr>
<td>CE 4390</td>
<td>Computer Networks</td>
<td>The design and analysis of computer networks. Topics include the ISO reference model, transmission media, medium-access protocols, LANs, data link protocols, routing, congestion control, internetworking, and connection management. Students cannot get credit for both CE/CS/TE CE 4390 or CS 4390 or TE 4390 and EE 4390. Prerequisite: CE/CS/TE CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent. (Same as CS/TE CS 4390 and TE 4390) (3-0) S</td>
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<tr>
<td>CS 1335</td>
<td>Computer Science I for Non-majors</td>
<td>Introduction to object-oriented software analysis, design, and development. Classes and objects. Object composition and polymorphism. Sorting and searching. Strings using core classes. Inheritance and interfaces. Graphical User Interfaces. This class cannot be used to fulfill degree requirements for majors in the School of Engineering and Computer Science. Computer Science and Engineering majors may NOT take this course. Students who have taken CE/CS/TE CE 1337 or CS 1337 or TE 1337 cannot receive credit for this course. Prerequisite: CS 1336 with a grade of C or better or equivalent. (3-0) S</td>
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<tr>
<td>CS 1336</td>
<td>Programming Fundamentals</td>
<td>Introduction to computers. Primitive data types, variable declarations, variable scope, and primitive operations. Control statements. Methods/functions. Arrays, and strings using primitive data arrays. Output formatting. Debugging techniques. Designed for students with no prior computer programming experience. This class cannot be used to fulfill degree requirements for majors in the School of Engineering and Computer Science. Corequisite: CS 1136. Note that a grade of C or better is required in order to register for CS 1335 or CE/CS/TE CE 1337 or CS 1337 or TE 1337. (3-0) S</td>
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<td>CS 1337</td>
<td>Computer Science I</td>
<td>Introduction to object-oriented software analysis, design, and development. Classes and objects. Object composition and polymorphism. Sorting, searching, recursion. Strings using core classes. Inheritance and interfaces. Graphical User Interfaces. Includes a comprehensive programming project. Prerequisite: CS 1336 with a grade of C or better or equivalent. (Same as CE/TE CE 1337 and TE 1337) (3-0) S</td>
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<td>CS 2305</td>
<td>Discrete Mathematics for Computing I</td>
<td>Principles of counting. Logic and proof methods, including induction. Basic recurrence relations. Basics of algorithm complexity. Sets, relations, functions. Elementary graph theory. Elementary number theory. Students cannot get credit for both CS 2305 and CE/TE CE 3307 or TE 3307. Prerequisite: MATH 1326 or MATH 2413 or MATH 2417. (Same as CE/TE CE 2305 and TE 2305) (3-0) S</td>
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<tr>
<td>cs2335</td>
<td>CS 2335 Computer Science II for Non-majors (3 semester hours)</td>
<td>Exceptions and number formatting. File input/output using Stream classes. Implementation of primitive data structures, including linked lists, stacks, queues, and binary trees. Advanced data manipulation using core classes. This class cannot be used to fulfill degree requirements for majors in the School of Engineering and Computer Science. Students who have taken CE/CS/TE CE 2336 or CS 2336 or TE 2336 cannot receive credit for this course. Prerequisite: CS 1335 or CE/CS/TE CE 1337 or CS 1337 or TE 1337.</td>
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<tr>
<td>cs2336</td>
<td>CS 2336 (COSC 2336) Computer Science II (3 semester hours)</td>
<td>Exceptions and number formatting. File input/output using Stream classes. Implementation of primitive data structures, including linked lists (all types), stacks, queues, and binary trees. Advanced data manipulation using core classes. Introduction to multi-threading, multimedia, and networking. Includes a comprehensive programming project. Prerequisite: CE/CS/TE CE 1337 or CS 1337 or TE 1337. (Same as CE/TE CE 2336 and TE 2336)</td>
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<tr>
<td>cs3149</td>
<td>CS 3149 Competitive Learning in Computer Science (1 semester hour)</td>
<td>In this course, students will work together in small teams to solve graduated problems, similar to those used in programming contests around the world. Approaches to categorizing problems and selecting appropriate data structures and algorithms will be covered, along with types of algorithms for solving problems (brute force, greedy, divide and conquer, dynamic programming). Students will do problem solving in a competitive environment against the clock. May be repeated for credit (3 hours maximum). Prerequisites: CE/CS/TE CE 2336 or CS 2336 or TE 2336) and CS 3305.</td>
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<td>cs3305</td>
<td>CS 3305 Discrete Mathematics for Computing II (3 semester hours)</td>
<td>Advanced counting methods; recurrence relations, divide and conquer algorithms, principle of inclusion and exclusion. Partial orders and lattices, Algorithmic complexity. Graph theory, Strings and languages. Number theory. Elements of modern algebra. Students cannot receive credit for both CS 3305 and CE/TE CE 3307 or TE 3307. Prerequisite: CE/CS/TE 2305, MATH (CE 2305 or CS 2305 or TE 2305), and (MATH 2414 or MATH 2419).</td>
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<td>cs3333</td>
<td>CS 3333 Data Structures (3 semester hours)</td>
<td>Programming with basic data structures (arrays, stacks, queues, lists, and trees) and their associated algorithms. Various sorting and searching techniques. Fundamental graph algorithms. This course covers much of the same material as CS 3345 without requiring the analysis of algorithms. Computer Science majors may NOT take this course. This course may not be taken for degree credit by students who have completed CE/CS/TE CE 2336 or CS 2336 or TE 2336. Prerequisite: CS 1335 or CE/CS/TE CE 1337 or CS 1337 or TE 1337 or CS 3335 or equivalent programming experience.</td>
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<td>cs3335</td>
<td>CS 3335 C and C++ (3 semester hours)</td>
<td>Numerous programming projects in both C and C++. All fundamentals of C, with special emphasis on use of pointers. Use of C++ extensions to create and extend (by inheritance) abstract data types. The use/advantages of virtual functions (dynamic polymorphism). Prerequisite: CS 2335 or CE/CS/TE CE 2336 or CS 2336 or TE 2336 or equivalent.</td>
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<td>CS 3340</td>
<td>Computer Architecture (3 semester hours)</td>
<td>This course introduces the concepts of computer architecture by going through multiple levels of abstraction, and the numbering systems and their basic computations. It focuses on the instruction-set architecture of the MIPS machine, including MIPS assembly programming, translation between MIPS and C, and between MIPS and machine code. General topics include performance calculation, processor datapath, pipelining, and memory hierarchy. Students who have already completed CS 2310 or equivalent cannot receive credit for this course. Students cannot receive credit for both CS/SE/TE (CS 3340 or SE 3340 or TE 3340) and CE/EE 4304. Prerequisite: CE/CS/TE (CE 4304 or EE 4304). Prerequisites: (CE 1337 or CS 1337 or TE 1337 or equivalent) and CS 2305. (Same as SE/TE SE 3340 or TE 3340) (3-0) S</td>
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<tr>
<td>CS 3341</td>
<td>Probability and Statistics in Computer Science and Software Engineering (3 semester hours)</td>
<td>Axiomatic probability theory, independence, conditional probability. Discrete and continuous random variables, special distributions of importance to CS/SE and expectation. Simulation of random variables and Monte Carlo methods. Central limit theorem. Basic statistical inference, parameter estimation, hypothesis testing, and linear regression. Introduction to stochastic processes. Illustrative examples and simulation exercises from queuing, reliability, and other CS/SE applications. Students cannot get credit for both CS/SE CS 3341 and ENGR 3341. Prerequisites: MATH (MATH 1326 or MATH 2414 or MATH 2419, 2419), and CE/CS/TE 2305. (CE 2305 or CS 2305 or TE 2305). (Same as SE 3341 or STAT 3341) (3-0) S</td>
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<td>CS 3345</td>
<td>Data Structures and Introduction to Algorithmic Analysis (3 semester hours)</td>
<td>Analysis of algorithms including time complexity and Big-O notation. Analysis of stacks, queues, and trees, including B-trees. Heaps, hashing, and advanced sorting techniques. Disjoint sets and graphs. Course emphasizes design and implementation. Students that completed CE/TE CE 3346 or TE 3346 cannot receive credit for this course. Prerequisites: CE/CS/TE (CE 2305 or CS 2305 or TE 2305) and CE/CS/TE 2336. Pre- (CE 2336 or CS 2336 or TE 2336). Prerequisite or corequisite: CS/SE CS 3341 or SE 3341 or ENGR 3341. (Same as CE/SE/TE CE 3345 and SE 3345 and TE 3345) (3-0) S</td>
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<td>CS 3354</td>
<td>Software Engineering (3 semester hours)</td>
<td>Introduction to software life cycle models. Software requirements engineering, formal specification and validation. Techniques for software design and testing. Cost estimation models. Issues in software quality assurance and software maintenance. Prerequisites: CE/CS/TE (CE 2336 or CS 3333; 2336 or TE 2336 or CS 3333), and CE/CS/TE (CE 2305 or TE 2305 or equivalent). Prerequisite or corequisite: ECS 3390. (Same as CE/SE CE 3354 and SE 3354) (3-0) S</td>
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<td>CS 3376</td>
<td>C++ Programming in a UNIX Environment (3 semester hours)</td>
<td>Advanced programming techniques utilizing procedural and object oriented programming in a UNIX environment. Topics include file input and output, implementation of strings, stacks, queues, lists, and trees, and dynamic memory allocation/management. Design and implementation of a comprehensive programming project is required. Prerequisite: CE/CS/TE CE 2336 or CS 2336 or TE 2336 or equivalent. (Same as SE 3376) (3-0) S</td>
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<td>CS 4141</td>
<td>Digital Systems Laboratory (1 semester hour)</td>
<td>Laboratory to accompany CS 4341. The purpose of this laboratory is to give students an intuitive understanding of digital circuits and systems. Laboratory exercises include construction of simple digital logic circuits using prototyping kits and board-level assembly of a personal computer. Students who have already completed CS 2110 cannot receive credit for this course. Corequisite: CS/TE CS 4341 or TE 4341. (Same as TE 4141) (0-2) S</td>
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<tr>
<td>CS 4315</td>
<td>Intelligent Systems Design (3 semester hours)</td>
<td>Mathematical tools for the design and evaluation of artificially intelligent deterministic and stochastic nonlinear dynamical systems for the purposes of building computational models in the fields of neuroscience, psychology, and artificial intelligence. Topics include: (1) Markov Random Field probability representations, and (2) asymptotic mathematical statistical theory for: parameter estimation, model selection, and hypothesis testing. Prerequisite: CS/CGS (CS 4314 or CGS 4314) or instructor consent required. (Same as CGS 4315) (3-0) T</td>
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<td>CS 4332</td>
<td>Introduction to Programming Video Games (3 semester hours)</td>
<td>Video game programming concepts. Programming with game engine. 2D and 3D computer graphics techniques and data structures. Computer animation, physics-based methods and collision detection. GPU and shader programming. Artificial intelligence for video games. Networking and multiplayer. Prerequisite: CE/CS/SE/TE CE 3345 or CS 3345 or SE 3345 or TE 3345. (3-0) Y</td>
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<tr>
<td>CS 4334</td>
<td>Numerical Analysis (3 semester hours)</td>
<td>Solution of linear equations, roots of polynomial equations, interpolation and approximation, numerical differentiation and integration, solution of ordinary differential equations, computer arithmetic, and error analysis. Students cannot receive credit for both CS/MATH CS 4334 and ENGR 4334. Prerequisites: CE/CS/TE 1337, MATH 2418, (CE 1337 or CS 1337 or TE 1337) and (MATH 2418 and MATH 2451). (Same as MATH 4334) (3-0) Y</td>
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<td>CS 4336</td>
<td>Advanced Java (3 semester hours)</td>
<td>Advanced Java programming techniques integrating the technologies of advanced swing GUI components, JavaBeans, Java Servlets and Server Pages, XML, Security, Java Database Connectivity, Remote Method Invocation, and Software applications for Wireless Devices. Students will have the opportunity to work on their own E-Business Solutions. Prerequisite: CE/CS/TE CE 2336 or CS 2336 or TE 2336 or equivalent. (3-0) T</td>
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<tr>
<td>CS 4337</td>
<td>Organization of Programming Languages (3 semester hours)</td>
<td>Principles of design and implementation of contemporary programming languages. Formal description including specification of syntax and semantics of programming languages. Language definition structures including binding, scoping, data types, control structures, parameter passing, abstraction mechanism, and run-time considerations. Design issues of imperative languages, object-oriented languages, functional languages and logic languages. Design, implement, and debug programs in various programming language paradigms. Prerequisites: CE/CS/TE (CE 2336 or CS 3333, CE/CS/TE 2305, 2336 or TE 2336 or CS 3333) and CS/SE/TE (CE 2305 or CS 2305 or TE 2305) and (CS 3340 or SE 3340 or EE/CE 4304, TE 3340 or CE 4304 or EE 4304). (Same as CE 4337) (3-0) S</td>
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### Undergraduate Catalog 2013 - Course Change Requests

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<td>cs4341</td>
<td></td>
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<td>CS 4341 Digital Logic and Computer Design (3 semester hours)</td>
<td>3</td>
<td>S</td>
<td>Boolean algebra and logic circuits; synchronous sequential circuits; gate level design of ALSU, registers, and memory unit; register transfer operations; design of data path and control unit for a small computer; Input-Output interface. Students cannot receive credit for both CS/TE CS 4341 or TE 4341 and CE/EE CE 3320 or EE 3320. Prerequisites: CE/EE (CE 2310 or CS/SE/TE EE 2310) or (CS 3340 or SE 3340 or TE 3340) and PHYS 2326. Corequisite: CS/TE CS 4141 or TE 4141. (Same as TE 4341)</td>
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<tr>
<td>cs4347</td>
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<td>CS 4347 Database Systems (3 semester hours)</td>
<td>3</td>
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<td>This course emphasizes the concepts and structures necessary for the design and implementation of database management systems. Topics include data models, data normalization, data description languages, query facilities, file organization, index organization, file security, data integrity, and reliability. Prerequisite: CS/SE/TE CE 3345 or CS 3345 or SE 3345 or TE 3345. (Same as SE 4347)</td>
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<tr>
<td>cs4348</td>
<td></td>
<td></td>
<td>CS 4348 Operating Systems Concepts (3 semester hours)</td>
<td>3</td>
<td>S</td>
<td>An introduction to fundamental concepts in operating systems: their design, implementation, and usage. Topics include process management, main memory management, virtual memory, I/O and device drivers, file systems, secondary storage management, and an introduction to critical sections and deadlocks. Prerequisites: CS/SE/TE (CS 3340 or equivalent, CE/CS/SE/TE 3345, SE 3340 or TE 3340 or equivalent), and (CE 3345 or CS 3345 SE 3345 or TE 3345), and a working knowledge of C and UNIX. (Same as SE/CE/TE CE 4348 and SE 4348 and TE 4348)</td>
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<td>cs4349</td>
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<td>CS 4349 Advanced Algorithm Design and Analysis (3 semester hours)</td>
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<td>Asymptomatic analysis, recurrences, and graph algorithms. Algorithm design techniques such as greedy method, dynamic programming, and divide-and-conquer. Issues from computational complexity. Course emphasizes a theoretical approach. Prerequisites: CS 3305, CE/CS/SE/TE 3345, and (CE 3345 or CS 3345 or SE 3345 or TE 3345)</td>
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<td>cs4353</td>
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<td>CS 4353 Human Computer Interactions II (3 semester hours)</td>
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<td>Detailed exploration of human-computer interaction (HCI) through readings in journal articles and research reports. Practical experience in methodology typically used in the design of usable systems. Prerequisite: CS/CGS (CS 4352 or CGS 4352) or instructor consent required. (Same as CGS 4353)</td>
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<td>cs4361</td>
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<td>CS 4361 Computer Graphics (3 semester hours)</td>
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<td>Review of graphic display architecture and graphic input devices. Two- and three-dimensional transformations, matrix formulations, and concatenation. Clipping and windowing. Data structures for graphics systems, segmented display files, rings, etc. Hidden line and surface elimination. Shading, Graphics packages and applications. Prerequisites: MATH 2418, CE/CS/TE 2336, and CE/CS/SE/TE (CE 2336 or CS 2336 or TE 2336), and (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent)</td>
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<td>cs4365</td>
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<td>CS 4365 Artificial Intelligence (3 semester hours)</td>
<td>3</td>
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<td>Basic concepts and techniques that enable computers to perform intelligent tasks. Examples are taken from areas such as natural language understanding, computer vision, machine learning, search strategies and control, logic, and theorem proving. Prerequisite: CE/CS/SE/TE CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent.</td>
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<td>CS 4375</td>
<td>Introduction to Machine Learning</td>
<td>Algorithms for creating computer programs that can improve their performance through learning. Topics include: cross-validation, decision trees, neural nets, statistical tests, Bayesian learning, computational learning theory, instance-based learning, reinforcement learning, bagging, boosting, support vector machines, Hidden Markov Models, clustering, and semi-supervised and unsupervised learning techniques. Prerequisites: CS/SE (CS 3341 or SE 3341) and CE/CS/SE/TE (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent).</td>
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<td>CS 4376</td>
<td>Object-Oriented Programming Systems</td>
<td>In-depth study of the features/advantages of object-oriented approach to problem solving. Special emphasis on issues of object-oriented analysis, design, implementation, and testing. Review of basic concepts of object-oriented technology (abstraction, inheritance, and polymorphism). Object-oriented programming languages, databases, and productivity tools. Prerequisite: CE/CS/SE/TE (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent).</td>
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<td>CS 4386</td>
<td>Compiler Design</td>
<td>Basic phases of a compiler and their design principles. Topics include lexical analysis, basic parsing techniques such as LR(K) and LL(K) grammars. Prerequisite: CE/CS/SE/TE (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent).</td>
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<td>CS 4389</td>
<td>Data and Applications Security</td>
<td>Data as a critical resource. Threats to data and applications security including access control violations, integrity violations, unauthorized intrusions and sabotage; techniques to enforce security. Prerequisite: CS/SE (CS 4347 or SE 4347).</td>
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<td>CS 4390</td>
<td>Computer Networks</td>
<td>The design and analysis of computer networks. Topics include the ISO reference model, transmission media, medium-access protocols, LANs, data link protocols, routing, congestion control, internetworking, and connection management. Students cannot get credit for both CE/CS/TE (CE 4390 or CS 4390 or TE 4390) and EE 4390. Prerequisite: CE/CS/SE/TE (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent).</td>
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<td>CS 4391</td>
<td>Introduction to Computer Vision</td>
<td>Techniques for manipulating and extracting information from digital images and video. Topics include color representations, analysis and processing based on image histograms, geometric transformations, convolutions, image blurring and sharpening, extraction of edges, matching, image and video motion. Prerequisites: CE/CS/SE/TE (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent).</td>
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<td>CS 4392</td>
<td>Computer Animation</td>
<td>Introduction to traditional animation. Kinematics of motion. Key framing. Coordinate systems and transformations (review), Euler angles and Quaternions, Catmull Rom and B-Splines, Advanced Key framing, articulated figures (forward kinematics), human and animal modeling (soft tissue, skin, etc.). Facial animation (parametric). Physically based modeling (rigid, collision detection). Physically based modeling (deformable). Behavioral and heuristic models. Algorithmic animation. Optimization techniques. Animation languages and systems. Motion capture and real time control. Virtual reality and animation. Rendering and temporal aliasing. 2D and 3D morphing. 3D modeling. Prerequisites: MATH 2418 and CE/CS/SE/TE (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent).</td>
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<td>2011-2013</td>
<td>CS 4393 Computer and Network Security (3 semester hours)</td>
<td>The study of security and vulnerabilities in computer and network systems. Common attacking techniques such as buffer overflow, viruses, worms, etc. Security in existing systems such as UNIX, Windows, and JVM. Fundamental access control and information flow concepts. Symmetric Ciphers such as DES and AES. Public-key encryption techniques and related number theory. Message authentication, hash functions, and digital signatures. Authentication applications, IP security and Web security. Prerequisite: CE/CS/SE/TE CE 4348 or CS 4348 or SE 4348 or TE 4348 or equivalent. (3-0) Y</td>
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<td>CS 4394 Implementation of Modern Operating Systems (3 semester hours)</td>
<td>This course focuses on developing systems implementation skills through a set of projects. Each project will explore one fundamental component of operating systems such as process scheduling, memory management, device drivers, file systems, and network communication management. The projects are expected to involve kernel-level programming. Prerequisites: CE/CS/SE/TE (CE 4348 or CS 4348 or SE 4348 or TE 4348) and CS 3335, or equivalent programming experience. (3-0) R</td>
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<td>CS 4395 Human Language Technologies (3 semester hours)</td>
<td>Introduction to human language technologies (HLT), the study of natural languages from a computational perspective. Topics include computational models of syntax and semantics, natural language applications (such as machine translation, speech processing, information retrieval, and information extraction), and general machine-learning techniques commonly used in state-of-the-art HLT research. Prerequisite: CS/SE (CS 3341 or SE 3341, CE/CS/SE/TE equivalent) and (CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent). (3-0) Y</td>
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<tr>
<td>2011-2013</td>
<td>CS 4397 Embedded Computer Systems (3 semester hours)</td>
<td>Introduction to embedded computer applications and concepts. Real-time operating systems and resource management. Real-time scheduling and communication. Senior data acquisition, processing and fusion. Error handling, fault tolerance, and graceful degradation. System performance analysis and optimization techniques. Includes a project to develop and analyze a small embedded computer application. Prerequisite: CE/CS/SE/TE CE 4348 or CS 4348 or SE 4348 or TE 4348 or equivalent. (3-0) Y</td>
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<td>CS 4398 Digital Forensics (3 semester hours)</td>
<td>Creating and preserving digital evidence, data recovery and evidence collection algorithms, evidence construction and reconstruction, methods for certifying evidence, storing evidence, data acquisition, forensic analysis algorithms, image files, network forensics, logging methods to trace back attacks and digital trails, e-mail investigations. Prerequisites: CE/CS/SE/TE (CE 4348 or CS 4348 or SE 4348 or TE 4348) and CS 3990 or equivalent. (3-0) Y</td>
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<tr>
<td>CS 4485</td>
<td>Computer Science Project (4 semester hours)</td>
<td>This course is intended to complement theory and to provide an in-depth, hands-on experience in all aspects of a software development project. Students will work in teams on projects of interest to industry and will be involved in specifying the problem and its solution, designing and analyzing the solution, developing the software architecture, along with implementation and testing plans. The deliverables will include reports that document these steps as well as a final project report, including the challenges they faced, and a user manual of the developed system. Students will explore security issues of their project and its potential impact on society. Teams will also make presentations as well as demonstrate their software. Additionally, this course will cover topics related to computer science profession including ethics and professional responsibility, entrepreneurship, leadership, and project management.</td>
<td>CE/CS/SE/TE 3345, CE/CS/SE (CE 3345 or CS 3345 or SE 3345 or TE 3345), and (CE 3354 or CS 3354 or SE 3354 or TE 3354 or equivalent), and at least three CS 43XX classes.</td>
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<tr>
<td>EE 3101</td>
<td>Electrical Network Analysis Laboratory (1 semester hour)</td>
<td>Laboratory to accompany EE 3301. Design, assembly and testing of linear electrical networks and systems. Use of computers to control electrical equipment and acquire data.</td>
<td>CE/EE/TE (CE 1202 or EE 1202 or TE 1202) and RHET 1302. Corequisite: EE 3301. (Same as CE/EE CE 3101 and TE 3101)</td>
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<tr>
<td>EE 3102</td>
<td>Signals and Systems Laboratory (1 semester hour)</td>
<td>Laboratory based on MATLAB and LabVIEW to provide implementation experience on topics covered in EE 3302. Laboratory experiments cover linear time-invariant systems, convolution, Fourier series, continuous Fourier transform, sampling, discrete Fourier transform, analog and digital filtering. Each lab is followed by a design application. Corequisite: EE 3302.</td>
<td>RHET 1302. Prerequisite: EE 3302. (Same as CE/EE CE 3102 and TE 3102)</td>
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<td>EE 3110</td>
<td>Electronic Devices Laboratory (1 semester hour)</td>
<td>Laboratory to accompany EE 3310. Experimental determination and illustration of properties of carriers in semiconductors including carrier drift, carrier diffusion; p-n junctions including forward and reverse bias effects and transient effects; bipolar transistors including the Ebers-Moll model and secondary effects; field effect transistors including biasing effects, MOS capacitance and threshold voltage. Corequisite: CE/EE CE 3310 or EE 3310. Prerequisite: RHET 1302. (Same as CE 3110)</td>
<td>CE/EE CE 3310 or EE 3310. Prerequisite: RHET 1302. (Same as CE 3110)</td>
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<td>EE 3111</td>
<td>Electronic Circuits Laboratory (1 semester hour)</td>
<td>Laboratory to accompany EE 3311. Design, assembly and testing of electronic circuits that use diodes, transistors and operational amplifiers in configurations typically encountered in practical applications. Corequisite: CE/EE CE 3311 or EE 3311. Prerequisite: RHET 1302. (Same as CE 3111)</td>
<td>CE/EE CE 3311 or EE 3311. Prerequisite: RHET 1302. (Same as CE 3111)</td>
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<td>EE 3120</td>
<td>Digital Circuits Laboratory (1 semester hour)</td>
<td>Laboratory to accompany EE 3320. Design, assembly, and testing of logic circuits. Use of programmable logic devices and simple CAD tools. Corequisite: CE/EE CE 3320 or EE 3320. Prerequisite: RHET 1302. (Same as CE 3120)</td>
<td>CE/EE CE 3320 or EE 3320. Prerequisite: RHET 1302. (Same as CE 3120)</td>
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### EE 3150 Communications Systems Laboratory (1 semester hour)
Laboratory to accompany EE 3350. Fundamental elements of communications systems hardware; use of spectrum analyzers and other measurement instruments typically encountered in communication systems; design of active filters in communications systems; analog frequency and amplitude modulators and demodulators; data communication systems. **Corequisite:** EE 3350. **Prerequisite:** (CE 3301 or EE 3301 or TE 3301) and RHET 1302. (Same as TE 3150) (0-1) S

### EE 3301 Electrical Network Analysis (3 semester hours)
Analysis and design of RC, RL, and RLC electrical networks. Sinusoidal steady state analysis of passive networks using phasor representation; mesh and nodal analyses. Introduction to the concept of impulse response and frequency analysis using the Laplace transform. Prerequisites: MATH 2420 and PHYS 2326. Corequisite: EE 3101. (Same as CE/TE CE 3301 and TE 3301) (3-0) S

### EE 3302 Signals and Systems (3 semester hours)
Introduces the fundamentals of continuous and discrete-time signal processing. Linear system analysis including convolution and impulse response, Fourier series, Fourier transform and applications, discrete-time signal analysis, sampling and z-transform. Prerequisite: ENGR 3300. Corequisite: EE 3102. (Same as CE/TE CE 3302 and TE 3302) (3-0) S

### EE 3310 Electronic Devices (3 semester hours)
Theory and application of solid state electronic devices. Physical principles of carrier motion in semiconductors leading to operating principles and circuit models for diodes, bipolar transistors, and field effect transistors. Introduction to integrated circuits. Prerequisite: CE/EE/TE CE 3301 or EE 3301 or TE 3301. Corequisite: CE/EE CE 3310 or EE 3110. (Same as CE 3310) (3-0) S

### EE 3311 Electronic Circuits (3 semester hours)
Large-signal and small-signal characteristics of diodes, BJT and MOSFET transistors. Analysis of circuits containing diodes. Analysis of the DC and small-signal characteristics of single-stage BJT and MOSFET amplifiers. Analysis of circuits with an operational amplifier as a black box. Introduction of high-frequency models of BJT and MOSFET transistors and methods to analyze amplifier frequency response. Prerequisite: CE/EE CE 3310 or EE 3310. Corequisite: CE/EE CE 3111 or EE 3111. (Same as CE 3311) (3-0) S

### EE 3320 Digital Circuits (3 semester hours)
Boolean logic. Design and analysis of combinational logic circuits using SSI basic logic gates and other building blocks like multiplexers and ROMs. Design and MSL analysis of latches and flip-flops. Design and analysis of synchronous state machines. State minimization and introduction to state assignment. Design of arithmetic circuits: datapath components: adders, multipliers and shifters, multipliers, registers, shifters, and counters. Electrical properties of logic gates. Students cannot receive credit for both CS 4341 and CE/EE CE 3320 or EE 3320. Prerequisite: CE/EE CE 2310 or EE 2310. Corequisite: EE 3120. (Same as CE 3320) (3-0) S
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<td>ee3350.6</td>
<td>EE 3350 Communications Systems</td>
<td>Fundamentals of communications systems. Review of probability theory and Fourier transforms. Filtering and noise. Modulation and demodulation techniques, including amplitude, phase, and pulse code. Time division multiplexing.</td>
<td>ENGR 3300, CE/EE/TE 3302, 3300 and (CE 3301 or EE 3301 or TE 3301) and (CE 3302 or EE 3302 or TE 3302) and ENGR 3341. Corequisite: EE/TE EE 3150 or TE 3150. (Same as TE 3350)</td>
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<tr>
<td>ee3301.8</td>
<td>EE 4301 Electromagnetic Engineering I</td>
<td>Introduction to the general characteristics of wave propagation. Physical interpretation of Maxwell's equations. Propagation of plane electromagnetic waves and energy. Transmission lines. Antenna fundamentals.</td>
<td>PHYS 2326, 2326 and ENGR 3300 and CE/EE/TE 3301. (CE 3301 or EE 3301 or TE 3301).</td>
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<td>ee3404.4</td>
<td>EE 4304 Computer Architecture</td>
<td>Introduction to computer organization and design, including the following topics: CPU performance analysis. Instruction set design, illustrated by the MIPS instruction set architecture. Systems-level view of computer arithmetic. Design of the datapath and control for a simple processor. Pipelining. Hierarchical memory. I/O systems. I/O performance analysis. Multiprocessing. Students cannot receive credit for both CS/SE/TE (CS 3340 or SE 3340 or TE 3340) and CE/EE 4304. (CE 4304 or EE 4304). Prerequisite: CE/EE 3320 or EE 3320. (Same as CE 4304)</td>
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<td>ee3525.6</td>
<td>EE 4325 Introduction to VLSI Design</td>
<td>Introduction to VLSI Design. Design and fabrication of integrated circuits. Bipolar and MOS technologies. Passive and active component performance, fabrication techniques including epitaxial growth, photolithography, oxidation, diffusion, ion-implantation, thin and thick film components. Design and layout of integrated devices. Relations between layout and fabrication technique.</td>
<td>CE/EE CE 3320 or EE 3320 (or, for CS majors, CS 4341).</td>
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<tr>
<td>ee3430.5</td>
<td>EE 4330 Integrated Circuit Technology</td>
<td>Principles of design and fabrication of integrated circuits. Bipolar and MOS technologies. Passive and active component performance, fabrication techniques including epitaxial growth, photolithography, oxidation, diffusion, ion-implantation, thin and thick film components. Design and layout of integrated devices. Relations between layout and fabrication technique.</td>
<td>CE/EE CE 3310 or EE 3310.</td>
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<td>edit review pending</td>
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<tr>
<td>ee3440.5</td>
<td>EE 4340 Analog Integrated Circuit Analysis and Design</td>
<td>Analog integrated circuits and systems. Analysis and design of linear amplifiers, including operational, high-frequency, broad-band and feedback amplifiers. Use of monolithic silicon systems.</td>
<td>CE/EE CE 3311 or EE 3311.</td>
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<tr>
<td>ee4341</td>
<td>Digital Integrated Circuit Analysis and Design</td>
<td>3 SH</td>
<td>Digital integrated circuits. Large signal model for bipolar and MOS transistors. MOS inverters and gates. Propagation delay and noise margin. Dynamic logic concepts. Bipolar transistor inverters and gates, regenerative logic circuits, memories. Prerequisites: CE/EE 3311, CE/EE 3320. (CE 3311 or EE 3311), and (CE 3320 or EE 3320).</td>
<td>(CE 3311 or EE 3311), and (CE 3320 or EE 3320).</td>
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<tr>
<td>ee4360</td>
<td>Digital Communications</td>
<td>3 SH</td>
<td>Information, digital transmission, channel capacity, delta modulation, and differential pulse code modulation are discussed. Principles of coding and digital modulation techniques such as Amplitude Shift Keying (ASK), Frequency Shift Keying (FSK), Phase Shift Keying (PSK), and Continuous Phase Frequency Shift Keying (CPFSK) are introduced. M-ary signaling such as Quadrature amplitude and phase shift keying, and M-ary PSK and FSK are also discussed. Prerequisite: EE/TE EE 3350 or TE 3350. (Same as TE 4360)</td>
<td>(Same as TE 4360)</td>
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<tr>
<td>ee4361</td>
<td>Introduction to Digital Signal Processing</td>
<td>3 SH</td>
<td>An introduction to the analysis and design of discrete linear systems, and to the processing of digital signals. Topics include time and frequency domain approaches to discrete signals and systems, the Discrete Fourier Transform and its computation, and the design of digital filters. Prerequisite: EE/TE EE 3302 or EE 3302 or TE 3302. (Same as TE 4361)</td>
<td>(Same as TE 4361)</td>
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<tr>
<td>ee4365</td>
<td>Introduction to Wireless Communication</td>
<td>3 SH</td>
<td>Introduction to the basic system concepts of cellular telephony. Mobile standards, mobile system architecture, design, performance and operation. Voice digitization and modulation techniques; PCS technologies. Prerequisite: EE/TE EE 3350 or TE 3350. (Same as TE 4365)</td>
<td>(Same as TE 4365)</td>
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<tr>
<td>ee4367</td>
<td>Telecommunication Networks</td>
<td>3 SH</td>
<td>Trunking and queuing, switching technologies: voice, data, video, circuit switching and packet switching, transmission technologies and protocols, transmission media - copper, fiber, microwave, satellite, protocols - bipolar formats, digital hierarchy, optical hierarchy, synchronization, advanced switching protocols and architectures; frame relay, ATM, HDTV, SONET. Prerequisite or Corequisite: EE/TE EE 3350 or TE 3350. (Same as TE 4367)</td>
<td>(Same as TE 4367)</td>
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<tr>
<td>ee4368</td>
<td>RF Circuit Design Principles</td>
<td>3 SH</td>
<td>Principles of high-frequency design, transmission lines, the Smith chart, impedance matching using both lumped and distributed components, and simple amplifier design. Prerequisites: CE/EE (CE 3310 or EE 3310) and EE 4301.</td>
<td>(CE 3310 or EE 3310) and EE 4301.</td>
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<td>ee4388</td>
<td>EE 4388 Senior Design Project I (3 semester hours)</td>
<td>First of two sequential semesters devoted to a team project that engages students in the full engineering design process. The goal of senior design projects is to prepare the student to run/participate in engineering projects related to an appropriate industry. Thus, all project teams are to follow standard industrial practices and methods. Teams must carry the engineering project to completion, examining real world and multiple design constraints, following applicable industrial and business standards. Such constraints may include but are not limited to: economic, environmental, industrial standards, team time/resource management and cross-disciplinary/departmental result integration. Students are required to work in teams that include collaborative design interaction. Additionally, cross-disciplinary teams are encouraged but not required. In Senior Design I, project proposals will be written, reviewed and approved. Initial designs will be completed and corresponding constraints will be determined. All students will participate in a public oral and poster presentation following departmental approved guidelines at a departmental approved time and location. Teams will also submit a written end of semester progress report and documented team communication (complete sets of weekly reports and/or log books) following guidelines approved by the faculty. Students must have completed ECS 3390 and one of the following prerequisite sequences: ((\text{CE}/\text{EE 3311}, \text{CE}/\text{EE 3320}, \text{CE}/\text{CS/SE/TE 3345}, ((\text{CE 3311} \text{ or } \text{EE 3311}), \text{and (CE 3320} \text{ or } \text{EE 3320}), \text{and (CE 3345} \text{ or } \text{CS 3345} \text{ or } \text{SE 3345} \text{ or } \text{TE 3345}), \text{and (CE/CS/SE 3354)}, \text{and (CE 3354} \text{ or } \text{CS 3354} \text{ or } \text{(ENGR SE 3354)})), ((\text{ENGR 3300, CE/EE/TE 3302, CE/EE 3311}, \text{and } (\text{CE/EE 3320}, \text{CE 3302} \text{ or } \text{EE 3302} \text{ or } \text{TE 3302}), \text{and (CE 3311} \text{ or } \text{EE 3311}), \text{and (CE 3320} \text{ or } \text{(ENGR EE 3320)})), ((\text{ENGR 3300, CE/EE/TE 3302, and CE/CS/SE/TE 3345; pre- (CE 3302 or EE 3302 or TE 3302), and (CE 3345 or CS 3345 or SE 3345 or TE 3345)); prerequisite or corequisite EE/TE 3350)), EE 3350 or TE 3350. (Same as CE/TE CE 4388 and TE 4388) (3-0) S</td>
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<td>ee4389</td>
<td>EE 4389 Senior Design Project II (3 semester hours)</td>
<td>Continuation of the Senior Design project begun in the previous semester. In Senior Design II, projects based on approved project proposals will be completed. All limitations of the design will be determined and addressed. All students will participate in a public oral presentation following faculty-approved guidelines at a faculty-approved time and location. Teams will also submit a written final report and documented team communication (complete sets of weekly reports and/or log books) following faculty-approved guidelines. Prerequisite: CE/EE/TE CE 4388 or EE 4388 or TE 4388. (Same as CE/TE CE 4389 and TE 4389) (3-0) S</td>
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<td>ee4390</td>
<td>EE 4390 Computer Networks (3 semester hours)</td>
<td>An introduction to packet-based computer and data communication networks, including the OSI model, Internet, TCP/IP, ATM, Ethernet, Frame Relay, and Local Area Networks. Enterprise network design procedures are introduced in conjunction with IP routing, VPN, MPLS and VOIP. Students cannot receive credit for both CE/CS/TE (CE 4390 or CS 4390 or TE 4390) and EE 4390. Pre-Prerequisite or Corequisite: EE/TE EE 3350 or TE 3350. (3-0) S</td>
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<td>ee4391</td>
<td>EE 4391 Technology of Plasma (3 semester hours)</td>
<td>Plasmas are critical to making the best electronic devices. This class will be an introduction to the technology required to make and use these plasmas. Topics include: high-vacuum technology (gas properties, pumps, pressure gauges, flow-meters, gas composition analysis) and plasma technology (etch, deposition, and lamps). Prerequisites: ENGR 3300 and CE/EE 3310; (CE 3310 or EE 3310). Recommended: ENGR 3341. (Same as NANO 4391) (3-0) Y</td>
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<tr>
<td>ee4392.6</td>
<td>EE 4392 Introduction to Optical Systems</td>
<td>Operating principles of optical communications systems and fiber optic communication technology. Lightwave fundamentals, characteristics of integrated optic waveguides and optical fibers, attenuation and dispersion, operating principles of optical sources, detectors and optical amplifiers, optical transmitters and receivers, modulation techniques, effect of noise in optical systems, system design fundamentals, network topologies. Prerequisites: CE/EE/TE 3302, (CE 3302 or EE 3302 or TE 3302), and EE 4301 and CE/EE 3310.</td>
<td>(CE 3310 or EE 3310).</td>
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<tr>
<td>engr3341</td>
<td>ENGR 3341 Probability Theory and Statistics</td>
<td>Axioms of probability, conditional probability, Bayes theorem, random variables, probability density/mass function (pdf/pmf), cumulative distribution function, expected value, functions of random variables, joint, conditional and marginal pdfs/pmf for multiple random variables, moments, central limit theorem, elementary statistics, empirical distribution correlation. Students cannot get credit for both CS/SE CS 3341 or SE 3341 and ENGR 3341. Prerequisite: MATH 2414 or MATH 2419. Recommended co-requisite: MATH 2420.</td>
<td>(Same as ENGR 3341)</td>
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<tr>
<td>engr4334</td>
<td>ENGR 4334 Numerical Methods in Engineering</td>
<td>Computer arithmetic and error analysis. Solution of linear equations, roots of polynomial equations, interpolation and approximation, numerical differentiation and integration, solution of ordinary differential equations. Emphasis on engineering applications and numerical software. Students cannot get credit for both CS/MATH CS 4334 or MATH 4334 and ENGR 4334. Prerequisites: ENGR 2300, ENGR 3300, and knowledge of a high level programming language.</td>
<td>(Same as ENGR 4334)</td>
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<tr>
<td>nano4391</td>
<td>NANO 4391 Technology of Plasma</td>
<td>Plasmas are critical to making the best electronic devices. This class will be an introduction to the technology required to make and use these plasmas. Topics include: high-vacuum technology (gas properties, pumps, pressure gauges, flowmeters, gas composition analysis) and plasma technology (etching, deposition, and lamps). Prerequisites: ENGR 3300 and CE/EE 3310. Recommended: ENGR 3341.</td>
<td>(Same as NANO 4391)</td>
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<td>se3306.5</td>
<td>SE 3306 Mathematical Foundations of Software Engineering</td>
<td>Boolean logic, first-order logic, models of first-order logic. Introduction to program verification, applications in software engineering. Completeness Theorem. Regular expressions, regular sets, finite-state machines, and applications in software engineering. Graph Theory, graph algorithms. Statecharts, Petri Nets and their role in software engineering. Prerequisite: CE/CS/TE CE 2305 or CS 2305 or TE 2305 or equivalent.</td>
<td>(Same as SE 3306)</td>
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<tr>
<td>se3340.6</td>
<td>SE 3340 Computer Architecture</td>
<td>This course introduces the concepts of computer architecture by going through multiple levels of abstraction, and the numbering systems and their basic computations. It focuses on the instruction-set architecture of the MIPS machine, including MIPS assembly programming, translation between MIPS and C, and between MIPS and machine code. General topics include performance calculation, processor datapath, pipelining, and memory hierarchy. Students who have already completed CS 2310 or equivalent cannot receive credit for this course. Students cannot receive credit for both CS/SE/TE (CS 3340 or SE 3340 or TE 3340) and CE/EE 4304. Prerequisite: CE/CS/TE (CE 4304 or EE 4304). Prerequisites: (CE 1337 or CS 1337 or equivalent, TE 1337 or equivalent) and CS 2305.</td>
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### SE 3341 Probability and Statistics in Computer Science and Software Engineering (3 semester hours)

Axiomatic probability theory, independence, conditional probability. Discrete and continuous random variables, special distributions of importance to CS/SE, and expectation. Simulation of random variables and Monte Carlo methods. Central limit theorem. Basic statistical inference, parameter estimation, hypothesis testing, and linear regression. Introduction to stochastic processes. Illustrative examples and simulation exercises from queuing, reliability, and other CS/SE applications. Students cannot get credit for both CS/SE 3341 and ENGR 3341.

Prerequisites: MATH (MATH 1326 or MATH 2414 or MATH 2419, 2419), and CE/CS/TE 2305. (Same as CS 3341 or STAT 3341) (3-0) S

### SE 3345 Data Structures and Introduction to Algorithmic Analysis (3 semester hours)

Analysis of algorithms including time complexity and Big-O notation. Analysis of stacks, queues, and trees, including B-trees. Heaps, hashing, and advanced sorting techniques. Disjoint sets and graphs. Course emphasizes design and implementation. Students that completed CE/TE CE 3346 or TE 3346 cannot receive credit for this course.

Prerequisites: CE/CS/TE (CE 2305 or CS 2305 or TE 2305) and CE/CS/TE 2336. Pre- (CE 2336 or CS 2336 or TE 2336). Prequisite or corequisite: CS/SE CS 3341 or SE 3341 or ENGR 3341. (Same as CE/CS/TE CE 3345 and CS 3345 and TE 3345) (3-0) S

### SE 3354 Software Engineering (3 semester hours)

Introduction to software life cycle models. Software requirements engineering, formal specification and validation. Techniques for software design and testing. Cost estimation models. Issues in software quality assurance and software maintenance. Prerequisites: CE/CS/TE (CE 2305 or CS 2305, 2336 or TE 2305 or CS 3333), and CE/CS/TE (CE 2305 or CS 2305 or TE 2305 or equivalent. Pre- equivalent). Prerequisite or corequisite: ECS 3390. (Same as CE/CS CE 3354 and CS 3354) (3-0) S

### SE 3376 C/C++ Programming in a UNIX Environment (3 semester hours)

Advanced programming techniques utilizing procedural and object oriented programming in a UNIX environment. Topics include file input and output, implementation of strings, stacks, queues, lists, and trees, and dynamic memory allocation/management. Design and implementation of a comprehensive programming project is required. Prerequisite: CE/CS/TE CE 2336 or CS 2336 or TE 2336 or equivalent. (Same as CS 3376) (3-0) S

### SE 4347 Database Systems (3 semester hours)

This course emphasizes the concepts and structures necessary for the design and implementation of database management systems. Topics include data models, data normalization, data description languages, query facilities, file organization, index organization, file security, data integrity, and reliability. Prerequisite: CE/CS/SE/TE CE 3345 or CS 3345 or SE 3345 or TE 3345. (Same as CS 4347) (3-0) Y

### SE 4348 Operating Systems Concepts (3 semester hours)

An introduction to fundamental concepts in operating systems: their design, implementation, and usage. Topics include process management, main memory management, virtual memory, I/O and device drivers, file systems, secondary storage management, and an introduction to critical sections and deadlocks. Prerequisites: CS/SE/TE (CS 3340 or equivalent, CE/CS/SE/TE 3346, SE 3340 or TE 3340 or equivalent), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), and a working knowledge of C and UNIX. (Same as CE/CS/TE CE 4348 and CS 4348 and TE 4348) (3-0) S
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<tr>
<td>se4351-5</td>
<td>SE 4351 Requirements Engineering (3 semester hours)</td>
<td>Introduction to system and software requirements engineering. The requirements engineering process, including requirements elicitation, specification, and validation. Essential words and types of requirements. Structural, informational, and behavioral requirements. Non-functional requirements. Scenario analysis. Conventional, object-oriented and goal-oriented methodologies.</td>
<td>Prerequisites: SE 3306, CE/CS/SE and (CE 3354 or CS 3354 or SE 3354) or instructor consent required. (3-0) S</td>
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<tr>
<td>se4352-5</td>
<td>SE 4352 Software Architecture and Design (3 semester hours)</td>
<td>Introduction to software design with emphasis on architectural design. Models of software architecture. Architecture styles and patterns, including explicit, event-driven, client-server, and middleware architectures. Decomposition and composition of architectural components and interactions. Use of non-functional requirements for tradeoff analysis. Component based software development, deployment and management.</td>
<td>Prerequisites: SE 3306, CE/CS/SE and (CE 3354 or CS 3354 or SE 3354) or instructor consent required. (3-0) S</td>
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<tr>
<td>se4367-5</td>
<td>SE 4367 Software Testing, Verification, Validation and Quality Assurance (3 semester hours) Methods for evaluating software for correctness and reliability, including code inspections, program proofs and testing methodologies. Formal and informal proofs of correctness. Code inspections and their role in software verification. Unit and system testing techniques, testing tools and limitations of testing. Statistical testing, reliability models.</td>
<td>Prerequisites: SE 3306, CE/CS/SE and (CE 3354 or CS 3354 or SE 3354) or instructor consent required. (3-0) S</td>
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<td>se4376-5</td>
<td>SE 4376 Object-Oriented Programming Systems (3 semester hours)</td>
<td>In-depth study of the features/advantages of object-oriented approach to problem solving. Special emphasis on issues of object-oriented analysis, design, implementation, and testing. Review of basic concepts of object-oriented technology (abstraction, inheritance, and polymorphism). Object-oriented programming languages, databases, and productivity tools.</td>
<td>Prerequisite: CE/CS/TE CE 2336 or CS 2336 or TE 2336 or equivalent. (Same as CS 4376) (3-0) S</td>
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<tr>
<td>se4381-5</td>
<td>SE 4381 Software Project Planning and Management (3 semester hours)</td>
<td>Planning and managing of software development projects. Software process models, ISO 9000, SEI's Capability Maturity Model, continuous process improvement. Planning, scheduling, tracking, cost estimation, risk management, configuration management.</td>
<td>Prerequisite: CE/CS/SE CE 3354 or CS 3354 or SE 3354. (3-0) Y</td>
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<tr>
<td>te1337-2</td>
<td>TE 1337 (COSC 1337) Computer Science I (3 semester hours)</td>
<td>Introduction to object-oriented software analysis, design, and development. Classes and objects. Object composition and polymorphism. Sorting, searching, recursion. Strings using core classes. Inheritance and interfaces. Graphical User Interfaces. Includes a comprehensive programming project.</td>
<td>Prerequisite: CS 1336 with a grade of C or better or equivalent. (Same as CE/CS/TE 1337 and CS 1337) (3-0) Y</td>
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<tr>
<td>te2305-4</td>
<td>TE 2305 (MATH 2305) Discrete Mathematics for Computing I (3 semester hours)</td>
<td>Principles of counting. Logic and proof methods, including induction. Basic recurrence relations. Basics of algorithm complexity. Sets, relations, functions. Elementary graph theory. Elementary number theory. Students cannot get credit for both TE 2305 and CE/TE CE 3307 or TE 3307.</td>
<td>Prerequisite: MATH 1326 or MATH 2413 or MATH 2417. (Same as CE/CS CE 2305 and CS 2305) (3-0) S</td>
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<td>TE 2336</td>
<td>(COSC 2336) Computer Science II (3 semester hours)</td>
<td>Exceptions and number formatting. File input/output using Stream classes. Implementation of primitive data structures, including linked lists (all types), stacks, queues, and binary trees. Advanced data manipulation using core classes. Introduction to multi-threading, multimedia, and networking. Includes a comprehensive programming project. Prerequisite: CE/CS/TE CE 1337 or CS 1337 or TE 1337. Prerequisite or corequisite: CE/CS/TE CE 2305 or CS 2305 or TE 2305. (Same as CE/CS/CE 2336 and CS 2336)</td>
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<td>TE 3101</td>
<td>Electrical Network Analysis Laboratory (1 semester hour)</td>
<td>Laboratory to accompany TE 3301. Design, assembly and testing of linear electrical networks and systems. Use of computers to control electrical equipment and acquire data. Prerequisites: CE/EE/TE (CE 1202 or EE 1202 or TE 1202) and RHET 1302. Corequisite: TE 3301. (Same as CE/EE CE 3101 and EE 3101)</td>
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<tr>
<td>TE 3102</td>
<td>Signals and Systems Laboratory (1 semester hour)</td>
<td>Laboratory based on MATLAB and LabVIEW to provide implementation experience on topics covered in TE 3302. Laboratory experiments cover linear time-invariant systems, convolution, Fourier series, continuous Fourier transform, sampling, discrete Fourier transform, analog and digital filtering. Each lab is followed by a design application. Corequisite: TE 3302. Prerequisite: RHET 1302. (Same as CE/EE CE 3102 and EE 3102)</td>
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<td>TE 3150</td>
<td>Communications Systems Laboratory (1 semester hour)</td>
<td>Laboratory to accompany TE 3350. Fundamental elements of communications systems hardware; use of spectrum analyzers and other measurement instruments typically encountered in communication systems; design of active filters in communications systems; analog frequency and amplitude modulators and demodulators; data communication systems. Corequisite: TE 3350. Prerequisite: (CE 3301 or EE 3301 or TE 3301) and RHET 1302. (Same as EE 3150)</td>
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<tr>
<td>TE 3301</td>
<td>Electrical Network Analysis (3 semester hours)</td>
<td>Analysis and design of RC, RL, and RLC electrical networks. Sinusoidal steady state analysis of passive networks using phasor representation; mesh and nodal analyses. Introduction to the concept of impulse response and frequency analysis using the Laplace transform. Prerequisites: MATH 2420 and PHYS 2326. Corequisite: TE 3101. (Same as CE/EE CE 3301 and EE 3301)</td>
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<td>TE 3302</td>
<td>Signals and Systems (3 semester hours)</td>
<td>Introduces the fundamentals of continuous and discrete-time signal processing. Linear system analysis including convolution and impulse response, Fourier series, Fourier transform and applications, discrete-time signal analysis, sampling and z-transform. Prerequisite: ENGR 3300. Corequisite: TE 3102. (Same as CE/EE CE 3302 and EE 3302)</td>
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<td>2012-2013</td>
<td>TE3340 014119 te3340.3</td>
<td>TE 3340 Computer Architecture (3 semester hours) This course introduces the concepts of computer architecture by going through multiple levels of abstraction, and the numbering systems and their basic computations. It focuses on the instruction-set architecture of the MIPS machine, including MIPS assembly programming, translation between MIPS and C, and between MIPS and machine code. General topics include performance calculation, processor datapath, pipelining, and memory hierarchy. Students who have already completed CS 2310 or equivalent cannot receive credit for this course. Students cannot receive credit for both CS/SE/TE (CS 3340 or SE 3340 or TE 3340) and CE/EE 4304. Prerequisite: CS/SE/TE (CE 4304 or EE 4304). Prerequisites: (CE 1337 or CS 1337 or equivalent). TE 1337 or equivalent and CS 2305. (Same as CS/SE/TE 3340) TE 3340 or SE 3340 ) (3-0) S</td>
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<td>2012-2013</td>
<td>te3345 012249 te3345.5</td>
<td>TE 3345 Data Structures and Introduction to Algorithmic Analysis (3 semester hours) Analysis of algorithms including time complexity and Big-O notation. Analysis of stacks, queues, and trees, including B-trees. Heaps, hashing, and advanced sorting techniques. Disjoint sets and graphs. Course emphasizes design and implementation. Students that completed CE/TE CE 3346 or TE 3346 cannot receive credit for this course. Prerequisites: CE/CS/TE (CE 2305 or CS 2305 or TE 2305) and CE/CS/TE 2336. Prerequisite: CE/CS/TE (CE 2336 or CS 2336 or TE 2336). Prerequisite or corequisite: CS/SE (CS 3341 or SE 3341) or ENGR 3341. (Same as CE/CS/SE CE 3345 or ENGR 3341). (Same as CE/CS/SE CE 3345 and CS 3345 and SE 3345) (3-0) S</td>
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<td>2012-2013</td>
<td>te3350 014120 te3350.2</td>
<td>TE 3350 Communications Systems (3 semester hours) Fundamentals of communications systems. Review of probability theory and Fourier transforms. Filtering and noise. Modulation and demodulation techniques, including amplitude, phase, and pulse code. Time division multiplexing. This class may be offered as either regular or honors sections (H). Prerequisites: ENGR 3300, CE/EE/TE 3302, 3300 and (CE 3301 or EE 3301 or TE 3301) and (CE 3302 or EE 3302 or TE 3302) and ENGR 3341. Corequisite: CE/EE EE 3150 or TE 3150. (Same as EE 3350) (3-0) S</td>
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<td>2012-2013</td>
<td>te4141 014121 te4141.2</td>
<td>TE 4141 Digital Systems Laboratory (1 semester hour) Laboratory to accompany TE 4341. The purpose of this laboratory is to give students an intuitive understanding of digital circuits and systems. Laboratory exercises include construction of simple digital logic circuits using prototyping kits and board-level assembly of a personal computer. Students who have already completed CS 2110 cannot receive credit for this course. Corequisite: CS/TE CS 4341 or TE 4341. (Same as CS 4141) (0-2) S</td>
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<td>2012-2013</td>
<td>te4341 014123 te4341.2</td>
<td>TE 4341 Digital Logic and Computer Design (3 semester hours) Boolean algebra and logic circuits; synchronous sequential circuits; gate level design of ALSU, registers, and memory unit; register transfer operations; design of data path and control unit for a small computer; Input-Output interface. Students cannot receive credit for both CS/TE (CS 4341 or TE 4341) and CE/EE 3320. (CE 3320 or EE 3320). Prerequisites: CE/EE (CE 2310 or CS/SE/TE EE 2310) or (CS 3340 or SE 3340 or TE 3340) and PHYS 2326. Corequisite: CS/TE 4441. (CS 4141 or TE 4141). (Same as CS 4341) (3-0) S</td>
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<td>2012-2013</td>
<td>te4348 012260 te4348.8</td>
<td>TE 4348 Operating Systems Concepts (3 semester hours) An introduction to fundamental concepts in operating systems: their design, implementation, and usage. Topics include process management, main memory management, virtual memory, I/O and device drivers, file systems, secondary storage management, and an introduction to critical sections and deadlocks. Prerequisites: CS/SE/TE (CS 3340 or equivalent, CE/CS/SE/TE 3345, SE 3340 or TE 3340 or equivalent), and (CE 3345 or CS 3345 or SE 3345 or TE 3345), and a working knowledge of C and UNIX. (Same as CS/SE/TE CE 4348 and CS 4348 and SE 4348) (3-0) S</td>
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<tr>
<td>TE 4360</td>
<td>Digital Communications (3 semester hours)</td>
<td>Information, digital transmission, channel capacity, delta modulation, and differential pulse code modulation are discussed. Principles of coding and digital modulation techniques such as Amplitude Shift Keying (ASK), Frequency Shift Keying (FSK), Phase Shift Keying (PSK), and Continuous Phase Frequency Shift Keying (CPFSK) are introduced. M-ary signaling such as Quadrature amplitude and phase shift keying, and M-ary PSK and FSK are also discussed. Prerequisite: EE/TE EE 3350 or TE 3350. (Same as EE 4360)</td>
<td>(3-0) T</td>
<td></td>
</tr>
<tr>
<td>TE 4361</td>
<td>Introduction to Digital Signal Processing (3 semester hours)</td>
<td>An introduction to the analysis and design of discrete linear systems, and to the processing of digital signals. Topics include time and frequency domain approaches to discrete signals and systems, the Discrete Fourier Transform and its computation, and the design of digital filters. Prerequisite: CE/EE/TE CE 3302 or EE 3302 or TE 3302. (Same as EE 4361)</td>
<td>(3-0) T</td>
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<tr>
<td>TE 4365</td>
<td>Introduction to Wireless Communication (3 semester hours)</td>
<td>Introduction to the basic system concepts of cellular telephony. Mobile standards, mobile system architecture, design, performance and operation. Voice digitization and modulation techniques: PCS technologies. Prerequisite: EE/TE EE 3350 or TE 3350. (Same as EE 4365)</td>
<td>(3-0) Y</td>
<td></td>
</tr>
<tr>
<td>TE 4367</td>
<td>Telecommunication Networks (3 semester hours)</td>
<td>Trunking and queuing, switching technologies: voice, data, video, circuit switching and packet switching, transmission technologies and protocols, transmission media - copper, fiber, microwave, satellite, protocols - bipolar formats, digital hierarchy, optical hierarchy, synchronization, advanced switching protocols and architectures; frame relay, ATM, HDTV, SONET. Prerequisite or Corequisite: EE/TE EE 3350 or TE 3350. (Same as EE 4367)</td>
<td>(3-0) Y</td>
<td></td>
</tr>
<tr>
<td>TE 4388</td>
<td>Senior Design Project I (3 semester hours)</td>
<td>First of two sequential semesters devoted to a team project that engages students in the full engineering design process. The goal of senior design projects is to prepare the student to run/participate in engineering projects related to an appropriate industry. Thus, all project teams are to follow standard industrial practices and methods. Teams must carry the engineering project to completion, examining real world and multiple design constraints, following applicable industrial and business standards. Such constraints may include but are not limited to: economic, environmental, industrial standards, team time/resource management and cross-disciplinary/departmental result integration. Students are required to work in teams that include collaborative design interaction. Additionally, cross-disciplinary teams are encouraged but not required. In Senior Design I, project proposals will be written, reviewed and approved. Initial designs will be completed and corresponding constraints will be determined. All students will participate in a public oral and poster presentation following departmental approved guidelines at a departmental approved time and location. Teams will also submit a written end of semester progress report and documented team communication (complete sets of weekly reports and/or log books) following guidelines approved by the faculty. Students must have completed ECS 3390 and one of the following prerequisite sequences: (CE/ EE 3311, CE/EE 3320, CE/CS/SE/TE 3345, (CE 3311 or EE 3311), and (CE 3320 or EE 3320), and CE/CS/SE 3354); (CE 3345 or (ENGR CE 3345 or SE 3345 or TE 3345)), or ((ENGR 3300, CE/EE/TE 3302, CE/EE 3311, and CE/EE 3320), (CE 3302 or EE 3302 or (ENGR TE 3302), and (CE 3311 or EE 3311), and (CE 3320 or EE 3320)), or ((ENGR 3300, CE/EE/TE 3302, and CE/CS/SE/TE 3345); or (CE 3302 or EE 3302 or TE 3302), and (CE 3345 or CS 3345 or SE 3345 or TE 3345)); prerequisite or corequisite EE/TE 3350. (EE 3350 or TE 3350. (Same as CE/EE CE 4388 and EE 4388)</td>
<td>(3-0) Y</td>
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### Undergraduate Catalog 2013 - Course Change Requests

<table>
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<tr>
<th>2011-2013</th>
<th>012273</th>
<th>TE 4389 Senior Design Project II (3 semester hours) Continuation of the Senior Design project begun in the previous semester. In Senior Design II, projects based on approved project proposals will be completed. All limitations of the design will be determined and addressed. All students will participate in a public oral presentation following faculty-approved guidelines at a faculty-approved time and location. Teams will also submit a written final report and documented team communication (complete sets of weekly reports and/or log books) following faculty-approved guidelines. Prerequisite: CE/EE/TE CE 4388 or EE 4388 or TE 4388. (Same as CE/EE CE 4389 and EE 4389) (3-0) S</th>
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<tr>
<td>2011-2013</td>
<td>012274</td>
<td>TE 4390 Computer Networks (3 semester hours) The design and analysis of computer networks. Topics include the ISO reference model, transmission media, medium-access protocols, LANs, data link protocols, routing, congestion control, internetworking, and connection management. Students cannot get credit for both CE/CS/TE (CE 4390 or CS 4390 or TE 4390) and EE 4390. Prerequisite: CE/CS/SE/TE CE 3345 or CS 3345 or SE 3345 or TE 3345 or equivalent. (Same as CE/CS CE 4390 and CS 4390) (3-0) S</td>
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# Undergraduate Catalog 2013 - Course Change Requests

## School of Interdisciplinary Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Req Address crse_id</th>
<th>Catalog Course Description</th>
<th>Req Type Req Status</th>
<th>Req Created NetID/Date</th>
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<tbody>
<tr>
<td>2000-2013</td>
<td>ams3302 000412 ams3302. 3</td>
<td>AMS 3302 American Cultures (3 semester hours) Study of contemporary American cultures. Examines The course examines institutions, culture regions, and the interaction between mainstream American culture and various subcultures. (3-0) Y</td>
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<tr>
<td>2000-2013</td>
<td>ams3326 000435 ams3326. 5</td>
<td>AMS 3326 The U.S. in the 21st Century (3 semester hours) An exploration of 21st-century scenarios for the U.S. by studying the conditions and trends in realities of the 1990s. U.S., including economic crisis and sociocultural changes. The course also examines the future roles of the U.S. in the world community. (3-0) T</td>
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<tr>
<td>2004-2013</td>
<td>ams4304 000449 ams4304. 2</td>
<td>AMS 4304 Communication in America (3 semester hours) Examines This course examines the basic verbal and non-verbal elements affecting communication in American society. Perspectives to be addressed include communication across cultures, gender differences in communication, interpersonal communication styles, and communication in peer groups, families, and work contexts. In addition, the effects of technology on communication and its impact on individuals and society will be explored. (3-0) T</td>
<td>edit review pending</td>
<td>cbg13003 0 2012-11-1 4 14:11:22</td>
</tr>
<tr>
<td>2010-2013</td>
<td>ams4360 000454 ams4360. 3</td>
<td>AMS 4360 Rebels and Reformers: Women and Alcohol in America (3 semester hours) Examines This course examines women's historical role as crusaders against alcohol and identifies how the role of reformer was gendered. Identifies the genesis of the disease concept of alcoholism and how it was applied to women and men in different ways. Examines This course also examines gendered ideas about male and female drinking and how they are represented in popular culture, literature, and film. (Same as GST 4360) (3-0) R</td>
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<tr>
<td>2012-2013</td>
<td>bis1100 013862 bis1100.2</td>
<td>BIS 1100 Interdisciplinary Studies Freshman Seminar (1 semester hour) This course is designed to introduce students to the programs offered through the School of Interdisciplinary Studies and to assist students adjust to university life. Co-requisite: Corequisite: UNIV 1010. (1-0) Y</td>
<td>edit review pending</td>
<td>cbg13003 0 2012-11-1 5 14:13:11</td>
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<tr>
<td>2010-2013</td>
<td>gst4360 012869 gst4360.2</td>
<td>GST 4360 Rebels and Reformers: Women and Alcohol in America (3 semester hours) Examines This course examines women's historical role as crusaders against alcohol and identifies how the role of reformer was gendered. Identifies the genesis of the disease concept of alcoholism and how it was applied to men and women in different ways. Examines This course also examines gendered ideas about male and female drinking and how they are represented in popular culture, literature, and film. (Same as AMS 4360) (3-0) R</td>
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<tr>
<td>2012-2013</td>
<td>hlth1100 012710 hlth1100. 3</td>
<td>HLTH 1100 Career Explorations for the Health Professions (1 semester hour) Centered on guest speakers, this one hour course aims to develop a holistic approach for healthcare and to explore the realities of various health professions. Students will investigate many options for present and next-generation health careers, and learn what courses and activities will open doors to their areas of interest. Appropriate for any level student. Students must Instructor's permission is required to register for this course through the Health Professions Advising Center. (1-0) Y</td>
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<tr>
<td>Year</td>
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<tr>
<td>2011-2013</td>
<td>hlth3300</td>
<td>HLTH 3300 Pre-Health Professional Development (3 semester hours)</td>
<td></td>
<td>This course will introduce students to the concept of professionalism within a healthcare context including issues of appropriate personal attributes and expectations, ethical decision making, interpersonal communication, and self-appraisal. It will also have an overview of the history of medicine in the U.S., and examination of current issues in healthcare and discussions about personal enrichment through research, clinical activities, and study abroad experiences. Must be at least a sophomore. <strong>Students must Instructor’s permission is required to register for this course through the Health Professions Advising Center.</strong></td>
</tr>
<tr>
<td>2012-2013</td>
<td>hlth4380</td>
<td>HLTH 4380 Special Topics in Healthcare (3 semester hours)</td>
<td></td>
<td>Subject matter will vary from semester to semester. May be repeated for credit as topics vary (6 hours maximum). Prerequisites: upper-division standing or instructor or associate <strong>dean’s consent required.</strong></td>
</tr>
<tr>
<td>2012-2013</td>
<td>hlth4v01</td>
<td>HLTH 4V01 Health Professions Independent Study (1-6 semester hours)</td>
<td></td>
<td>Independent study under a faculty member’s direction. May be repeated for credit (6 hours maximum.) <strong>Consent of the Health Professions Advising Center’s consent required.</strong></td>
</tr>
<tr>
<td>2012-2013</td>
<td>hlth4v04</td>
<td>HLTH 4V04 Health Professions Internship (4-6 (3 semester hours)</td>
<td></td>
<td>The internship provides students with exposure to a professional healthcare environment, interaction with a variety of disciplines, application of theory to practice and the opportunity to clarify career goals. The learning experience is faculty supervised and requires journal documentation and a research paper. The internship must be approved by the instructor before commencing the internship. <strong>Instructor’s permission is required to register for the class.</strong> May be repeated for credit (6 hours maximum).</td>
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<tr>
<td>2013-2013</td>
<td>isis3309</td>
<td>ISIS 3309 Dental Anthropology (3 semester hours)</td>
<td></td>
<td>An introduction to the wealth of knowledge that can be ascertained through analysis of the dentition of archaeological and modern populations.</td>
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<td>2013-2013</td>
<td>isis3350</td>
<td>ISIS 3350 World Archaeology (3 semester hours)</td>
<td></td>
<td>A look at archaeology from a global perspective. This course will include theory, methods, and analytical techniques used to reconstruct past cultures.</td>
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<tr>
<td>2013-2013</td>
<td>isis3v70</td>
<td>ISIS 3V70 Teaching Internship (1-3 semester hours)</td>
<td></td>
<td>Students work individually with faculty members in preparing and presenting course materials and tutoring students. Instructor and Associate Dean’s consent required. Taken on a credit/no credit basis. Can be repeated (6 maximum hours). Must have completed the relevant course with a grade of at least B and have a UT Dallas GPA of at least 3.000.</td>
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<tr>
<td>2010-2013</td>
<td>hlth2100</td>
<td>HLTH 2100 Directed Readings in Healthcare (1 semester hour)</td>
<td></td>
<td>Directed reading course covering topics in healthcare, healthcare-related settings and biomedical research. Students will be exposed to a variety of topics relevant to healthcare and preparation for careers in the health professions. Sophomores only. <strong>Permission of the Health Professions Advising Center required.</strong> May be repeated for credit as topics vary (2 hours maximum).</td>
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<tr>
<td>2011-2013</td>
<td>hlth4000 013650 hlth4000 .2</td>
<td>-- request to remove this course from catalog -- HLTH 4000 Health Professions Evaluation (HPE) Process (0 semester hours) Coverage of all aspects of the admissions process to medical, dental or optometry schools. Topics include self-assessment, application preparation, deadlines relevant to the application process, personal statement writing, interviewing skills, submitting letters of recommendation and other details regarding applying to professional school. Offered in spring and summer sessions only for students applying to professional schools in the summer. Students must register through the Health Professions Advising Center. (0-0) Y</td>
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<td>2012-2013</td>
<td>acct2301 000061 acct2301 .5</td>
<td>ACCT 2301 (ACCT 2301) Introductory Financial Accounting (3 semester hours) An introduction to business financial reporting designed to create an awareness of the accounting concepts and principles for preparing the three basic financial statements: the income statement, balance sheet, and statement of cash flows. The course is designed to benefit all business students who will be future users of accounting information. Students must earn a grade of C or better to progress to ACCT 2302. (3-0) S</td>
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<td>2012-2013</td>
<td>acct3320 000074 acct3320 .4</td>
<td>ACCT 3320 Financial Information Management (3 semester hours) This course is a study of the corporate financial reporting process and the use of financial statements by investors and analysts. Students use financial reports prepared by publicly-traded companies to study how financial statements and other information is prepared, communicated and used by managers, investors and other decision-makers. <strong>Accounting majors may not use the course as an accounting elective, be used to satisfy degree requirements for majors in accounting.</strong> Prerequisite: ACCT 2301. (3-0) S</td>
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<td>2012-2013</td>
<td>acct3322 000076 acct3322 .4</td>
<td>ACCT 3322 Integrated Accounting Information Systems (3 semester hours) Employs SAP software or similar enterprise systems software to illustrate the fundamental concepts of integrated information systems. Prerequisites: ACCT 2301, 2301 and ACCT 2302, 2302 and (MATH 1326 or MATH 2414 or MATH 2419), and (MATH 2333 or MATH 2418 or MATH 2415 or CS 2305 or OPRE 3333). (3-0) Y</td>
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<td>2012-2013</td>
<td>acct3331 000077 acct3331 .10</td>
<td>ACCT 3331 Intermediate Financial Accounting I (3 semester hours) A study of external financial reporting, including measuring and reporting of cash, receivables, inventories, investments, property, plant and equipment, and intangibles. <strong>Financial statement presentation issues are analyzed to gain an appreciation for the impact of Current generally accepted accounting principles on business decisions; for financial reporting are analyzed.</strong> Prerequisites: (MATH 1326 or MATH 2414 or MATH 2419), and (MATH 2333 or MATH 2418 or MATH 2415 or CS 2305 or OPRE 3333) and ACCT (ACCT 2301 with a minimum grade of C, C), and ACCT (ACCT 2302 with a minimum grade of C, C). (3-0) S</td>
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<td>2012-2013</td>
<td>acct3341 000081 acct3341 .9</td>
<td>ACCT 3341 Cost Management Systems (3 semester hours) A study of business management's internal accounting information needs as they pertain to cost control and containment. Emphasis is on the processes of business planning, controlling, and decision making. Topics include cost behavior, cost allocation, budgeting, and performance measurement. Prerequisites: (MATH 1326 or MATH 2414 or MATH 2419), and (MATH 2333 or MATH 2418 or MATH 2415 or CS 2305 or OPRE 3333) and (and ACCT 2301 with a minimum grade of C, C), and ACCT (ACCT 2302 with a minimum grade of C, C). (3-0) Y</td>
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<td>2012-2013</td>
<td>acct3350 013786 acct3350 .2</td>
<td>ACCT 3350 Fundamentals of Taxation (3 semester hours) Introduction to the role of taxes in today's society and their impact on individuals and business entities; emphasis on federal income taxation. Prerequisites: BLAW 2304, 2301 and ACCT (ACCT 2301 with a minimum grade of C, C), and ACCT (ACCT 2302 with a minimum grade of C, C). (3-0) S</td>
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<td>2012-2013</td>
<td>acct4300 014013 acct4300 .3</td>
<td>ACCT 4300 Database Fundamentals</td>
<td>(3 semester hours) Introduces the basic concepts for the design and development of relational databases and database management. Topics include entity-relationship data model, logical database design, data administration, Structured Query Language, and database management issues, such as concurrency control, data security, and integrity. A database management system software package is used to implement working database systems. <em>Neither ACCT 4300 and MIS 4300 cannot both be used to satisfy degree requirements. Requirements for BS MIS majors.</em> Prerequisites: ACCT 2301, ACCT 2302, MIS 3300 and (MATH 1325 or MATH 2413 or MATH 2417). (Same as MIS 4300) (3-0)</td>
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<tr>
<td>2012-2013</td>
<td>acct4334 000092 acct4334 .6</td>
<td>ACCT 4334 Auditing</td>
<td>(3 semester hours) Basic concepts, philosophy, standards, procedures, and practices of auditing are presented. Topics include generally accepted auditing standards, the changing role of the independent auditor in society, professional conduct and ethics, auditor's reporting responsibilities, risk assessment, internal control, fraud, evidential matter, and the computer in auditing in the global economy. Evidential matter. Prerequisite: ACCT 3331 with a minimum grade of C. (3-0)</td>
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<td>2012-2013</td>
<td>acct4336 000094 acct4336 .4</td>
<td>ACCT 4336 Financial Statement Analysis</td>
<td>(3 semester hours) Financial statements are analyzed from the user's prospective. Broad concepts are illustrated with applications to different companies. Topics include comparative analysis, earnings management and ethics in financial reporting. Prerequisite: ACCT 3331 with a minimum grade of C. (3-0)</td>
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<tr>
<td>2012-2013</td>
<td>acct4342 000096 acct4342 .11</td>
<td>ACCT 4342 Analysis and Design of Accounting Systems</td>
<td>(3 semester hours) Students are introduced to accounting system analysis and design tools and methods. The course emphasizes business processes, accounting transaction flows, internal control and accounting information systems as part of enterprise systems. Prerequisite: ACCT 3331 with a minimum grade of C and Co-Requisite (Prerequisite or Corequisite: ACCT 3332, 3332). (Same as MIS 4342) (3-0)</td>
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<td>2012-2013</td>
<td>acct4365 013977 acct4365 .2</td>
<td>ACCT 4365 Real Estate Accounting, Taxation and Legal Concepts</td>
<td>(3 semester hours) This course provides a study of accounting, tax and legal issues affecting the real estate industry. Material includes special rules used by owners and developers of real estate. May not be used to satisfy degree requirements for majors in accounting. Prerequisite: ACCT 2301, 3320 or ACCT 3331. (Same as REAL 4365) (3-0)</td>
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<tr>
<td>2011-2013</td>
<td>acct4380 000101 acct4380 .5</td>
<td>ACCT 4380 Internship in Accounting</td>
<td>(3 semester hours) This course provides students with an opportunity to expand and apply their skills in accounting in a professional setting. The accounting student will be required to apply knowledge obtained at the University in an actual job situation. Credit/No Credit. (3-0)</td>
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<tr>
<td>2012-2013</td>
<td>ba1100 013788 ba1100.2</td>
<td>BA 1100 Business Basics</td>
<td>(1 semester hour) This course is an introduction to the study of business, with exposure to each of the business disciplines. Students will be introduced to the functional areas of business, learn about social entrepreneurship, begin to plan their business careers, and present a simple business plan. Required for all freshman Naveen Jindal School of Management majors; open to all non-School of Management majors. Co-Requisite: Corequisite: UNIV 1010. (1-0)</td>
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<tr>
<td>2012-2013</td>
<td>ba4010 014126 ba4010.3</td>
<td>BA 4010 SIFE ENACTUS Participation</td>
<td>(0 semester hours) This course is designed for students participating in Students in Free Enterprise Enactus for zero course credit. Students in SIFE Enactus partner with business and education leaders to take lessons learned in the classroom out to local communities in need of assistance. Instructor consent required. May be repeated. (3 attempts maximum). Graded Credit/No Credit. (0-1)</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>2010-2013</td>
<td>BA 4199 Senior Honors in Business Administration (1 semester hour)</td>
<td>For students conducting independent research for honors theses or projects. <strong>Prerequisite:</strong> BA 4299. <strong>Corequisite:</strong> BA 4299. (1-0) S</td>
<td>edit review pending</td>
<td>cbg13003</td>
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<tr>
<td>2012-2013</td>
<td>BA 4V10 SIFE ENACTUS Service (1-3 semester hours)</td>
<td>This course is designed for students participating in Enactus. Students in Free Enterprise Students in SIFE Enactus partner with business and education leaders to take lessons learned in the classroom out to local communities in need of assistance. Working with the community, the students develop quality community outreach programs that focus on one or more of eight core areas: (1) market economics, (2) entrepreneurship, (3) financial literacy, (4) success skills, (5) environmental sustainability, (6) business ethics, (7) female empowerment, and (8) support of the military. These projects will be developed and applied with the intent of creating a better business or educational situation for the community. The target group for these projects will be aspiring entrepreneurs, struggling business owners, low-income families, and school children. Instructor consent required. May be repeated for credit (3 hours maximum). Graded Credit/No Credit. (1-3)-0 S</td>
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<tr>
<td>2012-2013</td>
<td>BA 4V90 Management Internship (1-3 semester hours)</td>
<td>This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. May be repeated for credit (6 hours maximum). <strong>Credit/No Credit.</strong> (1-3)-0 S</td>
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<tr>
<td>2012-2013</td>
<td>BCOM 2101 Basic Business Communications Communication (1 semester hour)</td>
<td>This course will provide an introduction to business writing and speaking with a particular emphasis on grammar, sentence structure, thought formation, and presentation skills. Class activities will emphasize communication in real-world business situations and enable students to begin developing their ability to write and speak effectively in the workplace. (1-0) S</td>
<td>edit review pending</td>
<td>mxv0620</td>
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<tr>
<td>2012-2013</td>
<td>BCOM 3320 Business Communications, Communication, Practices, and Culture: Spain and Latin America (3 semester hours)</td>
<td>This course prepares students to maneuver the business environment in Spain and Latin America with a focus on technical communications, business practices, and the culture of business. Basic language skills are necessary to be able to more fully appreciate the business nuances involved in international business. Prerequisites: SPAN 1311 and SPAN 1312 or equivalent. (3-0) Y</td>
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<td>cbg13003</td>
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<tr>
<td>2012-2013</td>
<td>BCOM 3321 Business Communications, Communication, Practices, and Culture: China (3 semester hours)</td>
<td>This course prepares students to maneuver the business environment in China with a focus on technical communications, business practices, and the culture of business. Basic language skills are necessary to be able to more fully appreciate the business nuances involved in international business. Prerequisites: CHIN 1311 and CHIN 1312 or equivalent. (3-0) Y</td>
<td>edit review pending</td>
<td>cbg13003</td>
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<td>Year</td>
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<td>Course Title</td>
<td>Description</td>
<td>Prerequisites</td>
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<tr>
<td>2012-2013</td>
<td>bcom332 2 013830 bcom332 2.2</td>
<td>BCOM 332 Business Communications, Communication, Practices, and Culture: Japan (3 semester hours)</td>
<td>This course prepares students to maneuver the business environment in Japan with a focus on technical communications, business practices, and the culture of business. Basic language skills are necessary to be able to more fully appreciate the business nuances involved in international business. Prerequisites: JAPN 1311 and JAPN 1312 or equivalent. (3-0) Y</td>
<td>edit review pending</td>
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<tr>
<td>2012-2013</td>
<td>bcom332 3 013831 bcom332 3.2</td>
<td>BCOM 332 Business Communications, Communication, Practices, and Culture: Germany (3 semester hours)</td>
<td>This course prepares students to maneuver the business environment in Germany with a focus on technical communications, business practices, and the culture of business. Basic language skills are necessary to be able to more fully appreciate the business nuances involved in international business. Prerequisites: GERM 1311 and GERM 1312 or equivalent. (3-0) Y</td>
<td>edit review pending</td>
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<tr>
<td>2012-2013</td>
<td>bcom435 0 013832 bcom435 0.2</td>
<td>BCOM 4350 Advanced Business Communications Communication (3 Semester hours)</td>
<td>This course will expand communications intelligence building on BCOM 3311 by developing a helping students work towards mastery of three advanced critical communication competencies: business speaking, professional use of social media/technology in the workplace, in/for work, and the development of a professional online presence. This project-based course Students will gain experience engaging in the full complement many different kinds of oral communication skills for business, both individually and confidence that will enrich the student's work and position in the workforce. Prerequisites: ACCT/BCOM BCOM 3311 and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) Y</td>
<td>edit review pending</td>
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<tr>
<td>2013-2013</td>
<td>blaw4310 013833 blaw4310 .2</td>
<td>BLAW 4310 Current Issues in Business and Law (3 semester hours)</td>
<td>This class will explore current business and legal issues. Topics covered will likely include employment issues, government regulation, social media and copyright, marketing, ethical business decision making, negligence, Constitutional issues, and many others. Prerequisite: BLAW 2301. (3-0) Y</td>
<td>edit review pending</td>
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<tr>
<td>2012-2013</td>
<td>bps4305 013836 bps4305. 3</td>
<td>BPS 4305 Strategic Management (3 semester hours)</td>
<td>Capstone-level course requiring integration of all fields of business. Students will draw on their broadened awareness of various environmental influences (social and political) to solve business problems. Management alternatives will be examined with an ethical perspective relating policy trends to the strategic planning mode. Prerequisites: BCOM 3311 or ACCT 3311, and FIN 3320, 3320 and MIS 3300, 3300 and OPRE 3310, 3310 and OBHR 3310, 3310 and MKT 3300 3300) and (STAT 3360 or OPRE 3360). (3-0) S</td>
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<tr>
<td>2012-2013</td>
<td>bps4307 013837 bps4307. 2</td>
<td>BPS 4307 Corporations, Politics and Society (3 semester hours)</td>
<td>Overview of the corporation as a political participant in the American political system. Topics include corporate political action committees, business lobbying, grassroots programs, Federal Election Campaign Act, and labor involvement. Prerequisite: BCOM 3311 or ACCT 3311. (3-0) Y</td>
<td>edit review pending</td>
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## ENTP 3301 Entrepreneurship (3 semester hours)
Explores all aspects of entrepreneurship and the process of creating new ventures. Topics include innovation and entrepreneurship and the roles of both in the domestic and international economies, opportunity recognition and evaluation, feasibility analysis and validation of assumptions, customer identification, value propositions, business models, market entry strategies, bootstrapping, venture finance, and legal considerations. Student teams will develop a business concept, prepare a preliminary business plan and prepare and present an investor overview presentation. **Prerequisite:** ACCT 2301. Sophomore standing. (3-0) Y

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<th>Prerequisite: ACCT 2301. Sophomore standing. (3-0) Y</th>
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## ENTP 3320 The Entrepreneurial Experience Start-up Launch I (3 semester hours)
Provides an opportunity for a student or a student team to continue the development of a business concept developed in ENTP 3301 or selected as and proceed toward the launch of a finalist in business. The course will follow a structured and defined methodology for the UT Dallas Business Idea Competition. Teams will refine and validate a business concept based on leading industry practices. Participants will be selected and enrolled in the course on the basis of their a proposal for the further development and launch of the a business concept. A faculty mentor will be assigned. Teams will enter into an agreement with the assigned faculty mentor with respect to resources, milestones, and deliverables and will be provided with access concept, approved prior to registration in the course. Participant business ideas can come from many sources, including concepts or ideas developed in other entrepreneurship courses or during the Business Idea Competition. Additional resources including office and space or laboratory facilities of in the UT Dallas Venture Development Center, and additional resources Center may be applied for. Additionally, as required upon concepts are refined, student teams may modify or pivot their approach during the achievement of mutually agreed milestones. semester with faculty support. Students will enroll and complete the course either individually or as a venture team. Prerequisite: ENTP 3301 and approval of the supervising faculty. Instructor consent required. (3-0) Y

## ENTP 3321 Start-up Launch II (3 semester hours)
Faculty mentored development of a business concept initiated in ENTP 3320. Prerequisite: Instructor consent required. (3-0) R

## ENTP 3322 Start-up Launch III (3 semester hours)
Faculty mentored development of a business concept initiated in ENTP 3320. Prerequisite: Instructor consent required. (3-0) R

## ENTP 3323 Start-up Launch IV (3 semester hours)
Faculty mentored development of a business concept initiated in ENTP 3320. Prerequisite: Instructor consent required. (3-0) R
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<th>Course Code</th>
<th>Course Title</th>
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<th>Prerequisites</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>entp3360</td>
<td>ENTP 3360 Entrepreneurial Finance</td>
<td>Explores the process of raising capital and managing financial resources in entrepreneurial ventures. Focus on forecasting cash flows, cash flow management, capital budgeting, valuation, capital structure and the various financing methods and mechanisms available to entrepreneurs (bootstrapping, angel investors, venture capitalists, IPOs) seeking to raise capital for a new venture. Prerequisite: FIN 3320. (Same as FIN 3360) (3-0)</td>
<td>FIN 3320</td>
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<tr>
<td>entp4311</td>
<td>ENTP 4311 Entrepreneurial Strategy &amp; Business Models</td>
<td>Students will learn to assess and conduct in-depth analyses of potential business opportunities, with an emphasis on entrepreneurial business strategies, innovative business models and the determinants of new venture success in high tech and other business environments. Alternative strategies and approaches for market entry and the growth of a new venture will be explored in both domestic and international environments. The application of these frameworks, tools and techniques will be illustrated with case studies and a project focused on evaluating an existing or new venture and making recommendations to its management. Prerequisites: ENTP (ENTP 3301 or instructor consent required) and at least sophomore standing. (3-0)</td>
<td>ENTP 3301 or instructor consent required</td>
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<tr>
<td>entp4320</td>
<td>ENTP 4320 Small Business &amp; New Venture Management</td>
<td>An integrative course designed to help students develop the skills and knowledge required to successfully establish and manage a small business. The course addresses the major problem areas faced by smaller companies, including understanding and developing culture, development of systems and processes to monitor and run the business, legal issues in launching and growing the business, building and maintaining customer relationships, promotional planning, team building, conflict resolution, personnel and compensation issues, and developing exit strategies. The course will also include modules on how to set up a business, address special issues in managing a family business, business and franchising. Prerequisites: ENTP 3301 or instructor consent required. (3-0)</td>
<td>ENTP 3301 or instructor consent required</td>
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<tr>
<td>entp4350</td>
<td>ENTP 4350 Corporate Entrepreneurship</td>
<td>This course seeks to equip student with the skills required to develop new ideas and create viable new businesses within the context of an established organization. The course will address the development of an internal culture of innovation, processes for reviewing ideas and for developing business concepts, strategic analysis, and positioning for competitive advantage. The course will address both domestic and international corporate entrepreneurship. Prerequisites: ENTP (ENTP 3301 or instructor consent required), and at least junior standing. (3-0)</td>
<td>ENTP 3301 or instructor consent required</td>
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<tr>
<td>entp4v90</td>
<td>ENTP 4V90 Innovation and Entrepreneurship Internship</td>
<td>This internship course must be directly related to your concentration or minor in innovation and entrepreneurship. Students gain experience and improve skills through appropriate work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. At the end of the semester, students prepare a presentation describing their work experience and work output. Consent of the JSOM Internship Coordinator and the Innovation and Entrepreneurship Program is required. Credit/No Credit. (1-3-0)</td>
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<tr>
<th>Year</th>
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<tr>
<td>2012-2013</td>
<td>fin3305</td>
<td>FIN 3305 Real Estate Principles (3 semester hours)</td>
<td>Survey of various aspects of the real estate business and economics, including marketing, finance, taxation, investment, development, law, appraising, and valuation. (Same as REAL 3305) (3-0) S</td>
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<tr>
<td>2012-2013</td>
<td>fin3320 013850 fin3320.2</td>
<td>FIN 3320 Business Finance (3 semester hours) Introduction to financial decision making and the valuation of business enterprises, with a particularly focus on the use of discounted cash flow techniques in the selection of capital investment projects. Additional topics include financial planning, exchange rates, risk and return trade-offs in financial markets, financing decisions and dividend policy. Pre-/Co-requisite: STAT 3360 or OPRE 3360. Prerequisite or corequisite: (STAT 3360 or OPRE 3360) and Prerequisites: (ACCT 2301 and ACCT 2301, ACCT 2302, MATH 1326, 2302 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333), and MIS 3300. (3-0) S</td>
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<tr>
<td>2012-2013</td>
<td>fin3330 013851 fin3330.2</td>
<td>FIN 3330 Personal Financial Planning (3 semester hours) Application of principles of financial management to lifetime consumption and retirement planning, with an emphasis on the integration of savings and investment decisions with life insurance programs and estate planning. Topics include the role of property, health, life insurance; tax-deferred investment vehicles, as well as fixed income and equity investment alternatives such as mutual funds. Open only to students majoring in either finance or accounting. Prerequisites: ACCT 2301, MATH 1326, ACCT 2301 and MATH 1326 and (MATH 2333 or OPRE 3333, 3333), and STAT 3360 or OPRE 3360. (3-0) S</td>
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<td>2012-2013</td>
<td>fin3340 013852 fin3340.2</td>
<td>FIN 3340 Regulation of Business and Financial Markets (3 semester hours) Examines the legal and regulatory environment of business and financial markets. Comparisons between the impact of laws and their original intent are considered, as well as their ethical dimensions. Co/Prerequisites: Prerequisite or corequisite: FIN 3320. (3-0) S</td>
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<td>2012-2013</td>
<td>fin3350 013853 fin3350.2</td>
<td>FIN 3350 Financial Markets and Institutions (3 semester hours) Examines the operation of financial markets and financial intermediaries, along with their role in providing financing to the public and private sectors. Topics covered include the banking system, markets for short-term securities, financial derivatives, and market for foreign exchange. Co/prerequisites: Prerequisite or corequisite: FIN 3320. (3-0) Y</td>
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<td>2012-2013</td>
<td>fin3360 013841 fin3360.2</td>
<td>FIN 3360 Entrepreneurial Finance (3 semester hours) Explores the process of raising capital and managing capital financial resources in entrepreneurial ventures. Focus on forecasting cash flows, cash flow management, capital budgeting, valuation, capital structure and the various financing methods and mechanisms available to entrepreneurs (bootstrapping, angel investors, venture capitalists, IPOs) seeking to raise capital for a new venture. Prerequisite: FIN 3320. (Same as ENTP 3360) (3-0) Y</td>
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<td>2012-2013</td>
<td>fin3365 013855 fin3365.2</td>
<td>FIN 3365 Real Estate Finance and Advanced Principles (3 semester hours) Survey of the institutions in real estate finance and factors affecting the flow of funds; investment analysis and procedures involved in real estate financing. Prerequisite: FIN 3320. (Same as REAL 3365) (3-0) Y S</td>
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<tr>
<td>fin3390</td>
<td>FIN 3390 Introduction to Financial Modeling (3 semester hours)</td>
<td>Develops the ability to use quantitative methods and software (particularly spreadsheet) for financial decision making. Prerequisites: MATH (MATH 2333 or OPRE 3333, STAT 3333) and ((STAT 3360 or OPRE 3360, 3360) with a C or better, better), and FIN (FIN 3320 with a C C+ or better, better). (3-1) S</td>
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<td>fin4300</td>
<td>FIN 4300 Investment Management (3 semester hours)</td>
<td>Examines a wide range of issues concerning management of investments and so provides an understanding of the role of modern financial theory in pricing financial assets and managing portfolios. Prerequisite: FIN 3390 3320 with a C C+ or better, better and (prerequisite or corequisite: FIN 3390). (3-0) S</td>
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<tr>
<td>fin4310</td>
<td>FIN 4310 Applied Corporate Intermediate Business Finance (3 semester hours)</td>
<td>Integrates Builds on FIN 3320 to develop additional topics in business financial decision making. It integrates a variety of advanced topics in corporate financial decision making in examining the development of the financial strategy of the firm. Emphasis will be placed on the valuation of the firm and the impact of developing a firm's financial markets on corporate investment and financing decisions, strategy. Prerequisite: FIN 3390 3320 with a C C+ or better, better and (prerequisite or corequisite: FIN 3390). (3-0) S</td>
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<tr>
<td>fin4321</td>
<td>FIN 4321 Real Estate Law and Contracts (3 semester hours)</td>
<td>Study of the legal principles governing real estate transactions. Topics include contract law, estates in land, forms of ownership, deeds, mortgages, title insurance, agency and homestead. Prerequisite or corequisite: REAL 3305 or FIN 3305. (Same as REAL 4321) (3-0) Y</td>
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<tr>
<td>fin4328</td>
<td>FIN 4328 Real Estate Law and Contracts (3 semester hours)</td>
<td>This capstone real estate course provides the theory and methods of residential and income property valuation and appraisal. Topics include the three major approaches to appraising real estate, regression analysis, real estate market analysis, highest and best use analysis and capitalization techniques. Income property valuation techniques are emphasized. Several cases and problems are presented and solved. Prerequisite: ((REAL 3305 or FIN 3305) or (REAL 3365 or FIN 3365)) and FIN 3320. (Same as REAL 4328) (3-0) Y</td>
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<td>fin4335</td>
<td>FIN 4335 Financial Aspects of Retirement and Employee Benefits (3 semester hours)</td>
<td>This course focuses on business and individual retirement plans, planning strategies to meet individual and client goals as well as retirement distribution strategies. Students will evaluate employer and non-employer benefit plans and use a combination of financial planning software to create retirement plans. Prerequisite: FIN 3330. (3-0) Y</td>
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<td>fin4340</td>
<td>FIN 4340 Options and Futures Markets (3 semester hours)</td>
<td>Examines valuation of derivative securities, such as options and futures contracts, and the use of these instruments in managing business and financial risks. Topics include pricing of futures contracts, swaps, and options, and use of derivative instruments in hedging, portfolio insurance, and exotic options. Prerequisite: FIN 4300 or (FIN 4310 with a C or better, better). (3-0) Y</td>
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<tr>
<td>fin4345</td>
<td>FIN 4345 Financial Information and Trading (3 semester hours)</td>
<td>This course examines the sources and uses of financial information in valuing and trading securities, as well as the structure of trading in security markets. Prerequisite: FIN 3390 with a C or better. (3-0) Y</td>
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<td>2012-2013</td>
<td>fin4350 013867 fin4350.2</td>
<td>FIN 4350 Cases in Personal Financial Planning (3 semester hours) This course provides practical experience in the development of financial plans. Refines skills necessary to help individuals, families, and business owners reach financial goals. Topic areas include investment, insurance planning, risk management, income tax planning, estate planning, retirement planning, and employee benefits planning. Students are required to study different personal financial planning issues. Short projects: FIN 3370 plans and to present them orally. Prerequisite or corequisite: FIN 4330 or instructor consent required. (3-0) R</td>
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<td>2012-2013</td>
<td>fin4360 013868 fin4360.2</td>
<td>FIN 4360 Cases in Financial Management (3 semester hours) This course uses case studies to study different financial management issues. Corequisite: Prerequisite or corequisite: FIN 4310 or instructor consent required. (3-0) R</td>
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<td>2012-2013</td>
<td>fin4380 013869 fin4380.4</td>
<td>FIN 4380 Practicum in Investment Management (3 semester hours) For students involved in the practice of investment management for the university. This course requires faculty consent and may be repeated for credit up to a maximum of 6 hours. (6 hours maximum). Prerequisite: FIN 4300 with a B or better. (3-3) R</td>
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<td>2013-2013</td>
<td>fin4390 fin4390.1</td>
<td>FIN 4390 Seminar Series in Finance (3 semester hours) Examination of selected financial topics. Requires approval of the instructor. May be repeated for credit as topics vary (6 hours maximum). (3-0) R</td>
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<td>2012-2013</td>
<td>fin4v80 013979 fin4v80.2</td>
<td>FIN 4V80 Practicum in Financial Management Finance (1-3 semester hours) For students engaged in the practice of financial management. This course requires faculty sponsor and an employer sponsor. Performance will be assessed based on both sponsoring faculty and employer evaluations. This course is offered on a credit/no credit basis and may of undergraduate program director. May be repeated for credit up to a maximum of 3 hours. (3 hours maximum). Credit/No Credit. (1-3-0) R</td>
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<tr>
<td>2011-2013</td>
<td>hmg432 013624 hmg432 1.3</td>
<td>HMG 4321 Introduction to Healthcare Information Systems (3 semester hours) Examines key processes in healthcare organizations and how information systems support the delivery of healthcare services. The course also deals with issues surrounding the selection, implementation, and use of electronic medical records (EMR) and provides opportunities to work hands-on with EMR software. Prerequisites: HMG 4301 and MIS 3300. (Same as MIS 4320) (3-0) Y</td>
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<td>2013-2013</td>
<td>hmg433 1 hmg433 1.2</td>
<td>HMG 4331 Marketing in Healthcare Organizations (3 semester hours) An overview of marketing &amp; business planning principles oriented to settings such as hospitals and outpatient clinics. Traditional marketing models are related to the healthcare industry as students are familiarized with concepts critical to understanding business development for healthcare professionals, including: industry data, market analysis, relevant stakeholders and patient flow through the continuum of care. Prerequisites: HMG 4301 and MKT 3300. (3-0) Y</td>
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<td>2013-13</td>
<td>hmg434</td>
<td>HMG4341 Human Resources Management in Healthcare Organizations (3 semester hours)</td>
<td>An introduction to the employee life cycle in healthcare organizations, including: recruitment, candidate selection, credentialing, record retention, performance management, staff retention, disciplinary action and termination. Students will explore topics pertinent to the management and development of staff and will be familiarized with federal legislation commonly encountered in human resources, including: NLRA, OSHA, EEOA, ERISA and FLSA. Prerequisites: HMG4301 and OBHR 3310.</td>
<td>(3-0) Y</td>
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<td>2013-13</td>
<td>hmg435</td>
<td>HMG4351 Management, Design and Optimization of Healthcare Processes (3 semester hours)</td>
<td>An interactive, experiential course in which students will utilize hands-on, practice-oriented opportunities to learn how to design, manage and optimize healthcare processes. Advanced analytical techniques for healthcare process optimization will also be discussed.</td>
<td>(3-0) Y</td>
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<tr>
<td>2012-13</td>
<td>hmg4v9</td>
<td>HMG4V90 Management Internship (1-3 semester hours)</td>
<td>This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. May be repeated for credit (6 hours maximum). Credit/No Credit.</td>
<td>([1-3]-0) S</td>
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<td>2012-13</td>
<td>ims3v92</td>
<td>IMS 3V92 Regional Management Area Studies: Western Europe (1-3 semester hours)</td>
<td>This course familiarizes students with the historical, social, economic, and political background of nations in Europe. Students will learn about the business environment of the area and participate in seminars on firms that operate in and have an economic impact in the area. Prerequisite: IMS 3310. May be repeated for credit (3 hours maximum).</td>
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<td>2013-13</td>
<td>ims3v95</td>
<td>IMS 3V95 Regional Management Area Studies: North America (1-3 semester hours)</td>
<td>This course familiarizes students with the historical, social, economic, and political background of nations in North America. Students will learn about the business environment of the area and participate in seminars on firms that operate in and have an economic impact in the area. Prerequisite: IMS 3310. May be repeated for credit (3 hours maximum).</td>
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<td>2013-13</td>
<td>ims3v96</td>
<td>IMS 3V96 Regional Management Area Studies: Eastern Europe (1-3 semester hours)</td>
<td>This course familiarizes students with the historical, social, economic, and political background of nations in Eastern Europe. Students will learn about the business environment of the area and participate in seminars on firms that operate in and have an economic impact in the area. Prerequisite: IMS 3310. May be repeated for credit (3 hours maximum).</td>
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<tr>
<td>2012-13</td>
<td>ims4310</td>
<td>IMS 4310 Export Market Development (3 semester hours)</td>
<td>Survey of factors affecting export markets. Examination of free trade versus strategic trade; trade protectionism; role and influence of the WTO; impact of regional trade agreements (e.g. NAFTA, EU); supply chain management, logistics and distribution challenges; and trade finance. Prerequisite: IMS 3310 and BLAW 4301.</td>
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### Undergraduate Catalog 2013 - Course Change Requests

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<th>Year</th>
<th>Code</th>
<th>Description</th>
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<th>Contact Time</th>
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<tr>
<td>2012-13</td>
<td>IMS 4332</td>
<td>IMS 4332 International Negotiation (3 semester hours) This course explores the theories, processes and practical techniques of negotiations in situations where partners to the negotiation come from different national cultures, political, legal and economic systems. Topics include the basics of international negotiations, cultural influences on negotiations, culture-specific strategies and tactics used in the negotiation process, and qualities that an international negotiator must possess. Practical skills are developed through the use of simulations and exercises. Prerequisites: OBHR 4352 and IMS 4330. (3-0) Y</td>
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<td>2012-13</td>
<td>IMS 4334</td>
<td>IMS 4334 International Leadership (3 semester hours) Addresses the challenge of leading organizations in a dynamic global environment. Overall goal is to not only question one’s assumptions about leadership, but also enhance skills and acquire new content knowledge. Topics include visionary and transformational leadership; empowerment; leveraging and combining resources; designing organizations; and ethics. Prerequisites: OBHR 4350. (3-0) Y</td>
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<tr>
<td>2012-13</td>
<td>IMS 4373</td>
<td>IMS 4373 Global Strategy (3 semester hours) Study of the challenges that multinational firms face, including managing across national borders, managing international strategic alliances, managing headquarters-subsidiary relationships, and developing global capabilities. Prerequisites: (IMS 3310 and IMS 4320) (3-0) Y</td>
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<td>2012-13</td>
<td>IMS 4V90</td>
<td>IMS 4V90 Management Internship (1-3 semester hours) This course is designed to further develop a student’s business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. May be repeated for credit (6 hours maximum). Credit/No Credit. (1-3-0) S</td>
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<td>2012-13</td>
<td>MIS 4300</td>
<td>MIS 4300 Database Fundamentals (3 semester hours) Introduces the basic concepts for the design and development of relational databases and database management. Topics include entity-relationship data model, logical database design, data administration, Structured Query Language, and database management issues, such as concurrency control, data security, and integrity. A database management system software package is used to implement working database systems. Neither ACCT 4300 and MIS 4300 cannot both be used to satisfy degree requirements, requirements for BS MIS majors. Prerequisites: ACCT 2301, ACCT 2302, MIS 3300 and (MATH 1325 or MATH 2413 or MATH 2417). (Same as ACCT 4300) (3-0) Y</td>
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<td>2013-13</td>
<td>MIS 4301</td>
<td>MIS 4301 Database Systems (3 semester hours) Introduces the basic concepts of relational databases. The emphasis is on relational database structure and the use of relational databases for query retrievals and report generation. Structured Query Language (SQL) will be covered extensively. Applications of databases for accounting, finance, marketing, and other areas of business will be discussed. Cannot be used to satisfy the requirements of BS in MIS degree. Prerequisites: (ACCT 2301 and ACCT 2302 and MIS 3300) and (MATH 1325 or MATH 2413 or MATH 2417). (3-0) Y</td>
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<tr>
<td>MIS 4310 Programming in Java (3 semester hours)</td>
<td>mis4310 013885 mis4310.5</td>
<td>Business application development using Java. Topics include the fundamentals of Java programming, applets programming for web-based systems, and object-oriented programming concepts. Prerequisites: MIS 3300, MATH 1326, (MIS 3300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305).</td>
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<td>013885</td>
<td>MIS 4310</td>
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<td>MIS 4312 Mobile Web Application Development (3 semester hours)</td>
<td>mis4312 013887 mis4312.2</td>
<td>Provides an introduction to mobile web application development. A mobile web application is developed using a combination of CSS, HTML, HTML5, JavaScript, and PHP. Emphasis is given to hands on application of course material through development of a web application prototype under conditions simulating a business environment.</td>
<td>Prior programming knowledge is highly recommended. (3-0) Y</td>
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<td>MIS 4320 Introduction to Healthcare Information Systems (3 semester hours)</td>
<td>mis4320 013820 mis4320.3</td>
<td>Examines key processes in healthcare organizations and how information systems support the delivery of healthcare services. The course also deals with issues surrounding the selection, implementation, and use of electronic medical records (EMR) and provides opportunities to work hands-on with EMR software.</td>
<td>Prerequisites: HMGT 4301 and MIS 3300. (Same as HMGT 4321) (3-0) Y</td>
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<td>MIS 4330 Systems Analysis and Design (3 semester hours)</td>
<td>mis4330 013888 mis4330.9</td>
<td>An overview of systems development methodologies will be presented. In addition to concepts in systems analysis and design, the students will be exposed to concepts in project management, and information gathering techniques. Projects focusing on the use of CASE tools will also be an integral part of the course.</td>
<td>Prerequisites: (MIS 4310 or MIS 4311 or MIS 4312), MIS 4300, MATH 1326, 4312 and (MIS 4300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305). (3-0) Y</td>
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<td>MIS 4340 Enterprise Resource Planning (3 semester hours)</td>
<td>mis4340 013889 mis4340.6</td>
<td>Provides an understanding of the practical use of enterprise resource planning systems in modern business. The course provides an understanding of integrated business processes in ERP systems, project management approaches, ERP development methodologies, and ERP architectures. ERP concepts are reinforced with hands on transaction experience in the SAP ERP system. Topics associated with creating an information systems implementation proposal for an executive team are discussed.</td>
<td>Prerequisites: MIS 3300, MATH 1326, (MIS 3300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305). (3-0) Y</td>
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<td>MIS 4342 Analysis and Design of Accounting Systems (3 semester hours)</td>
<td>mis4342 013787 mis4342.4</td>
<td>Students are introduced to accounting system analysis and design tools and methods. The course emphasizes business processes, accounting transaction flows, internal control and accounting information systems as part of enterprise systems.</td>
<td>Prerequisite: ACCT 3331 with a minimum grade of C and Co-Requisite (Prerequisite or corequisite: ACCT 3332, 3332). (Same as ACCT 4342) (3-0) S</td>
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<td>mis4350</td>
<td>MIS 4350 Introduction to Business Intelligence and Data Mining (3 semester</td>
<td>MIS 4300, MATH 1326, (MIS 4300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305).</td>
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<td>mis4351</td>
<td>MIS 4351 Enterprise Data Warehouses (3 semester hours) Data warehoses enable</td>
<td>Prerequisite: MIS 4300, MATH 1326, (MIS 4300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305).</td>
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<td>mis4352</td>
<td>MIS 4352 Introduction to Web Analytics (3 semester hours) Introduces</td>
<td>Prerequisite: MIS 3300, MATH 1326, (MIS 3300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305).</td>
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<td>mis4360</td>
<td>MIS 4360 Network and Information Security (3 semester hours) With the</td>
<td>Prerequisite: MIS 3300, MATH 1326, (MIS 3300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305).</td>
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<td>mis4361</td>
<td>MIS 4361 Business Data Communications (3 semester hours) The course will</td>
<td>Prerequisite: MIS 3300, MATH 1326, (MIS 3300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305).</td>
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<td>mis4370</td>
<td>MIS 4370 Information Systems Management (3 semester hours) Management of the</td>
<td>Prerequisite: MIS 3300, MATH 1326, (MIS 3300 and MATH 1326) and (MATH 2333 or OPRE 3333, 3333 or MATH 2418 or MATH 2415 or CS 2305).</td>
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<td>mis4390</td>
<td>MIS 4390 Information Systems Capstone (3 semester hours) Project-based capstone course. Student groups apply management information systems principles and techniques to analyze, design and test information systems. They also analyze organizational impacts associated with acquiring, designing, developing and delivering information systems solutions. As a designated communication-enhanced course, MIS 4390 also focuses on the refinement of students' business communications skills and their use of writing as a critical-thinking and learning tool. Prerequisite: MIS 4330. (3-0) Y</td>
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<td>mis4v90</td>
<td>MIS 4V90 MIS Internship (1-3 semester hours) This course is designed to further develop a student's MIS knowledge through appropriate developmental work experiences in a real MIS environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. May be repeated for credit (6 hours maximum). Credit/No Credit. (1-3-0) S</td>
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<td>mkt3330</td>
<td>MKT 3330 Personal Sales and Sales Management Introduction to Professional Selling (3 semester hours) C3 Certified. This course covers professional selling practices and philosophies, and provides philosophies at an introduction to the basic activities of sales management: training and recruitment, performance evaluation, sales force compensation, budgeting, time and territory management. Introductory level. Personal selling skills including developing and qualifying prospects, creating a sales presentation, closing techniques and servicing the sale, sales will be covered. covered for business to business sales. Sales ethics, account relationship management and aspects of motivating a sales force basic professional networking will also be included. Prerequisites: MKT 3300 and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) Y</td>
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<td>mkt4321</td>
<td>MKT 4321 Marketing Strategy (3 semester hours) This course provides an overview of how strategy is developed in marketing. This course emphasizes the integration of knowledge from previous marketing courses and related disciplines. Topics include planning and development of policies, implementation and evaluation of the entire marketing strategy. Case analyses are employed to also understand how to monitor and respond to competition. Prerequisites: MKT 3300 and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) Y</td>
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<td>mkt4322</td>
<td>MKT 4322 Price Management (3 semester hours) The course teaches students how to set and manage price for products and services based on an understanding of costs, competition, price elasticity, and consumer perceptions based on price. The study also establishes the links between positioning / segmentation and pricing. Students will learn to use break even analysis, to compute price elasticity, and to evaluate price-quality trade-offs. They will also learn how to manage price in response to competitor's price changes. Prerequisites: MKT 3300 and (STAT 3360 or OPRE 3360). (3-0) Y</td>
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<td>mkt4330</td>
<td><strong>MKT 4330 Direct Digital and Social Media Internet Marketing</strong> (3 semester hours) The course provides an introduction to using direct marketing in the digital and social media environment as well as traditional direct response media such as print, DRTV and others. The course has special emphasis on the use of different Internet platforms in direct marketing such as email, paid search and social media (YouTube, Linkedin, Facebook, Twitter). Students will learn how online databases can be accessed for direct marketing purposes. Students will learn how to create and manage a paid search advertising campaign using Google AdWords. Students will have hands on practice through several labs that will cover: importing and exporting data, merging and purging (duplicate) records; using YouTube; creating and running a Google Ads campaign. The measurability and accountability of direct marketing is stressed including Excel based direct marketing math such as return on promotion calculations. Prerequisite: MKT 3300. (3-0) Y</td>
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<td>mkt4331</td>
<td><strong>MKT 4331 Sales Customer Relationship Management</strong> (3 semester hours) This course covers the methods and metrics, including the tools and software, that are used to manage existing customers and prospects for new customers using specialized CRM software. Focus is on customer relationship management strategy for the purpose of strategic sales account management and prospecting. Prerequisites: MKT 3300, 3300 and MIS 3300 and MKT 3330. (3-0) Y</td>
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<td>mkt4332</td>
<td><strong>MKT 4332 Advanced Personal Selling Skills</strong> (3 semester hours) This course covers advanced personal selling skills, practices and programs. Emphasis will be placed on sales, presentations, demonstrations, advanced sales techniques, advanced communication and relationship-building skills. Various corporate sales strategies for both consumer and business sales will be explored. This course is intended to prepare students for competitive sales situations and competitions and is primarily intended for students interested in sales careers. Prerequisites: MKT 3300, 3300 and MKT 3330 and (BCOM 3311 or ACCT 3311), BCOM 3311. (3-0) Y</td>
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<td>mkt4334</td>
<td><strong>MKT 4334 Social Media Marketing</strong> (3 semester hours) This course teaches special considerations in social media market research, consumer behavior and segmentation as well as how to develop a sound social media strategy (content curation) and content management (Hootsuite, Wordpress). The course will also familiarize students with best practices, case studies and tactical considerations using current popular platforms such as Facebook, Google Plus, Instagram, Pinterest, Twitter, Wordpress, YouTube and others. The metrics of social media will also be covered using both the tools provided by these platforms as well as by third party tools such as Netbase, Tweetstats, etc. Prerequisite: MKT 3300. (3-0) Y</td>
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<td>mkt4350</td>
<td><strong>MKT 4350 Advertising</strong> (3 semester hours) This course examines the principles and practices of advertising, public relations and promotions. Topics include: the role of the ad agency; the advertising plan based on marketing, research, and consumer behavior; integrated marketing communications; communication goals and measurement, advertising, budgeting, advertising buying, media planning, media scheduling, and art, copy, creativity and production of ads in different media. We also discuss social, ethical and legal issues in advertising. Prerequisites: MKT 3300 and MKT 3320. (3-0) Y</td>
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<td>mkt4380</td>
<td>MKT 4380 Capstone Course in Marketing</td>
<td>Students (in teams) are expected to make marketing decisions and compete with other teams to achieve superior performance in terms of market share, profitability and stock price. The course will use marketing simulation to teach practical decision making. Students will make decisions regarding new product specifications, price, production, sales force and advertising as in a real life situation. This course integrates the strategic and the tactical aspects of marketing. Prerequisites: MKT 3320, 3320 and MKT 3330, 3330 and MKT 3340, 3340 and MIS 3300 and FIN 3320.</td>
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<tr>
<td>mktv90</td>
<td>MKT 4V90 Marketing Internship</td>
<td>This internship course must be directly related to your major in marketing. Students are expected to complete assignments satisfactorily during the semester and complete the online evaluation at the end of the semester. Information related to assignments or evaluation will be available in the course syllabi. Student must meet internship eligibility guidelines available from the internship coordinator. May be repeated for credit (6 hours maximum over 2 semesters).</td>
<td>Credit/No Credit.</td>
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<tr>
<td>obhr3310</td>
<td>OBHR 3310 Organizational Behavior</td>
<td>An integrated social science approach is taken to enable students to better understand their work environments and the issues that arise from the complex interplay among organizational members. This course explores theories and concepts derived from diverse fields such as psychology, sociology, economics, and anthropology. The topics include: motivation, attitudes, ethics, communication, leadership, teamwork, power, negotiation, and culture. Co/Prerequisite: (BCOM 3311 or ACCT 3311). Prerequisites: RHET 1302 and MATH 1325.</td>
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<tr>
<td>obhr3311</td>
<td>OBHR 3311 Principles of Management</td>
<td>This course will introduce students to the connections between areas in management, emphasizing the role that organizational behavior plays in the functioning of the organization. Students will have the opportunity to learn and implement ideas through the use of exercises and case studies. The student will gain useful tools to identify problems in organizations, apply solutions and understand outcomes. Prerequisite: Junior or Senior standing.</td>
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<tr>
<td>obhr3320</td>
<td>OBHR 3320 Groups and Teams</td>
<td>This course focuses on how groups and teams can be used to maximize organizational success. Students will be introduced to theories and concepts that will allow them to analyze and manage groups in organizations. Topics will include building teams, managing teams, the opportunities and challenges of diversity in teams, managing conflict, and leadership. Practical experience will be developed through the use of exercises, case-studies, and the completion of a team project.</td>
<td>Prerequisite: OBHR 3300 and OBHR 3310. 3310 with a grade of C or better.</td>
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<tr>
<td>obhr3330</td>
<td>OBHR 3330 Introduction to Human Resource Management</td>
<td>This course is an overview of human resource management. Students will learn theories and practices in many different &quot;core&quot; areas of human resource management including staffing, performance management, work and job design, training, compensation, and labor relations. The course also examines how the human resource function contributes to the company's business strategy and competitive advantage.</td>
<td>Prerequisite: OBHR 3300 and OBHR 3310. 3310 with a grade of C or better.</td>
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<td>Course Code</td>
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<tr>
<td>OBHR 4300</td>
<td>Management of Non-Profit Organizations (3 semester hours)</td>
<td>This course examines the role of non-profit organizations in today's society and discusses the challenges of managing a non-profit both internally and externally concerning areas such as leadership, mission, program planning, budgeting, personnel, marketing, fundraising, volunteerism, and cross-sector collaboration. Prerequisite: Junior or Senior standing. (3-0) Y</td>
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<tr>
<td>OBHR 4310</td>
<td>Business Ethics (3 semester hours)</td>
<td>This course examines ethical and socio-political issues and concepts that relate to management in a global business environment. Leaders increasingly need to be aware of potential threats and opportunities in their environments and many stem from value and cultural differences that most managers are not trained to resolve. Prerequisites: OBHR 3310 with a grade of C or better and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) S</td>
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<tr>
<td>OBHR 4331</td>
<td>Compensation and Benefits Administration (3 semester hours)</td>
<td>This course focuses on how managers can strategically utilize compensation to attract, retain, and motivate qualified employees. Students will gain an understanding of the multidisciplinary theories underlying pay system design and implementation. Attention will be given to principles underlying successful compensation systems, including internal alignment, external competitiveness, and pay-for-performance. Prerequisites: OBHR 3310 with a grade of C or better and OBHR 3320, 3330 with a grade of C or better and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) Y</td>
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<tr>
<td>OBHR 4333</td>
<td>Performance Management (3 semester hours)</td>
<td>This course examines the continuous process of identifying measuring, and developing the performance of individuals and teams and aligning their performance with the strategic goals of the organization. Special attention will be placed on developing performance management systems for small and large, for-profit and not-for-profit, and domestic and global organizations, and in all industry segments. Prerequisites: OBHR 3310, 3310 with a grade of C or better and OBHR 3320, 3330 with a grade of C or better and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) T</td>
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<tr>
<td>OBHR 4334</td>
<td>Talent Acquisition and Management (3 semester hours)</td>
<td>This course focuses on the effective management of the flow of talent into and through organizations. It covers human resource planning, recruiting and selection, career transitions and other workforce movement. An important goal of the class will be to provide opportunities to develop hands-on skills that are relevant to effectively managing talent flow. Acquisition and development of human resources in organizations and career management for individuals. Some emphasis on using data systems to perform human resource planning, job analysis, recruitment, selection, training, socialization, career development, and withdrawal from work. Prerequisites: OBHR 3310, 3310 with a grade of C or better and OBHR 3320, 3330 with a grade of C or better and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) T</td>
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<tr>
<td>OBHR 4350</td>
<td>Introduction to Leading and Managing (3 semester hours)</td>
<td>This course will deal with theories and techniques of leadership and management. The course will start with a general overview of major theories on leadership and management. The main focus of this course is on the relationship between individual action and group and organizational performance. Prerequisites: OBHR 3310 with a grade of C or better and (MATH 1326 or MATH 2414 or MATH 2419). (3-0) Y</td>
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<tr>
<td>OBHR 4352</td>
<td>Negotiation and Dispute Resolution</td>
<td>This course explores the theories, processes and practical techniques of negotiation so that students can successfully negotiate and resolve disputes in a variety of situations including interpersonal and group settings. Emphasis is placed on understanding influence and conflict resolution strategies; identifying interests, issues, and positions of the parties involved; analyzing co-negotiators, their negotiation styles, and the negotiation situations; and managing the dynamics associated with most negotiations. Practical skills are developed through the use of simulations and exercises. <strong>Prerequisites:</strong> <a href="https://example.com">OBHR 3310</a> <strong>Junior or Senior standing</strong> and (MATH 1326 or MATH 2414 or MATH 2419).</td>
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| OBHR 4354  | Leading Organizational Change | This course will emphasize practical skills required to be an effective change agent. Theories and techniques of planned and transformative organizational change will be discussed, along with topics that include change agent entry in change projects, negotiating role expectations, contracting, diagnostic interviewing and needs assessment, overcoming resistance to change, large group intervention processes, and cross-cultural differences in leadership expectations. **Prerequisites:** [OBHR 3300](https://example.com) and **Prerequisite:** [OBHR 3310](https://example.com) with a grade of C or better. | (3-0) | Y | T |

| OBHR 4356  | Power and Influence in Organizations | This course will examine the role that power plays in organizations and the ways in which influence can be developed and used to increase individual power. Focus will be placed on how individuals can increase their power from anywhere within the organization. Topics will include functions of power, sources of power, assessing power in organizations, and personal influence strategies and tactics. **Prerequisites:** OBHR 3300 and **Prerequisite:** OBHR 3310 with a grade of C or better. | (3-0) | Y |

| OBHR 4358  | Transformational Leadership, Ethics, and Social Responsibility in Practice | This is a hands-on course to help students understand how transformational leaders can change the people around him/her to create productive societies with sustainable institutions and practices. This course starts with an introduction to transformational leadership concepts and basic ideas from both western and eastern moral philosophical traditions. Armed with a good understanding of these leadership and ethical concepts students will be given opportunities to work on a real project with one of the not-for-profit charitable organizations in the DFW area. This will not only help them practice what they have learned in the classroom setting but also help the community and practice transformational leadership behavior. **Prerequisite:** OBHR 3310 and OBHR 4300 and OBHR 4350 with grades of C or better. | (3-0) | Y |

<p>| OBHR 4360  | Applied Advanced Organizational Behavior and Leadership | Focus is on the successes and failures of enterprises and the people who run them. We examine the essential elements of leadership in businesses that either lead to sustainable competitive advantage or take the company into crisis and decline. <strong>Prerequisites:</strong> OBHR 3340, 3310 with a grade of C or better and OBHR 4350 with a grade of C or better and (MATH 1326 or MATH 2414 or MATH 2419). | (3-0) | Y |</p>
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<th>Course Code</th>
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<tbody>
<tr>
<td>OBHR 4V90</td>
<td>Management Internship</td>
<td>This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. May be repeated for credit (6 hours maximum). Credit/No Credit.</td>
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<tr>
<td>OPRE 3310</td>
<td>Operations Management</td>
<td>Applications of operations research methods to production problems. Production processes in the business firm with emphasis on forecasting, production planning, and production control techniques. Prerequisites: Prerequisites: (MATH 1326 or MATH 2414 or MATH 2419) and (MATH 2333 or MATH 2418 or CS 2305 or OPRE 3333). Co/Prerequisite: STAT 3333 and Prerequisite or corequisite: (STAT 3360 or OPRE 3360).</td>
<td>(3-0) Y</td>
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<tr>
<td>OPRE 3320</td>
<td>Introduction to Supply Chain Management</td>
<td>Introduction to the key players and challenges in a supply chain (SC). Type of facilities, inventory and transportation options, options and the role of information in running SCs are supply chain is discussed. The objectives of different players in SCs are laid out and contrasted with each other. This motivates the discussion of integration/coordination of the players, a central theme in SC management. Operations and tradeoffs in service supply chains (i.e., air/sea lines, health care, hotels, and restaurants) are examined. Prerequisites: OPRE 3310 and STAT 3360 or OPRE 3360.</td>
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<tr>
<td>OPRE 3330</td>
<td>Project Management</td>
<td>The objective of this course is to provide students with the tools and techniques needed to initiate and manage a project effectively. The course will enhance the ability of participants students to respond to the challenges of large-scale projects so that they can be more effective as project managers. We study in detail up-to-date The course also examines the modern project management concepts, models, and techniques useful for the evaluation. Prerequisites: OPRE 3310 and STAT 3360 or OPRE 3360. reviews case studies so students can develop practical skills necessary to be successful in the field.</td>
<td>(3-0) Y</td>
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<tr>
<td>OPRE 3333</td>
<td>Quantitative Business Analysis</td>
<td>Provides students with the analytical tools necessary for making better management decisions. Students are introduced to mathematical techniques used to make different types of business decisions. Prerequisite: MATH 1325 or MATH 2413 or MATH 2417. Credit cannot be received for both courses, OPRE 3333 or MATH 2333.</td>
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<tr>
<td>OPRE 3360</td>
<td>Managerial Methods in Decision Making Under Uncertainty</td>
<td>Introduces the concept of probability and statistics to managerial decision making. Concepts will be developed in lecture and exercises using software packages. Topics include: summarizing and presenting data, probability theory, sampling, estimation, confidence intervals, hypothesis testing, regression, and ANOVA. Emphasis will be given to modeling and solving business problems in Finance, Marketing, Accounting, and Operations Management. Credit cannot be received for both courses, OPRE 3360 and or STAT 3360 cannot both be used to fulfill degree requirements. Prerequisite: MIS 3300 and 3360.</td>
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<td>OPRE 4310</td>
<td>Lean and Six Sigma Processes (3 semester hours)</td>
<td>Topics covered include concepts and theory of quality control in manufacturing and service operations, analysis of product design and process capability, and statistical process control. In this course, students will develop a broad understanding of Lean and Six Sigma principles and practice, and acquire knowledge about Lean and Six Sigma initiatives in manufacturing/service operations. Prerequisites: OPRE 3310 and STAT 3360 or OPRE 3360, 3310.</td>
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<tr>
<td>OPRE 4320</td>
<td>Integrated SCM Information Systems (3 semester hours)</td>
<td>An introduction to the concept of an integrated supply chain management system such as SAP's Enterprise Resource Planning System. Students will: 1) learn the elements of an ERP application, 2) understand the concepts of end-to-end supply chain management, 3) define the basic master data needed to create a supply chain plan, 4) forecast demand using several statistical methods, 5) plan inventories using MRP and reorder point techniques, 6) execute the supply chain plan through the production process, 7) view the completed inventories after production. Prerequisites: MIS 3300, OPRE 3340 3330 and (MATH 1326 or MATH 2414 or MATH 2419), OPRE 3310.</td>
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<tr>
<td>OPRE 4330</td>
<td>Logistics and Inventory Management (3 semester hours)</td>
<td>This course introduces and explains the logistics concepts and systems as well as the related components and managing the inventory in supply chain systems. It also covers the planning, designing and the techniques for managing the distribution of products and services. Prerequisites: Prerequisite: OPRE 3310 and (MATH 1326 or MATH 2414 or MATH 2419).</td>
<td>OPRE 3310. (3-0) Y</td>
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<tr>
<td>OPRE 4350</td>
<td>Global Outsourcing Services (3 semester hours)</td>
<td>This course is an introduction to outsourcing of services. Students will learn how organizations initiate, engage and manage their global outsourcing of businesses or IT functions and services. The course covers topics related to the outsourcing lifecycle, selective vs. total outsourcing processes, strategies, models and related business implications. Prerequisites: OPRE 3320 and IMS Prerequisite: 3310.</td>
<td>(3-0) Y</td>
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<tr>
<td>OPRE 4V90</td>
<td>Management Internship (1-3 semester hours)</td>
<td>This course is designed to further develop a student's business knowledge through appropriate developmental work experiences in a real business environment. Students are required to identify and submit specific business learning objectives (goals) at the beginning of the semester. At the end of the semester students must prepare an oral presentation, reflecting on the knowledge gained in the work experience. Student performance is evaluated by the work supervisor. May be repeated for credit (6 hours maximum). Credit/No Credit.</td>
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<tr>
<td>REAL 3305</td>
<td>Real Estate Principles (3 semester hours)</td>
<td>Survey of various aspects of the real estate business and economics, including marketing, finance, taxation, investment, development, law, appraising, etc., appraisal and valuation. (Same as FIN 3305)</td>
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<tr>
<td>REAL 3365</td>
<td>Real Estate Finance and Advanced Principles (3 semester hours)</td>
<td>Survey of the institutions in real estate finance and factors affecting the flow of funds; investment analysis and procedures involved in real estate financing. Prerequisite: FIN 3320. (Same as FIN 3365)</td>
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<tr>
<td>2013-2013</td>
<td>real4321</td>
<td>REAL 4321 Real Estate Law and Contracts (3 semester hours)</td>
<td>Study of the legal principles governing real estate transactions. Topics include contract law, estates in land, forms of ownership, deeds, mortgages, title insurance, agency and homestead. Prerequisite or corequisite: (REAL 3305 or FIN 3305). (Same as FIN 4321)</td>
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<tr>
<td>2013-2013</td>
<td>real4328</td>
<td>REAL 4328 Real Estate Valuation (3 semester hours)</td>
<td>This capstone real estate course provides the theory and methods of residential and income property valuation and appraisal. Topics include the three major approaches to appraising real estate, regression analysis, real estate market analysis, highest and best use analysis and capitalization techniques. Income property valuation techniques are emphasized. Several cases and problems are presented and solved. Prerequisites: ((REAL 3305 or FIN 3305) or (REAL 3365 or FIN 3365)); and FIN 3320. (Same as FIN 4328)</td>
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<tr>
<td>2013-2013</td>
<td>real4365</td>
<td>REAL 4365 Real Estate Accounting, Taxation and Legal Concepts (3 semester hours)</td>
<td>This course provides a study review of accounting, tax and legal issues affecting the real estate industry. Material includes special rules used by owners and developers of real estate. May not be used to satisfy degree requirements for majors in accounting. Prerequisite: ACCT 2301, 3320 or ACCT 3331. (Same as ACCT 4365)</td>
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<tr>
<td>2013-2013</td>
<td>real4v80</td>
<td>REAL 4V80 Internship in Real Estate (1-3 semester hours)</td>
<td>This course provides students with an opportunity to expand and apply their skills in a professional setting. Students must identify and submit specific business learning objectives at the beginning of the semester. This course requires faculty sponsor approval, a written report upon completion and employer evaluation. In addition, this course is offered on a credit/no credit basis, but it can be repeated for credit up to a maximum of 3 hours.</td>
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<tr>
<td>2012-2013</td>
<td>acct3351</td>
<td>ACCT 3351 Individual Taxation (3 semester hours)</td>
<td>An introduction to federal taxation principles and concepts for individual income. Prerequisites: BLAW 2301, and ACCT 2301 with a minimum grade of C, and ACCT 2302 with a minimum grade of C.</td>
<td>(3-0) Y</td>
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<tr>
<td>2012-2013</td>
<td>fin4v91</td>
<td>FIN 4V91 Seminar Series in Finance (1-3 semester hours)</td>
<td>This course examines selected topics and theories in finance. This course requires instructor consent and may be repeated for credit as topics vary up to a maximum of 6 hours.</td>
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<tr>
<td>2012-2013</td>
<td>mis4311</td>
<td>MIS 4311 Programming in Visual Basic (3 semester hours)</td>
<td>Introduction to basic programming concepts for business application development using Visual Basic. Topics include basic computation, flow of control, data structures, classes and objects as well as integration with databases and web applications. Prerequisites: MIS 3300, MATH 1326, and MATH 2332 or QP RE 3333.</td>
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### Undergraduate Catalog 2013 - Course Change Requests

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<th>Prerequisites</th>
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<tbody>
<tr>
<td>MIS 4341</td>
<td>ERP for Small and Medium Enterprises</td>
<td>3</td>
<td>This course focuses on developing integrated information systems for small and medium enterprises (SMEs). The emphasis is on unique challenges faced by SMEs not only in developing their own integrated information systems but also in integrating their systems with their larger-partner firms. Hands-on experience using SAP's Business ByDesign for implementing customer relationship management, purchase, production, logistics, human resources, and accounting solutions. Students will have the opportunity to obtain SAP Business ByDesign certification.</td>
<td>MIS 3300, MATH 1326, and MATH 2333 or OPRE 3333.</td>
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<tr>
<td>MIS 4353</td>
<td>Electronic Commerce</td>
<td>3</td>
<td>As an increasing number of business transactions take place using an electronic medium, there is a need for business managers to understand how these new technologies transform the way companies and individuals are doing business. This course offers a general background on electronic commerce and its impact on business. Topics include the evolution of information systems, economics of electronic transactions, Internet marketing, and issues related to virtual organizations.</td>
<td>MIS 3300, MATH 1326, and MATH 2333 or OPRE 3333.</td>
<td>remove review pending</td>
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<tr>
<td>MIS 4380</td>
<td>Systems Development Project</td>
<td>3</td>
<td>Students are required to perform analysis, design, and implementation of a real-life project within an organization. Students work in teams using the concepts taught in the earlier classes on systems development.</td>
<td>MIS 4310 or MIS 4311 or MIS 4312 and MIS 4330.</td>
<td>remove review pending</td>
</tr>
<tr>
<td>OBHR 3300</td>
<td>Principles of Management</td>
<td>3</td>
<td>This course will introduce students to the connections between areas in management, emphasizing the role that organizational behavior plays in the functioning of the organization. Students will have the opportunity to learn and implement ideas through the use of exercises and case studies. The student will gain useful tools to identify problems in organizations, apply solutions, and understand outcomes.</td>
<td>BCOM 3311 or ACCT 3311.</td>
<td>remove review pending</td>
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### ACTS 4302 Principles of Actuarial Models: Financial Economics (3 semester hours)
This 3 semester hour course develops the student's knowledge of the theoretical basis of certain actuarial models and the application of those models to insurance and other financial risks. The topics discussed include interest rate models, rational valuation of derivative securities, mathematical and probabilistic foundation of risk management. This class covers parts of CAS exam 3F and SOA exam MFE. Prerequisites: STAT 4351 and STAT 4382
Prerequisite or corequisite: FIN 4300 or instructor consent required. (3-0) T

### ACTS 4304 Construction and Evaluation of Actuarial Models (3 semester hours)
Introduction to useful frequency and severity models beyond those covered in Principles of Actuarial Models. Discussion of the steps involved in the modeling process and how to carry out these steps in solving business problems. At the end of the course the students should be able to: 1) analyze data from an application in a business context; 2) determine a suitable model including parameter values; and 3) provide measures of confidence for decisions based upon the model. This class also provides an introduction to a variety of tools for the calibration and evaluation of the models. This class covers parts of CAS Exam 4/SOA Exam C.
Prerequisites: ACTS 4301 and ACTS 4302. Prerequisite: STAT 4352 or instructor consent required. (3-0) T

### ACTS 4308 Actuarial Financial Mathematics (3 semester hours)
The purpose of this 3 semester hour course is to provide an understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. The students will also be given an introduction to financial instruments, including derivatives, and the concept of no-arbitrage as it relates to financial mathematics. This class covers topics of Exam 2/FM. Prerequisite: STAT 4351. Prerequisites: MATH 2451 and MIS 3300, or instructor consent required. (3-0) R

### BIOL 3361 Biochemistry I (3 semester hours)
Structures and chemical properties of amino acids; protein purification and characterization; protein structure and thermodynamics of polypeptide chain folding; catalytic mechanisms, kinetics and regulation of enzymes; energetics of biochemical reactions; generation and storage of metabolic energy associated with carbohydrates; oxidative phosphorylation and electron transport mechanisms; photosynthesis. Prerequisites: CHEM 2323 and CHEM 2325 (Organic Chemistry I and II), or instructor consent required. (3-0) S
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<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisite/Co-requisite</th>
<th>Status</th>
<th>Submission Date</th>
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<tbody>
<tr>
<td>2012-2013</td>
<td>BIOL 3362 Biochemistry II (3 semester hours)</td>
<td>Breakdown and synthesis of lipids; membrane structure and function; nitrogen metabolism and fixation; nucleotide metabolism; structure and properties of nucleic acids; sequencing and genetic engineering; replication, transcription, and translation; chromosome structure; hormone action; biochemical basis of certain pathological processes. Prerequisite: BIOL/CHEM (BIOL 3361 or CHEM 3361) or its equivalent, or instructor consent required. Corequisite: BIOL 3162. (Same as CHEM 3362)</td>
<td>(3-0) S</td>
<td>edit pending</td>
<td>2012-10-31</td>
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<tr>
<td>2012-2013</td>
<td>CHEM 2323 (CHEM 2323) Introductory Organic Chemistry I (3 semester hours)</td>
<td>The covalent bond. Organic chemistry: aliphatic and aromatic compounds; covalent inorganic and organometallic compounds; a survey of the organic functional groups and their typical reactions; stereochemistry. The first course in organic chemistry. Satisfies the basic organic chemistry lecture requirements for pre-health profession students. Prerequisite: CHEM 1312 or CHEM 1316. Corequisite: CHEM 2123.</td>
<td>(3-0) S</td>
<td>edit pending</td>
<td>2012-11-27</td>
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<tr>
<td>2012-2013</td>
<td>CHEM 3321 Physical Chemistry I (3 semester hours)</td>
<td>Fundamental properties of macroscopic biophysical chemical systems are introduced and described in quantitative terms. A core of topics in thermodynamics, molecular motion, kinetics, molecular distributions and statistical thermodynamics is supplemented with topics germane to students taking physical chemistry with biophysical applications. Prerequisites: CHEM 2325 and (MATH 2415 or MATH 2451, 2451) or instructor consent required. (CHEM 3361 is recommended).</td>
<td>(3-0) Y</td>
<td>edit pending</td>
<td>2012-11-27</td>
</tr>
<tr>
<td>2012-2013</td>
<td>CHEM 3322 Physical Chemistry II (3 semester hours)</td>
<td>Fundamental microscopic properties of matter and radiation are discussed. A core of topics including quantum chemistry, atomic and molecular structure and spectroscopy, non-bonded interactions, and computational chemistry is supplemented with topics germane to students taking physical chemistry with biophysical applications. Prerequisites: CHEM 3321 and (MATH 2415 or MATH 2451, 2451) or instructor consent required.</td>
<td>(3-0) Y</td>
<td>edit pending</td>
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<td>2012-2013</td>
<td>CHEM 3341 Inorganic Chemistry I (3 semester hours)</td>
<td>Survey of inorganic chemistry with emphasis on the modern concepts and theories of inorganic chemistry including electronic and geometric structure of inorganic compounds. Topics address contemporary physical and descriptive inorganic chemistry. Prerequisites: CHEM 2323 and CHEM 2325 or equivalent.</td>
<td>(3-0) Y</td>
<td>edit pending</td>
<td>2012-10-31</td>
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<td>2012-2013</td>
<td>CHEM 3361 Biochemistry I (3 semester hours)</td>
<td>Structures and chemical properties of amino acids; protein purification and characterization; protein structure and thermodynamics of polypeptide chain folding; catalytic mechanisms, kinetics and regulation of enzymes; energetics of biochemical reactions; generation and storage of metabolic energy associated with carbohydrates; oxidative phosphorylation and electron transport mechanisms; photosynthesis. Prerequisites: CHEM 2323 and CHEM 2325 (Organic Chemistry I and II). Corequisite: BIOL 3161. (Same as BIOL 3361)</td>
<td>(3-0) S</td>
<td>edit pending</td>
<td>2012-10-31</td>
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<tr>
<td>2012-2013</td>
<td>CHEM 3362 Biochemistry II (3 semester hours)</td>
<td>Breakdown and synthesis of lipids; membrane structure and function; nitrogen metabolism and fixation; nucleotide metabolism; structure and properties of nucleic acids; sequencing and genetic engineering; replication, transcription, and translation; chromosome structure; hormone action; biochemical basis of certain pathological processes. Prerequisite: BIOL/CHEM (BIOL 3361 or CHEM 3361) or its equivalent, or instructor consent required. Corequisite: BIOL 3162. (Same as BIOL 3362)</td>
<td>(3-0) S</td>
<td>edit pending</td>
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Page 94   Submitted to CEP 11-29-12
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<th>Code</th>
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<th>Description</th>
<th>Prerequisite/Notes</th>
<th>Last Edit</th>
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<tr>
<td>chem3471</td>
<td>CHEM 3471 Advanced Chemical Synthesis Laboratory (4 semester hours)</td>
<td></td>
<td>Careful handling practices and controlled variation of reaction parameters to obtain high yield syntheses. Use of standard separation techniques and spectrophotometric methods to identify reaction products and assess their purity. Prerequisite: CHEM (CHEM 2125 and CHEM 3472 2401) or instructor consent required. (1-7) Y</td>
<td>edit review pending</td>
<td>mxv0620 00</td>
<td>2012-11-27</td>
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<tr>
<td>chem3v92</td>
<td>CHEM 3V92 Undergraduate Research in Biochemistry (2-6 semester hours)</td>
<td></td>
<td>Students will pursue an independent project under the supervision of a member of the Chemistry, Biology, or U.T. UT Southwestern faculty. May be repeated for credit (9 hours maximum). Prerequisite: Instructor consent required. ([2-6]-0) S</td>
<td>edit review pending</td>
<td>mxv0620 00</td>
<td>2012-10-31</td>
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<tr>
<td>chem4355</td>
<td>CHEM 4355 Computation Modeling (3 semester hours)</td>
<td></td>
<td>This course will introduce students to computational modeling approaches commonly used to tackle chemical and biophysical problems. Prerequisites: CHEM (CHEM 3321 and MATH 2451 2451) or instructor consent required. (3-0) Y</td>
<td>edit review pending</td>
<td>mxv0620 00</td>
<td>2012-10-31</td>
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<td>chem4473</td>
<td>CHEM 4473 Physical Measurements Laboratory (4 semester hours)</td>
<td></td>
<td>Modules may include topics in physical chemistry and biophysics such as bio-nanotechnology, calorimetry, centrifugation, computational methods, computer-instrument interfaces, electrochemistry, electronics, kinetics, literature skills, property of matter, spectroscopy, and statistical methods. Prerequisites: CHEM 3472 or instructor consent required. (3-0) Y</td>
<td>edit review pending</td>
<td>mxv0620 00</td>
<td>2012-11-18</td>
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<td>geos2306</td>
<td>GEOS 2306 Geodesy and Geospatial Analysis (3 semester hours)</td>
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<td>Introduction to the basic concepts of geodetic datums (horizontal and vertical), coordinate systems, and map projections. Applications in the Earth Sciences will be discussed to reinforce concepts. (Same as GISC 2302) (3-0) Y</td>
<td>edit review pending</td>
<td>mxv0620 00</td>
<td>2012-11-04</td>
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<td>geos2v08</td>
<td>GEOS 2V08 Special Topics in Geology or Geophysics I (1-4 semester hours)</td>
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<td>Subject matter will vary from semester to semester. Instructor consent required. May be repeated for credit as topics vary (9 hours maximum). ([1-4]-0) R</td>
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<td>mxv0620 00</td>
<td>2012-11-04</td>
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<td>geos3300</td>
<td>GEOS 3300 Field Geology I (Summer Field Camp I) (3 semester hours)</td>
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<td>A three-week, early summer field based course designed to provide practical introductory field geological experience. Course projects emphasize mapping in sedimentary and igneous terrains and will also cover techniques for mapping geomorphic features. Reports on each project in professional form are required. Prerequisites: GEOS 4403, 1103 and GEOS 4404, 1104 and GEOS 4303, 1303 and GEOS 1304, and GEOS 2406. NOTE: A field trip fee, which covers the cost of food, lodging, and transportation, is charged for this course. Students are responsible for any other personal expenses related to camp. (3-0) Y</td>
<td>edit review pending</td>
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<td>2007-2013</td>
<td>geos3401</td>
<td>GEOS 3401 Oceanography (4 semester hours)</td>
<td>Fundamentals of oceanography, with discussions on the effects of the oceans and people on the Earth’s climate and biological communities. Topics include the formation of ocean currents, waves and tides, the greenhouse effect, El Niño, marine pollution, the exploitation of marine resources, wetlands preservation, coral reefs, life in the deep sea, and other marine ecological systems. Laboratory course. Credit cannot be received for only one of both courses, GEOS 3401 or ISNS 3367. (3-3) R</td>
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<td>2012-2013</td>
<td>geos3421</td>
<td>GEOS 3421 Stratigraphy and Sedimentology (4 semester hours)</td>
<td>Principles and evolution of modern stratigraphic nomenclature; concepts of space and time in the rock record and methods of stratigraphic correlation; factors controlling stratigraphic architecture of sedimentary basins; integrated stratigraphic techniques. Origin, transportation, and deposition of carbonate and siliciclastic sediments; weathering, textural analysis, and depositional environments. Laboratory course. Field trips. Prerequisites: GEOS 1103, 1103 and GEOS 4404, 1104 and GEOS 4403, 1303 and GEOS 4304, 1304 and GEOS 2409. (3-3) Y</td>
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<td>2012-2013</td>
<td>geos3434</td>
<td>GEOS 3434 Paleobiology (4 semester hours)</td>
<td>History of life as documented by the fossil record. Basic concepts of paleontology and biostratigraphy followed by a review of major fossil groups and major events in the evolution of life, speciation, mass extinction, evolution of communities and ecosystems through geologic time. Palaeontological methods to paleoenvironmental reconstruction. Field trip. Prerequisites: GEOS 1103, 1103 and GEOS 4404, 1104 and GEOS 4303, 1303 and GEOS 4304, 1304 and GEOS 2409. (3-3) Y</td>
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<td>geos3464</td>
<td>GEOS 3464 Igneous and Metamorphic Petrography (4 semester hours)</td>
<td>Introduction to the petrographic microscope and its use for study of igneous and metamorphic minerals and rocks. Identification and classification of volcanic and plutonic igneous rocks and metamorphic rocks and their identification in thin sections. Introduction to igneous and metamorphic petrogenesis. Prerequisites: GEOS 4403, 1303 and GEOS 4404, 1103 and GEOS 4304, 1304 and GEOS 2409. (3-3) Y</td>
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<td>2012-2013</td>
<td>geos3470</td>
<td>GEOS 3470 Structural Geology (4 semester hours)</td>
<td>Modern tectonic concepts, survey of major structural provinces, examination of material behavior, stress-strain concepts, failure criteria, soil mechanics, fault analysis, rheology, fold analysis and applications of structural concepts to neotectonics and environmental problems. Training in graphical techniques, use of stereographic projections, and geological map interpretation. Laboratory course. Field trip. Prerequisites: GEOS 4103, 1103 and GEOS 4404, 1104 and GEOS 1303, 1303 and GEOS 2404, 1304 and GEOS 2409 and GEOS 2406. Recommended prerequisites: PHYS 2325 and PHYS 2125. (3-3) Y</td>
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<td>2012-2013</td>
<td>geos4300</td>
<td>GEOS 4300 Field Geology II (Summer Field Camp II) (3 semester hours)</td>
<td>A three-week, early summer field based course designed to provide practical advanced field geological experience. Course emphasizes mapping in sedimentary, metamorphic, and igneous terrains and will also cover techniques used in imaging and analyzing geomorphic features. Reports on each project in professional form are required. Prerequisites: GEOS 3300, 3300 and GEOS 3421, 3421 and GEOS 3464, 3464 and GEOS 3470. NOTE: A field trip fee, which covers the cost of food, lodging, and transportation, is charged for this course. Students are responsible for all personal expenses related to camp. (3-0) Y</td>
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<td>geos4320</td>
<td>GEOS 4320 The Physics and Chemistry of the Solid Earth (3 semester hours)</td>
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<td>Prerequisites: GEOS 4403, 1103 and GEOS 4404, 1104 and GEOS 1303, 1303 and GEOS 4304, 1304 and GEOS 2409, 2409 and GEOS 3464. Recommended prerequisites: PHYS 2125 and PHYS 2325. (3-0) Y</td>
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<td>geos4322</td>
<td>GEOS 4322 The Earth System (3 semester hours)</td>
<td>3</td>
<td>Prerequisites: GEOS 1103, 1103 and GEOS 4104, 1104 and GEOS 1103 and GEOS 1303, 1303 and GEOS 4304, 1304 and GEOS 2409. (3-0) Y</td>
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<tr>
<td>geos4369</td>
<td>GEOS 4369 Volcanic Successions (3 semester hours) Terrestrial volcanism is considered from the perspective of volcanic processes, and the properties, products and deposits of volcanic eruptions, all in the context of definable facies models. The effects of subsequent sedimentological processes are also considered. Volcanic settings are explored in detail as they are related to their plate tectonic settings. Recognition of volcanically derived deposits are emphasized using the facies model concepts, and are considered with respect to their geological and economic significance. (3-0) Y</td>
<td>3</td>
<td>Prerequisites: CHEM 1311 and CHEM 1312. (4-0) Y</td>
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<td>geos4430</td>
<td>GEOS 4430 Hydrogeology and Aqueous Geochemistry (4 semester hours)</td>
<td>4</td>
<td>Prerequisites: CHEM 1311 and CHEM 1312. (4-0) Y</td>
<td>2012-2013</td>
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<tr>
<td>geos4v08</td>
<td>GEOS 4V08 Special Topics in Geology or Geophysics II (1-4 semester hours) Subject matter will vary from semester to semester. Instructor consent required. May be repeated for credit as topics vary (9 hours maximum). (1[4]-0) R</td>
<td>4</td>
<td>Prerequisites: CHEM 1311 and CHEM 1312. (4-0) Y</td>
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<td>math2420</td>
<td>MATH 2420 (MATH 2420) Differential Equations with Applications (4 semester hours)</td>
<td>4</td>
<td>Prerequisites: A grade of at least a C- in either MATH 2415 or in MATH 2449, 2419, and a grade of at least a C- in MATH 2418 or equivalent. (3-2) S</td>
<td>2012-2013</td>
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<td>math2451</td>
<td>MATH 2451 Multivariable Calculus with Applications (4 semester hours)</td>
<td>4</td>
<td>Vectors, matrices, vector functions, partial derivatives, divergence, curl, Laplacian, multiple integrals, line and surface integrals, Green's, Stokes', and Gauss' theorems, and applications in physical sciences and engineering. Topics drawn from implicit function theorem, differential forms and vector fields. Three lecture hours and two discussion hours per week; problem section required with MATH 2451. Not all MATH/STAT courses may be counted toward various degree plans. Please consult your degree plan to determine the appropriate MATH/STAT course requirements. Prerequisite: A grade of at least a C- in either MATH 2415 or in MATH 2419, and a grade of at least C- in MATH 2418 or equivalent. (3-2)</td>
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<td>math2v90</td>
<td>MATH 2V90 Topics in Mathematics - Level 2 (1-6 semester hours)</td>
<td>(1-6)</td>
<td>Special topics in mathematics outside the normal course of offerings. May be repeated for credit as topics vary (9 hours maximum). Instructor consent required. ([1-6]-0)</td>
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<td>math3301</td>
<td>MATH 3301 Mathematics for Elementary and Middle School Teachers (3 semester hours)</td>
<td>3</td>
<td>This course is intended to develop future teachers' depth of mathematical understanding by examining concepts in school mathematics from an advanced perspective. Topics include: numeration systems; arithmetic algorithms, prime factorization and other properties of the integers; proportional reasoning involving fractions and decimals; counting methods; and basic ideas of geometry and measurement. Problem solving is stressed. Cannot be used to satisfy: [1] undergraduate mathematics core requirement, [2] degree requirements by students in Mathematics, [3] the advanced electives, or [4] certification requirements in 8-12 mathematics. Prerequisite: MATH 1306 or MATH 1314 or equivalent. (3-0)</td>
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<td>math3303</td>
<td>MATH 3303 Introduction to Mathematical Modeling (3 semester hours)</td>
<td>3</td>
<td>An introduction to construction, use, and analysis of empirical and analytical mathematical models. Emphasis on using appropriate technology with tools such as curve fitting, probability and simulation, difference and differential equations, and dimensional analysis. Cannot be used to satisfy mathematics requirements by students in Mathematics and cannot be used to satisfy the advanced electives. Prerequisites: MATH 2418 and a grade of at least a C- in either MATH 2415 or in MATH 2419. (3-0)</td>
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<tr>
<td>math3305</td>
<td>MATH 3305 Foundations of Measurement and Informal Geometry (3 semester hours)</td>
<td>3</td>
<td>An analysis, from an advanced perspective, of the basic concepts and methods of geometry and measurement. Topics include visualization, geometric figures and their properties; transformations and symmetry; congruence and similarity; coordinate systems; measurement (especially length, area, and volume); and geometry as an axiomatic system. Emphasis on problem solving and logical reasoning. Cannot be used to satisfy: [1] undergraduate mathematics core requirement, [2] degree requirements by students in Mathematics, [3] the advanced electives, or [4] certification requirements in 8-12 mathematics. Prerequisite: Prerequisites: (MATH 2312 and MATH 2312, MATH 3304 3301) or equivalent. (3-0)</td>
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### Undergraduate Catalog 2013 - Course Change Requests

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<tr>
<td>2012-2013</td>
<td>math3307</td>
<td>008639 Mathematical Problem Solving for Teachers (3 semester hours)</td>
<td></td>
<td>Development of the ability to solve mathematical problems and communicate their solutions through the study of strategies and heuristics. Practice in solving problems involving ideas from number theory, algebra, combinatorics and probability, etc. Communicating mathematics, logical reasoning, and connections between mathematical topics will be emphasized. Cannot be used to satisfy degree requirements by students in Mathematics or the advanced electives. Prerequisites: MATH 2312 and MATH (MATH 2415 or MATH 2419). (3-0)</td>
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<td>2012-2013</td>
<td>math3311</td>
<td>008642 Math3311. 6 Abstract Algebra I (3 semester hours) Groups, rings, fields, vector spaces modules, linear transformations, and Galois theory. Prerequisite: A grade of at least a C- in either MATH 2415 or in MATH 2419, and a grade of at least C- in MATH 2418 or equivalent. (3-0)</td>
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<td>2012-2013</td>
<td>math3380</td>
<td>013973 Math3380 Differential Geometry (3 semester hours) Curves and surfaces, multilinear algebra, alternating tensors, tangent vectors, tangent space, vector fields, differential forms; Curvature and torsion of curves, Riemannian metrics, curvature of surfaces, isometries, geodesics, Gauss map, First and Second Fundamental Forms, area on surfaces, Gauss-Bonnet Theorem, surfaces with constant negative curvature and elements of hyperbolic geometry. Prerequisites: MATH 2451, 2451 and MATH 2418, 2418 and MATH 2420, 2420 or equivalent courses. (3-0)</td>
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<td>2013-2013</td>
<td>math4333</td>
<td>008692 Math4333. 3 Structure of Modern Geometry (3 semester hours) The course is designed to familiarize students with the geometrical concepts which relate to two and three dimensional geometry and the mathematical techniques used in the study of geometry. The emphasis is both on the development of understanding of the concepts and the ability to use the concepts in proving theorems. The course includes study of axiom systems, transformational geometry, and an introduction to non-Euclidean geometries, supplemented by other topics as determined by the instructor. Prerequisite: A grade of at least a C- in MATH 2418 or equivalent. (3-0)</td>
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<td>2012-2013</td>
<td>math4334</td>
<td>008692 Math4334. 13 Numerical Analysis (3 semester hours) Solution of linear equations, roots of polynomial equations, interpolation and approximation, numerical differentiation and integration, solution of ordinary differential equations, equations, computer arithmetic, and error analysis. Students cannot receive credit for both CS/MATH 24334 and ENGR 4334. Prerequisites: CE/CS/TE 1337, MATH 2418, (CE 1337 or CS 1337 or TE 1337) and (MATH 2418 and MATH 2451, 2451). (Same as CS 4334) (3-0)</td>
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<td>2012-2013</td>
<td>nats1101</td>
<td>014009 NATS 1101 Natural Sciences &amp; Mathematics Freshman Seminar (1 semester hour)</td>
<td></td>
<td>This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the School of Natural Sciences and Mathematics (NS&amp;M). Students will learn about plans of study and career paths for majors in Biology, Chemistry, Physics, Mathematics, Geosciences, and Science and Mathematics Education. Basic study, problem solving and other skills needed to succeed as an NSM major will be covered. An overview of the connections within the disciplines of Natural Sciences &amp; Mathematics will be presented, as well as their relationship to engineering, medicine and health, and other fields. Required for all first time in college freshmen in NS&amp;M. Co-requisite: UNIV 1010. (1-0)</td>
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Page 99 Submitted to CEP 11-29-12
<p>| 2012-2013 | nats1141 012810 nats1141.5 | NATS 1141 UTeach STEP 1 (1 semester hour) Introduction to mathematics and science teaching as a career. Discussions include standards-based Master teachers introduce students to examples of high quality inquiry-based lesson design and as well as model various teaching pedagogical concepts and behavior management strategies. Students are also introduced to the portfolio project. Fieldwork consists of two classroom observations plus planning and teaching four three inquiry-based lessons to students in grades three four to six in local elementary schools. One and one-half class hours a week for one semester; at least ten hours of fieldwork a semester are also required. <strong>Prerequisite:</strong> Prerequisites: A university grade point average of at least 2.750 and admission to the UTeach Dallas program by consent of the UTeach advisor. (1-0) S | edit review pending | mxv0620 00 2012-11-22 16:16:42 |
| 2012-2013 | nats1143 012809 nats1143.4 | NATS 1143 UTeach STEP 2 (1 semester hour) Continued exploration into mathematics and science teaching as a career. Topics may include routes to teacher certification in mathematics and science teaching; various teaching methods that are designed to meet instructional goals; use of various technologies; and learner outcomes. Students develop Fieldwork consists of classroom observations and teach teaching three inquiry-based math or science lessons in their field in a middle school, and participate in peer coaching, school classroom. One and one-half class hours a week for one semester; at least twenty hours of fieldwork a semester are also required. <strong>Prerequisite:</strong> Prerequisites: A university grade point average of at least 2.750, 3.000 a grade of B- or better in NATS 1141 and/or 1141, and consent of the UTeach advisor. (1-0) S | edit review pending | mxv0620 00 2012-10-31 11:23:54 |
| 2012-2013 | nats3341 012811 nats3341.5 | NATS 3341 Knowing and Learning in Mathematics and Science (3 semester hours) Psychological This course expands the prospective teacher's understanding of current theories of learning and conceptual development. Students examine their own assumptions about learning. Topics include psychological foundations of learning; problem solving in mathematics and science education utilizing technology; principles of expertise and novice understanding of subject matter; implications of high-stakes testing; and foundations of formative and summative assessment. Three lecture hours a week for one semester; additional hours may be required. Restricted to students in the UTeach Dallas program. <strong>Prerequisite:</strong> Prerequisites: A university grade point average of 2.750 and at least 2.750, a GPA of 3.000 or better in UTeach coursework, and consent of the UTeach advisor. (3-0) S | edit review pending | mxv0620 00 2012-10-31 11:25:01 |
| 2012-2013 | nats3343 012825 nats3343.3 | NATS 3343 Classroom Interactions (3 semester hours) Principles This course moves from a focus on thinking and learning to a focus on teaching and learning. Topics include principles of delivering effective instruction in various formats (lecture, lab activity, collaborative settings); examination of gender, class, race, and culture in mathematics and science education; overview of policy related to mathematics and science education. Students participate in an intensive, highly coached high school field experience comprised of 3 observations and 2 co-teaching events, including a multiple-day, multiple-period or day, connected lesson. Three lecture hours a week for one semester; at least twenty hours of fieldwork a semester are also required. Students should also expect to dedicate out-of-class time to video transfer, lesson planning, and working on the portfolio project. Restricted to students in the UTeach Dallas program. <strong>Prerequisite:</strong> Prerequisites: A university grade point average of at least 2.750, credit or registration for NATS 3341, and a GPA of 3.000 or better in UTeach coursework, and consent of the UTeach advisor. (3-0) S | edit review pending | mxv0620 00 2012-11-03 21:32:59 |</p>
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<td>2012-2013</td>
<td>nats4141 013200 nats4141.5</td>
<td>NATS 4141 UTeach Student Teaching Seminar (1 semester hour) Discussions include student teaching experiences, and contemporary critical issues in education. <strong>Time is also allocated for completion of the portfolio project.</strong> One class hour a week for one semester. Prerequisites: (NATS 3343 and NATS 3343, 4390 and NATS 4390, 4341), a UTD university grade point average of at least 2.750 and 2.750, a GPA of 3.000 or better in UTeach coursework, coursework, and consent of the UTeach advisor. Corequisite: NATS 4694/4696 or ED 4694/4696. NATS 4696.</td>
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<td>2012-2013</td>
<td>nats4341 013176 nats4341.3</td>
<td>NATS 4341 Project-Based Instruction (3 semester hours) <strong>Foundations Students explore topics including foundations</strong> of project-based, case-based, and problem-based learning environments; principles of project-based curriculum development in mathematics and science education; and, classroom management and organization of project-based learning classrooms are covered. <strong>Fieldwork usually includes 2 observation days and 3 teaching days.</strong> Three lecture hours a week for one semester with additional fieldwork hours to be arranged. <strong>Prerequisite:</strong> A university grade point average of at least 2.750 and 2.750, a GPA of 3.000 or better in UTeach coursework, coursework, and consent of the UTeach advisor. <strong>Prerequisite or Corequisite:</strong> NATS 3343, 4390.</td>
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<td>2012-2013</td>
<td>nats4694 013202 nats4694.3</td>
<td>NATS 4694 UTeach <strong>Student Apprentice</strong> Teaching, 8-12 Science and Mathematics (6 semester hours) Closely supervised observation and teaching in a science or mathematics classroom for Grades 8-12. Experience includes carrying out the duties of a high school teacher and requires a minimum of four hours of fieldwork a day for 12 weeks. Students must apply for <strong>Student Apprentice</strong> Teaching the semester prior to enrollment. Prerequisites: (NATS 4341 and NATS 4341, NATS 4390, 4390), a UTD university grade point average of at least 2.750 and 2.750, a GPA of 3.000 or better in UTeach coursework, coursework, and consent of the UTeach advisor. Admission to student teaching. Must register in UTeach Dallas/Teacher the university’s teacher certification program by the Teacher Development Center. Corequisite: NATS 4141.</td>
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<td>2012-2013</td>
<td>nats4696 013201 nats4696.3</td>
<td>NATS 4696 UTeach <strong>Student Apprentice</strong> Teaching, 4-8 Science and Mathematics (6 semester hours) Closely supervised observation and teaching in a science or mathematics classroom for Grades 4-8. Experience includes carrying out the duties of a middle grades teacher and requires a minimum of four hours of fieldwork a day for 12 weeks. Students must apply for <strong>Student Apprentice</strong> Teaching the semester prior to enrollment. Prerequisites: (NATS 4341 and NATS 4341, NATS 4390, 4390), a UTD university grade point average of at least 2.750 and 2.750, a GPA of 3.000 or better in UTeach coursework, coursework, and consent of the UTeach advisor. Admission to student teaching. Must register through UTeach Dallas/Teacher the university’s teacher certification program by the Teacher Development Center. Corequisite: NATS 4141. Additional fee attached to course. <strong>Corequisite:</strong> NATS 4141.</td>
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<td>2000-2013</td>
<td>phys2303 010180 phys2303.5</td>
<td>PHYS 2303 Contemporary Physics (3 semester hours) Topics include the fundamentals of geometric optics, interference, diffraction, special relativity, structure of the atom, nuclear physics, radioactivity, and elementary particles.</td>
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<td>phys3125</td>
<td><strong>PHYS 3125 Electronics Laboratory</strong> <em>(1 semester hour)</em> Laboratory course to accompany PHYS 3325. Students will use common laboratory equipment to diagnose and troubleshoot breadboard circuits they build in lab. The lab exercises are closely tied to the topics covered weekly in PHYS 3325 lectures. The final lab of the semester is a design lab in which students design, build, and test a sequential logic circuit to solve a specific problem. Corequisite: PHYS 3325. <em>(0-3) Y</em></td>
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<td>phys3317</td>
<td><strong>PHYS 3317 Physics of the Human Body</strong> <em>(3 semester hours)</em> This course would be an introduction to basic biophysics of the human body. Topics include body motion and the forces which cause it, properties of the body like elasticity and how it affects things like muscles and bones, energy conservation of the body and how it affects metabolism, fluid flow and the circulatory system, waves and how they affect hearing and sight. Prerequisites: PHYS (PHYS 1301 or PHYS 2325) and MATH 2413. <em>(3-0) R</em></td>
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<td>phys3330</td>
<td><strong>PHYS 3330 Numerical Methods in Physics and Computational Techniques</strong> <em>(3 semester hours)</em> The course covers concepts and computational techniques in numerical methods for solving physics problems. Topics typically include probability, statistics, data analysis, fits, numerical solutions, and interpretation of the experimental data. Prerequisites: MATH (MATH 2415 or MATH 2419) and MATH 2418. <em>(3-0) Y</em></td>
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<td>phys3380</td>
<td><strong>PHYS 3380 Astronomy</strong> <em>(3 semester hours)</em> An essentially descriptive course outlining the current views of the universe and the sources of data supporting those views. The solar system and its origin, stars, galaxies, pulsars, quasars, black holes, nebulae, and the evolution of the universe. Opportunity to use a UT Dallas telescope is provided. Prerequisite: PHYS 2326 or PHYS 2422. <em>(3-0) Y</em></td>
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<td>phys3411</td>
<td><strong>PHYS 3411 Theoretical Physics</strong> <em>(4 semester hours)</em> Complex numbers; Vector spaces and linear operators; Line integrals; surface and volume integrals; Gradient, divergence and curl; vector integral theorems; Fourier series; Product solutions of PDEs. Co-requisite: Differential Equations (MATH Corequisite: MATH 2420 or equivalent). equivalent. Prerequisites: Linear Algebra (MATH 2418 or equivalent), Calculus of Several Variables and (MATH 2415) 2415 or Calculus II (MATH 2419), PHYS MATH 2419) and (PHYS 2326 or PHYS 2422, 2422). <em>(4-0) Y S</em></td>
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<td>phys3416</td>
<td><strong>PHYS 3416 Electricity and Magnetism</strong> <em>(4 semester hours)</em> Coulomb's and Gauss' laws; potentials, methods for solving electric field distributions near conductors; potentials due to clusters of charges; polarization of dielectric materials; electric displacement. Magnetic fields in a vacuum and in matter; time varying electric and magnetic fields; Maxwell's equations; electromagnetic waves. Prerequisite: Either PHYS 3311 or PHYS 3411 or equivalent. <em>(4-0) Y</em></td>
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<td>phys4301</td>
<td><strong>PHYS 4301 Quantum Mechanics I</strong> <em>(3 semester hours)</em> Fundamental concepts: the Stern Gerlach experiment; the Dirac formalism; kets; bras and operators; base kets and matrix representations. Measurements, observables and the uncertainty relations. Position, momentum, and translation. Wave functions in position and momentum space. Time evolution and Schrödinger's equation, Heisenberg picture. Orbital angular momentum, spin, and angular momentum addition. Applications include simple harmonic oscillator and the Hydrogen atom. Prerequisites: (PHYS 3311 or PHYS 3411) and MATH 2418. <em>(3-0) Y</em></td>
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<td>2004-13</td>
<td>phys4302 010256</td>
<td>PHYS 4302 Quantum Mechanics II (3 semester hours) Fermions and bosons, perturbation theory, WKB approximation, scattering. Prerequisite: PHYS 4301. (3-0) Y</td>
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<td>2012-13</td>
<td>phys4311 010262</td>
<td>PHYS 4311 Thermodynamics and Statistical Mechanics (3 semester hours) Study of the elements of thermodynamics, kinetic theory, and statistical mechanics; the concepts of temperature, entropy, phase transitions, transport phenomena, partial partition functions, statistical ensembles; the Maxwell Boltzmann, Fermi-Dirac, and Bose-Einstein distributions; and the equipartition theorem. Applications of the theories will be considered. Prerequisite: PHYS 2325, PHYS 2326, and either Corequisite: PHYS 3311 or PHYS 3411. (3-0) Y</td>
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<td>2013-13</td>
<td>phys4335 010262</td>
<td>PHYS 4335 Remote Sensing of the Earth (3 semester hours) This course covers the basic physical principles and applications of remote sensing of the earth system (air, land and sea), covering the types of platforms (satellites and aerial vehicles) and sensors used (UV/Visible, IR, Microwave, Radio) (3-0) R</td>
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<td>phys4371 010276</td>
<td>PHYS 4371 Solid State Physics (3 semester hours) This course provides a basic but detailed picture of important concepts in solid state physics. Material covered includes crystal structure, x-ray crystallography, reciprocal space, lattice vibrations, thermal properties of solids, free electron gas, Bloch functions, metals, insulators, semiconductors. The course concludes with a description of basic semiconductor devices. Prerequisite: PHYS 3416. (3-0) T</td>
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<td>phys4381 010279</td>
<td>PHYS 4381 Space Science (3 semester hours) A survey of the structure and dynamics of the atmospheres of planets, including ionospheres and magnetospheres, as influenced by the sun's radiation and the solar wind. Topics include aurora and airglow, photochemistry, atmospheric electricity. Prerequisite: PHYS 2422 or PHYS 2326 or equivalent. (3-0) T</td>
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<td>2012-13</td>
<td>phys4395 013179</td>
<td>PHYS 4395 Cosmology (3 semester hours) The course is a simplified overview of contemporary cosmology including: cosmological principle; scale of distance and expansion law of the universe; redshift; Friedmann equations and cosmological models of the universe; cosmological probes and techniques; baryonic matter; dark matter; dark energy and cosmic acceleration. Prerequisites: PHYS (PHYS 3311 or PHYS 3411 3411) or ENGR (ENGR 3300 or MATH 2420 2420) and MATH 2415. (3-0) T</td>
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<td>2012-13</td>
<td>phys4v10 010245</td>
<td>PHYS 4V10 Special Topics in Physics (1-9 semester hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (9 hours maximum). Prerequisite: Instructor consent required. (1-9-0) S</td>
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<td>2011-13</td>
<td>stat1342 012076</td>
<td>STAT 1342 (MATH 1342) Statistical Decision Making (3 semester hours) Principles of quantitative decision making: summarizing data, modeling uncertainty, loss functions, probability, conditional probability, random variables. Introduction to statistics: estimation, confidence intervals, hypothesis testing, regression. Introduction to statistical packages. Cannot be used to satisfy degree requirements for majors in the School of Engineering and Computer Science, or major requirements in the Schools of Management or Natural Sciences and Mathematics. Prerequisite: MATH 1306, 1306 or MATH 1314 or equivalent. (3-0) S</td>
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### STAT 3341 Probability and Statistics in Computer Science and Software Engineering (3 semester hours)

**Introduction to Axiomatic Probability Models.** Theory, independence, conditional probability. Discrete and continuous random variables, special distributions of importance to CS/SE, and expectation. Simulation of random variables and Monte Carlo methods. Central limit theorem. Basic statistical data analysis; with emphasis on applications in the sciences and engineering. Cannot be used by mathematical sciences majors. Inference, parameter estimation, hypothesis testing, and linear regression. Introduction to stochastic processes. Illustrative examples and simulation exercises from queuing, reliability, and other CS/SE applications. Students cannot get credit for both STAT 3341 and ENGR 3341. Prerequisites: (MATH 1326 or MATH 1472, 2414 or MATH 2419), and (CE 2305 or CS 2305 or TE 2305). (Same as CS 3341 or SE 3341) (3-0) (S) 

### ACTS 4303 Principles of Actuarial Models: Life Contingencies II (3 semester hours)

The purpose of this class is to develop the student's knowledge of the theoretical basis of life contingent actuarial models for multiple lives and the application of these models to insurance and other financial risks. Reserves, life contingencies for multiple lives, expenses and stochastic processes will be studied. This class covers parts of CAS Exam 3L and SOA Exam MLC. Prerequisite: ACTS 4301 or instructor consent required. (3-0) 

### CHEM 2V95 Individual Instruction in Chemistry (1-3 semester hours)

Individual study under a faculty member's direction. May be repeated for credit as topics vary (9 hours maximum). Instructor consent required. ([1-3]-0) (R) 

### GEOS 4606 Field Geology (Summer Field Camp) (6 semester hours)

A four-week summer camp designed to provide both practical geological and geophysical experience. Geology students emphasize mapping in sedimentary, igneous, and metamorphic terrains. Geophysics students utilize seismic, potential field, and electrical methods to analyze a field area. Reports in professional form are required. Prerequisites: GEOS 1303, 1103, 1304, 1104, 2409 and GEOS 3470. NOTE: A field trip fee is charged for this course. Students are responsible for all personal expenses related to camp. (6-0) (Y)
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<td>2012-2013</td>
<td>isns3332 007900 isns3332.3</td>
<td>ISNS 3332 Future Energy Resources (3 semester hours)</td>
<td>Major energy consuming sectors: residential, industrial, transportation and electric energy generating sectors. Present major energy resources: oil, gas, coal, hydroelectric, and nuclear. Energy mix used in consuming sectors. Imported energy. Domestic and world resources in conventional energies. Future energy resources: nuclear fission (conventional and breeder reactors), fusion reactors, technology and safety aspects, nuclear proliferation and terrorism, nuclear waste disposal, solar energy, solar heating and cooling. Non-conventional energy resources. Major problems of energy transportation. An energy mix for the future. Possible scenarios for a U.S. energy plan. Major fields of research and development. (3-0) Y</td>
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<td>2012-2013</td>
<td>isns3333 012586 isns3333.3</td>
<td>ISNS 3333 Nuclear Safety and Terrorism (3 semester hours)</td>
<td>Practically all scientists, politicians, statesmen and other leaders of our society agree that the ultimate most tragic danger confronting our whole civilization is nuclear terrorism: the invisible terrorist with a shielded (invisible) nuclear weapon. The physical principles of nuclear weapons, access to them, possibility to smuggle them into the U.S., nuclear proliferation, the possibility of escalating a nuclear attack into full scale nuclear war, and the technical possibilities to reduce this terrible danger are discussed. (3-0) Y</td>
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<td>2004-2013</td>
<td>phys3324 010224 phys3324.2</td>
<td>PHYS 3324 Scientific Computing (3 semester hours)</td>
<td>Introduction to modern programming languages like C++ and Fortran. Applications of programming for scientific analysis, manipulation, and graphical display. (2-0) R</td>
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<td>2000-2013</td>
<td>phys4324 010268 phys4324.2</td>
<td>PHYS 4324 Computer Interfacing and Data Acquisition (3 semester hours)</td>
<td>Hardware and software techniques to utilize computers in data acquisition and control of physics experiments. Operation of digital input and output devices, analog to digital converters, digital to analog converters, and intercomputer communication. Hands-on operation of several devices. (3-0) T</td>
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Undergraduate Programs

Teacher Education Certification Programs

UT Dallas offers a rigorous university-based teacher certification curriculum and has built an outstanding reputation for producing excellent teachers.

At UT Dallas, coursework and field experiences leading to teacher certification are planned and delivered through two separate teacher preparation programs - the UT Dallas-Teacher Development Center in the School of Interdisciplinary Studies (972-883-2730) and UTeach Dallas in the School of Natural Sciences & Mathematics (972-883-2496) - in coordination with the other UTD academic programs that provide the content for the teaching fields. The Both of UT Dallas’s Teacher Certification Programs uses the total resources of the University rather than relying on a school of education. Students interested in pursuing teaching certification through UT Dallas should preview program requirements of both the Teacher Development Center and UTeach Dallas. While both of these programs cover the same curriculum, they are uniquely independent, not interchangeable, and differ in courses and requirements. The State Board for Educator Certification (SBEC) and Texas Higher Education Coordinating Board have approved the content and procedures of these curricula for both programs.

Initial teaching certificates may be earned by UTD undergraduates, concurrently with their degree studies, or by graduates from this UTD or other institutions. Additional teaching field(s) may be added to valid certificates presently held. Prior to enrollment in the Teacher Development Center program, undergraduate students must first meet with an-their academic major advisor before being advised in the Teacher Development Center for the development of their teacher certification plan. Students enrolling in UTeach Dallas can meet directly with the UTeach Dallas advisor who also serves as the NS&M academic advisor for NS&M students in UTeach Dallas. Post baccalaureate students must have previous coursework evaluated by a certification advisor to be sure they fulfill the content curriculum requirements interested in teacher certification are advised in either the Teacher Development Center or UTeach Dallas.

As of September 1, 1999, all Texas teaching credentials must be renewed every five years. SBEC (State Board for Educator Certification), working in
conjunction with the Texas Education Agency and the Texas Higher Education Coordinating Board, has revised the rules governing educator preparation, shifting the process away from a prescribed schedule of required classes and semester hours to a standards-based system that identifies the knowledge and skills required for a beginning teacher in Texas. These standards are aligned with the Texas Essential Knowledge and Skills, the state's required curriculum for public school students. Texas law requires persons seeking educator certification to perform satisfactorily on comprehensive examinations. The educator preparation program is required to determine the candidate's eligibility to test. The SBECTEA (Texas Education Agency) and ETS (Educational Testing Service) websites are the best source of up-dated information.

Certification Subject Areas

The following are subject areas in which The University of Texas at Dallas offers approved teaching fields leading to teacher certification in the following subject areas. The Teacher Development Center supports all of the following certifications while UTeach Dallas supports only the secondary mathematics and science certifications, (4-8 and 8-12).

Grades 8-12 Certification

Undergraduate students must have an academic major and a minimum of 24 semester hours of appropriate course work in the teaching field, a reading course in the content area for the Teacher Development Center program, and 18 semester hours of professional education, including student teaching. All UTD student teacher candidates must have passed both state required TExES examinations for Pedagogy and Professional Responsibilities as well as the content exam in the appropriate certification area prior to being placed in a student teaching assignment. Certification for grades 8 - 12 is offered in the following fields:

- 8-12 English Language Arts and Reading (ELAR)
- 8-12 History
- 8-12 Social Studies
- 8-12 Computer Science
- 8-12 Mathematics
- 8-12 Chemistry
- 8-12 History
- 8-12 Life Sciences
- 8-12 Physical Sciences
- 8-12 Science
- 8-12 Mathematics
- 8-12 Chemistry
*Available only through the Teacher Development Center.

### Grades 4-8 Certification

Undergraduate students must have an academic major with a minimum of 24 semester hours of appropriate coursework in the teaching field, two reading courses and 18 hours of professional education, including student teaching. In addition, students must have two reading courses for the Teacher Development Center program or one reading course for the UTeach Dallas program. In addition, All UTD student teacher candidates must pass state required TExES examinations for Pedagogy and Professional Responsibilities and content in the appropriate certification area prior to student teaching. Students who wish to teach grades 4-8 may choose "4-8 Generalist" certification or a specialized teaching field. They may be enrolled in the School of Interdisciplinary Studies, School of Natural Sciences and Mathematics, or in the School of their major subject.

**Certification fields for Grades 4-8:**

- 4-8 Science
- 4-8 Mathematics
- 4-8 Social Studies*
- 4-8 English Language Arts and Reading (ELAR)*
- 4-8 Generalist* - because this certificate qualifies a candidate to teach multiple subjects, additional academic course work is required in order to prepare the candidate for the rigorous, broad-based "Generalist 4-8" TExES examination.
*Available only through the Teacher Development Center.

### Early Childhood - Grade 6 Certification

**Generalist**

The Generalist Certification is the only certification available for students interested in Early Childhood - Grade 6. The content related TExES examination for this certificate will test for a broad-based content mastery.
Students are advised to work with advisors in the School of Interdisciplinary Studies or the School of Behavioral and Brain Sciences if they seek degrees that lead to teaching certification in EC-Grade 6 for Generalist EC-6. Because most elementary schools now seek to hire EC-6 teachers with ESL or Bilingual supplemental certification, UTD highly recommends that students working on this certification prepare to take the ESL Supplemental exam when they complete their initial certification. The Teacher Development Center supports this by offering electives designed to prepare students to work in an ESL classroom.

Undergraduate students need to consult with the appropriate academic program to design an undergraduate degree plan. All teacher certification candidates must register with the Teacher Development Center and take their upper-level professional development and education related course work and field experiences through the Center and the School of General Studies. It is the responsibility of the Teacher Development Center to assure that content and the professional development curricula meet the certification accountability requirements outlined in the Texas Education Code and monitored by the State Board for Educator Certification (SBEC).

All Teaching Fields

All undergraduate students must meet the 42-hour core curriculum for The University of Texas at Dallas.

All candidates for seeking certification at UT Dallas through the Teacher Development Center are required to pass 18 semester hours of appropriate professional development courses, including six semester credit hours of full day student teaching. In addition to the professional education courses, state requirements for courses in Reading are required for each certification level. Candidates must also demonstrate computer technology and on-line educational literacy, effective public speaking and complete twelve semester hours of English.

All candidates seeking certification through the UTeach Dallas program are required to pass 18 semester credit hours of appropriate professional development courses, including six semester credit hours of student teaching. Candidates must also complete History and Philosophy in Medicine and Science, and demonstrate technology literacy, on-line educational literacy, and effective public speaking.

Admission

Upon admission to the University, undergraduate students should meet...
with an academic advisor in the major field to develop a degree plan, indicating to the advisor that they are seeking teacher certification. NS&M undergraduate students seeking certification through UTeach Dallas should meet initially with the UTeach Dallas academic advisor. Students must then apply for admission to either the Teacher Development Center's or UTeach Dallas's teacher education certification program, meet program's GPA and basics skills (THEA, SAT, ACT, or GRE)THEA requirements, and complete a Certification Plan through either the Teacher Development Center or UTeach Dallas.

Post-Baccalaureate Program

Persons who already have baccalaureate degrees may seek teacher certification. They should consult with an advisor in either the Teacher Development Center or UTeach Dallas to develop a certification plan after they have been admitted to the university through the Office of Enrollment Services.

Post-Baccalaureate students must meet the 24 semester hour content requirement in the appropriate teaching field. A certification plan will be developed based on an evaluation of the student's transcript. When appropriate, if additional content coursework is needed, students may take the required courses in their teaching field(s) at the graduate or undergraduate level. Post-Baccalaureate students must demonstrate computer technology literacy, and effective public speaking. Post-Baccalaureate students in the Teacher Development Center program must complete 12 semester hours of English. All students must fulfill either the Teacher Development Center or UTeach Dallas requirements for student teaching or supervised internship.

Guidelines for Admission to The University of Texas at Dallas Teacher Certification Program

Guidelines are in compliance with Chapter 227 of the Texas Administrative Code and the HEA Title II accountability requirements.

Students seeking Texas teaching credentials at UT Dallas must meet the following requirements:

- **Provisional Admission** - Entitles a prospective student who has applied for admission to UT Dallas to be advised for a certification plan and/or to take the initial courses related to certification.
• GPA of 2.750 overall or on last 60 hours of coursework.

• Undergraduate students must have 60 semester hours of undergraduate coursework. This should include 12 semester hours at UTD with no grade below a "C".

• Post-Baccalaureate students must have an undergraduate or graduate degree from an accredited university. If you hold a degree from an accredited college or university and have never enrolled in an Educator Preparation Program (EPP), you might qualify to register for a Pre-Admission Content Test (PACT). Detailed PACT information is available at the ETS website www.texas.ets.org. Taking PACT does not ensure admittance into an Educator Preparation Program. Individual programs may have additional admission requirements.

• TASP/THEA - Unless exempt, a candidate must pass the TASP/THEA with the following minimum scores: 260 in Reading, 240 in Math, and 240 in Writing.

You are exempt from taking the TASP/THEA if you meet the qualifying standards on the GRE, GMAT, ACT, or SAT, or exit-level TAKS.

• GRE: A minimum Verbal score of 450 and a minimum Quantitative score of 450 for a combined Verbal/Quantitative minimum score of 900 and a writing score of 3 or higher. Revised 2012 GRE Scoring: Minimum Verbal score of 135 and a minimum Quantitative score of 135 for a combined Verbal/Quantitative minimum score of 270 and a writing score of 3 or higher.

• GMAT: A minimum combined score of 510 on the verbal and quantitative sections.

• ACT: A composite score of 26, and English and Math sub scores of at least 22. (Scores can be no more than five years old).

• SAT: Tests taken before September 1, 2005: A total score of at least 1100 with 550 minimums in the math and verbal sections of the test. After September 1, 2005: A total score of 1650 with 550 minimums in the math, critical reading, and writing sections of the test. (Scores can be no more than five years old).
Appropriate documentation is required to qualify for the exemptions from TASP/THEA. The Official TASP/THEA Test Study Guide may be purchased in the UTD Bookstore. TASP/THEA registration forms are available in the Teacher Development Center or through the Learning Resource Center. Preregistration is required to take the THEA test at the UTD Student Success Center located in the McDermott Library, room 1.302.

Undergraduate students enrolling in the Teacher Development Center program should meet with a faculty advisor in their academic major to develop a degree plan, no later than the end of the second regular semester following the semester in which the student earned 45 or more semester hours, per the Texas Education Code, Section 51.9685, indicating to the advisor their interest in pursuing teacher certification. Students can then make an appointment for certification plan advising with the Teacher Development Center whenever they are ready to take upper division courses. Freshmen in the Teacher Development program should not register for education courses.

For undergraduate students enrolling in the UTeach Dallas program, all students (including freshmen) interested in exploring or pursuing secondary mathematics or science teaching as a career are encouraged to enroll in UTeach Dallas certification coursework as early as their first semester at UTD due to early field and teaching experiences and compacting degree plans with certification. Students should make an appointment for certification plan advising with the UTeach Dallas advisor, who also serves as the academic advisor for all NS&M majors enrolled in UTeach Dallas.

• Post-Baccalaureate students interested in teacher certification at UT Dallas are advised in either the Teacher Development Center or UTeach Dallas based on program of choice.

Official Admission

Teacher Development Center program:

• Meet all requirements for "Provisional Admission."

• Complete an application for admission to the Teacher Development Center program. A committee of faculty, administrators, and public school educators will review all applications before students can
• Complete American Public School (ED 3314) and Educational Psychology for Teachers (ED 3339).

• Undergraduate students must successfully complete 12 semester hours of approved courses at UT Dallas. (Students must have met the requirements for Provisional Admission, completed American Public School (ED 3314), Educational Psychology for Teachers (ED 3339), and have a 2.750 GPA before re-enrolling in Classroom Management, Methods and C&I courses.)

UTeach Dallas program:

• Meet all requirements for "Provisional Admission."

• Complete an application for admission to the UTeach Dallas program.

• Complete STEP 1, STEP 2, Knowing and Learning, at least currently enrolled in Classroom Interactions, and have a 2.750 GPA in University coursework.

• Undergraduate students must successfully complete 12 semester hours of approved courses at UT Dallas. Students must have completed STEP 1, STEP 2, Knowing and Learning, currently enrolled in Classroom Interactions, and have a 2.750 GPA in University coursework.

• Approval of the preliminary portfolio.

Texas Examinations of Educator Standards (TExES)

All candidates for initial teacher certification must pass two TExES certification examinations:

1. Pedagogy and Professional Responsibilities test at the appropriate level EC-12.

2. Content specialization test for the appropriate grade level.
Students must be officially admitted to the Teacher Development Program to take the TExES certification examinations. For information on TExES registration and eligibility, please review the Teacher Development Center website - http://www.utdallas.edu/teach or contact the Teacher Development Center or UTeach Dallas. TExES preparation manuals can be downloaded from the web at ETS website or SBECTEA website. Students should access this information before or during the first semester of enrollment in the Teacher Certification Program or the UTeach Dallas program at UT Dallas. Students are encouraged to prepare early for the content related specialization TExES examination and to take the PPR TExES exam during or immediately after completing Classroom Management through the Teacher Development Center program or beginning of Project-Based Instruction through the UTeach Dallas program. Practice tests are available through the Teacher Development Center or the Texas Education Agency (TEA) website. UTD provides a free six-hour test preparation workshop at least once each long semester.

Requirements for Student Teaching

Applications for student teaching will be accepted at one of several information sessions held early in each long semester (before October 15 in the fall and before March 15 in the spring). For further information contact the Teacher Development Center or UTeach Dallas.

A committee of faculty, administrators, and field placement educators will review all applications for supervised student teaching or Post-Baccalaureate internships. All candidates must have exhibited professional maturity, acceptable class attendance, and meet the following requirements.

Teacher Development Center program:

- Adhere to the Code of Ethics and Standard Practices for Texas Educators as listed in Appendix III in the student teacher handbook.

- Meet all requirements for official admission to the Teacher Development Center teacher certification program.

- Pass both required TExES exams.

- Complete all required course work in teaching field with a 2.750 minimum GPA.

- Have no grade lower than a "B" in Classroom Management, C&I or...
Methods courses.

• Have no grade lower than "C" in other required certification courses.

• Request a student teaching assignment where no family member works or attends.

• Clear district criminal background check.

• Register for student teaching (6 semester hours). A student teaching fee will be included in the total registration charges.

• Pay tuition expenses before beginning official student teaching assignment.

UTeach Dallas program:

• Adhere to the Code of Ethics and Standard Practices for Texas Educators as listed in Appendix III in the student teacher handbook.

• Meet all requirements for official admission to the UTeach Dallas teacher certification program.

• Pass both required TExES exams.

• Complete all required course work in teaching field with a 2.750 minimum GPA.

• Have no grade lower than a "B" in STEP 1 and STEP 2 for certification through UTeach Dallas as well as a 3.000 GPA in UTeach Dallas coursework.

• Have no grade lower than "C" in other required certification courses.

• Request a student teaching assignment where no family member works or attends.

• Clear district criminal background check.

• Register for student teaching (6 semester hours). A student teaching fee will be included in the total registration charges.
• Enroll concurrently in the Apprentice Teaching Seminar course (1 semester credit hour).

• Pay tuition expenses before beginning official student teaching assignment.

UT Dallas Requirements for Teacher Certification

Teacher Development Center:

• A 2.750 GPA or higher in all professional education coursework and in content areas.

  • Grade of "A" or "B" in Classroom Management, C&I or Methods courses.

  • No grade lower than "C" in other required certification courses.

  • Professional education coursework taken at UT Dallas.

  • Online Educational Technology course, ED 4372.

  • Appropriate documentation of effective public speaking.

  • 12 semester hours of English with no grade lower than a "C-."

  • 40 clock hours of early field experience.

  • Grade of "A" or "B" in Student Teaching.

UTeach Dallas:

• A 2.750 GPA or higher in content areas.

  • Grade of "A" or "B" in STEP 1 or STEP 2 and overall GPA of 3.000 in UTeach Dallas courses with no grade lower than a "C" in Knowing and Learning, Classroom Interactions, or Project Based Instruction.

  • No grade lower than "C" in other required certification courses.
• Professional education coursework taken at UT Dallas.
• Appropriate document of educational technology competency.
• Appropriate documentation of effective public speaking.
• 40 clock hours of early field experience.
• Grade of "A" or "B" in Student Teaching.

Application for Certification

Students who successfully fulfill all requirements for Texas teacher certification (GPA, course work, TASP/THEA Basics Skills exam, and TExES examinations, etc.) should apply for certification on the State Board for Educator Certification-Texas Education Agency (TEA) website (www.sbectea.state.tx.us). The Certification Officer will access student online applications and, upon verification of all certification requirements, will make recommendations for certification online. Students will immediately receive an email from the certifying agency verifying recommendation. Official Certificates are mailed by the state agency within six weeks. When TEA posts the certificate online, the teacher candidate can print a copy of the certificate on paper suitable for framing if they wish. The online certificate is the official credential, however.

Contact Information

UT Dallas Teacher Development Center
School of Interdisciplinary Studies
Hoblitzelle Hall 2.900
(972) 883-2730 phone
(972) 883-4330 fax
http://www.utdallas.edu/teach

UTeach Dallas
Department of Science/Mathematics Education
School of Natural Sciences and Mathematics
Founders North 3.218
972-883-6485 phone
972-883-6797 fax
http://www.utdallas.edu/uteach
## 2013 Undergraduate Catalog - Course Request Changes

**UNIV Courses - omitted from CatBook report submitted to CEP**

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Procedures Governing Periodic Performance Evaluation of Tenured Faculty - UTDPP1064

Policy Statement

Preamble

Tenure protects scholars and teachers from adverse actions by those who disagree with their findings and teachings; tenure also provides faculty with the long-term security which is vital if they are to undertake high potential, lengthy, risky research; thus, it discourages intellectual censorship and encourages the search for truth, thereby benefiting society at large. However, regular review of all faculty, including those with tenure, is fundamental to the advancement of the University. This document describes procedures for review of tenured faculty.

Nothing in this policy memorandum shall be interpreted or applied to infringe on tenure, academic freedom, due process, or other protected rights, nor to require faculty to reestablish their credentials for tenure.

Definitions

1. Faculty Categories
   1. School Faculty: School faculty are those faculty members who report to a school School Dean, including those who report through Department Heads to a school School Dean.
   2. Administrative Faculty: Administrative faculty are those faculty members who do not report, directly or indirectly, to a school School Dean.
   3. Concurrent Faculty: Concurrent faculty are those faculty members who, for part - but not all - of their assignments report, directly or indirectly to a school School Dean.

2. Duties: For the purposes of this document, duties (to the University) are activities to which a faculty member is assigned and for which the University provides infrastructure and fiscal resources. Most faculty members mentor individual students, teach organized classes or laboratories, engage in research or creative activities, and serve the University, the community, and their profession through committee assignments and elective or appointive offices. Some also engage in clinical or administrative activities. The exact ratio of these duties varies considerably from one faculty member to another. The ratio of duties can also vary over time. At the time tenure is awarded, duly appointed faculty committees and responsible administrators have determined that a faculty member has performed adequately in both teaching and research or creative activities, and has shown excellence in one of those arenas. Service expectations may change after tenure is awarded, particularly in the case of senior faculty. When a School Faculty member wants to assume a set of duties significantly different from the norm typical of his or her instructional unit, the faculty member should seek approval for such action from the school School Dean or the Dean's delegate (Department Head, when appropriate). A Dean does not have authority to approve or disapprove specific research topics, but does exercise approval authority when a faculty member proposes to engage in a set of duties which is atypical for the instructional unit. If such approval is obtained, the faculty member’s performance will be judged against the approved set of duties. Otherwise a faculty member will be judged against the duties typical for his or her instructional unit. The modified set of duties does not go into effect until the Dean notifies the faculty of the School or Department as appropriate. Concurrent and Administrative Faculty should consult with the individual(s) to whom they report in order to construct a written description of their set of
The finding must evaluate the faculty member's performance in the activities in the current set of duties and assess the faculty member's overall performance. Rule 31102, Evaluation of Tenured Faculty of the Rules and Regulations of the Board of Regents specifies four possible categories of evaluation: exceeds expectations, meets expectations, fails to meet expectations, or unsatisfactory. The meanings of these levels and the criteria for meeting them should be generally the same as in the annual reviews, as follows:

1. "Exceeds expectations." This judgment should reflect a clear and significant level of accomplishment beyond normal expectations for faculty in the discipline and unit over the period of evaluation. Normally, a judgment that performance exceeds expectations should follow from several or most of the annual reviews concluding that the faculty member's performance exceeds expectations, but it is entirely possible that a person's cumulative accomplishment over the previous period appeared more significant when taken as a whole than it did in any given year. Conversely, it is also possible that previous judgments of "exceeds expectations" in annual reviews were based on apparent promise that did not materialize.

2. "Meets expectations." In general, the judgment that a faculty member's performance meets expectations means that they are meeting the scholarly expectations entailed in their appointment and doing their share of the work of their unit and the university. As with "exceeds expectations," a judgment that a person's performance meets expectations in the discipline and unit over the period of evaluation. Normally, a judgment would normally follow from a predominance of similar judgments in their annual reviews, but it is entirely possible either that the cumulative effect of the faculty member's work is greater or less great than it appeared to be in each year separately.

3. "Fails to meet expectations." We do not expect everything we try to be a success. We do, however, expect each other to try. So indications of failure to meet expectations in scholarly productivity, could be a consistent record of failure to publish with no record of significant work in progress, no other creative productivity, and no compensating production under way. Indications of failure to meet expectations in teaching would be an exceptional level of complaints, failure to meet classes, failure to update material for classes from time to time in order to assure adequate preparation of students for the field, unfavorable peer evaluation of teaching if the unit arranges for such evaluation, or failure to carry a normal teaching load. Indications of failure to meet expectations in service would be refusal to accept appointments or failure to exercise diligence and responsibility in carrying out appointments. A judgment of failure to meet expectations may be accompanied with advice for improvements or modifications in the faculty member's performance. The finding may be accompanied by a plan for allocation of additional resources intended to enhance the faculty member's performance.

4. "Unsatisfactory performance." This judgment would indicate a failure to meet expectations and doing so in a way that reflects disregard of previous written advice or other efforts to provide correction or assistance, or that involves prima facie professional misconduct or
Finding that a person’s performance is unsatisfactory means that the tenured faculty member’s performance has been sufficiently detrimental to the University and/or its students for a sufficiently long period that consideration of charges for termination under the procedures of Rule 31008, concerning Termination for Good Cause, of the Regents’ Rules and Regulations, is a possibility. It must be supported by a written, detailed argument and data that demonstrate professional incompetence or dereliction in the traditional domains of research, service, clinical duties (where relevant), and especially teaching, or other good cause. For Concurrent and Administrative Faculty, an Adverse finding will result in the termination of the administrative assignment and the return of the faculty member to School Faculty status.

Detrimental/Unsatisfactory performance must be defined relative to the set of duties, which can vary across Departments and Schools and among individual faculty within Programs and Schools (Definitions Section, 2.). However, it must entail dereliction and/or incompetence in one or more of the faculty member’s duties. Examples may include but are not limited to: (a) a failure to meet classes, (b) a failure to engage in remedial activities to improve teaching efforts or an inability to benefit from such remedial activities, (c) a refusal to accept teaching assignments within the faculty member’s expertise, (d) a refusal to engage in research and/or creative activity which may include submission of grants or scholarly activity for publication, and (e) a failure to shoulder a reasonable share of administrative work. Failure to publish or to win external research funding, is not, in itself, proof of incompetence or dereliction in research.

Finding that a tenured faculty member’s performance is unsatisfactory means that the tenured faculty member’s performance has been sufficiently detrimental to the University and/or its students for a sufficiently long period that consideration of charges for termination under the procedures of Rule 31008, concerning Termination for Good Cause, of the Regents’ Rules and Regulations, is a possibility. The finding must be supported by a written, detailed argument and data that demonstrate professional incompetence or dereliction in the traditional domains of research, service, clinical duties (where relevant), and especially teaching, or other good cause. For Concurrent and Administrative Faculty, an Adverse finding will result in the termination of the administrative assignment and the return of the faculty member to School Faculty status.

1. The finding must evaluate the faculty member’s performance in the activities in the current set of duties and reach a conclusion based on one of two assessments by the Evaluator:
   1. Advisory: An Advisory finding may be approbative or it may offer advice for improvements or modifications in the faculty member’s performance. The finding may be accompanied by a plan for allocation of additional resources intended to enhance the faculty member’s performance.
   2. Adverse: For School Faculty, an Adverse finding is a recommendation that the tenured faculty member’s performance has been sufficiently detrimental to the University and/or its students for a sufficiently long period that consideration of charges for termination under the procedures of Rule 31008, concerning Termination for Good Cause, of the Regents’ Rules and Regulations, is a possibility. It must be supported by a written, detailed argument and data that demonstrate professional incompetence or dereliction in the traditional domains of research, service, clinical duties (where relevant), and especially teaching, or other good cause. For Concurrent and Administrative Faculty, an
Adverse finding will result in the termination of the administrative assignment and the return of the faculty member to School Faculty status.

2. The finding may recommend a set of duties to govern the next PPE period.

7. Detrimental Performance: Detrimental performance must be defined relative to the set of duties, which can vary across Departments and Schools and among individual faculty within Programs and Schools (Sec. I.B.). However, it must entail dereliction and/or incompetence in one or more of the faculty member’s duties. Examples may include but are not limited to: (a) a failure to meet classes, (b) a failure to engage in remedial activities to improve teaching efforts or an inability to benefit from such remedial activities, (c) a refusal to accept teaching assignments within the faculty member’s expertise, (d) a refusal to engage in research and/or creative activity which may include submission of grants or scholarly activity for publication, and (e) a failure to shoulder a reasonable share of administrative work. Failure to publish or to win external research funding, is not, in itself, proof of incompetence or dereliction in research.

Procedures for All Faculty

1. All faculty members are subject to annual review, in accordance with Regent’s Rule 31102. Periodic performance evaluation as described here applies only to tenured faculty. Procedures for ongoing periodic evaluation of non-tenure-track faculty are described in UTDPP 1062, General Standards and Procedures For Review of Nontenure-System Faculty.

2-2. It is expected that Deans, Department Heads, and other administrators will make use of the annual review process to identify faculty whose performance does not meet the general performance levels of their unit and to provide those individuals with advice, support, and/or warnings, as appropriate. Written evaluations used in annual reviews will be subsequently included in PPE Review Files. Countersigning or other methods shall be used to certify that the faculty member has been made aware of these evaluations.

3. This document describes procedures for Periodic Performance Evaluations for tenured faculty which are to be conducted every six years except in rare circumstances such as overlap with approved leave, promotion, review for appointment to an endowed position, or review described in the following paragraph. The existence of the PPE process does not preclude administrative action based on annual reviews or other good cause.

3-4. Administrative Faculty are to be reviewed every five years, as described in Policy UTDPP1047 Evaluation Memorandum 96-III-30-68 Faculty Involvement in the Evaluations of Academic Administrators, which review is to be concurrent with the review described in this document.

3-5. The Periodic Performance Evaluation shall include review of the faculty member’s duties such as teaching, research, service, administration, and, for faculty with clinical responsibilities, patient care.

4-6. Individual notice of intent to conduct a Periodic Performance Evaluation must be given to a tenured faculty member at least six months prior to the initiation of the Evaluation, which begins September 15 with the submission of materials by the faculty member. One month before the initiation of the Evaluation, the Evaluator who is conducting the evaluation shall notify the faculty within the School and the Speaker of the Faculty, who in turn will inform the Academic Senate membership and the President of the Student Government Association about the PPE, who is to be evaluated, and the PPE procedures.

5-7. The PPE Review File shall be constructed as follows:

1. The PPE process is intended to be an internal review of the faculty member’s performance of his/her range of duties. Solicitation of materials or evaluations from outside the University community is inappropriate, and such materials shall not be included in the PPE Review File.

2. The faculty member being evaluated shall submit to his/her Evaluator or arrange for submission of (a) a resume, including a summary statement of professional accomplishments, (b) where existing, the approved range of duties, (c) results of annual evaluations for the previous six years, where available, and (d) evaluations of teaching from students and other sources, in accordance with policy of the relevant instructional unit. The faculty member may provide copies of a statement of
professional goals, a proposed professional development plan, and any other materials the faculty member deems appropriate.

3. The Evaluator may add to the file (a) any material from the faculty member's permanent academic files which he/she deems appropriate and (b) any signed, written material which he/she deems appropriate to the PPE process.

4. In addition, the Evaluator shall add to the file any signed, written material received through relevant sources such as faculty, students, and the Student Government Association.

5. No anonymous material, except for teaching evaluations obtained in accordance with University policy, may be included in the file, and those reading the PPE Review File should identify and give no weight to hearsay material.

6. At any point in the PPE process, the faculty member being evaluated may see the PPE Review File upon reasonable notice, may copy material contained in the PPE Review File, and may supplement the file. The Evaluator must notify the faculty member under review of any material which he/she adds to the PPE File, and the faculty member is entitled to 10 working days to supplement the file with a written response.

Procedures for School Faculty

1. All evaluations must be based only on material in the PPE Review File.

2. After the end of the faculty member's response period (see Procedures for School Faculty, 6), the Dean shall make a written preliminary evaluation and shall send that evaluation to the faculty member, the relevant Department Head (if appropriate) and to the School Faculty Personnel Peer Review Committee (SPRC).

3. The Program Head (if appropriate) and SPRC shall each examine the PPE Review File, and each shall provide the faculty member under evaluation with the opportunity to discuss the PPE Review File and the preliminary evaluation. The Program Head (if appropriate) and the SPRC will subsequently provide a written response to the preliminary evaluation. The faculty member under review may also provide a response. The responses become part of the PPE Review File.

4. After receiving the responses of the faculty member under review (if any), the Department Head (if appropriate) and the SPRC, the Dean shall re-examine the PPE Review File and make a written finding no later than November 15, unless the President approves an extension.

5. The Dean's finding and the response of the SPRC must be communicated in writing to the faculty member and the Department Head (if appropriate). The faculty member will be given the opportunity to discuss the finding with the Dean and will be allowed 10 working days to respond in writing to the finding. The finding and the faculty member's written response become part of the PPE Review File. After 10 working days, the Dean shall send the PPE Review File to the Executive Vice President and Provost (Provost), who will notify the Dean and faculty member of its receipt within 10 working days.

6. If the Dean has made an Adverse finding of "unsatisfactory," the Provost shall notify the Chair of the Committee on Faculty Standing and Conduct and forward the PPE Review File to the Committee on Faculty Standing and Conduct within 10 working days.

7. The Committee on Faculty Standing and Conduct shall examine the PPE Review File and prepare a written report which addresses, at least, the following issues:

   1. Since tenure carries the expectation of continuing employment, the University bears the burden of proof in removing tenure. The report shall assess the degree to which the PPE Review File demonstrates that the tenured faculty member's performance has been sufficiently detrimental to the University and/or its students for a sufficiently long period that termination under the procedures of Rule 31008, concerning Termination for Good Cause, of the Regents' Rules and Regulations, is a possibility.

   2. In the event that the Committee on Faculty Standing and Conduct concurs with the Adverse finding of "unsatisfactory," its report shall address the advisability of an additional review period and the duration and performance expectations for such review period. The report becomes part of the PPE Review File.
8. After receipt of the report from the Committee on Faculty Standing and Conduct, the Provost shall send copies of the report to the faculty member and the Dean and allow 10 working days to receive written responses, which become part of the PPE Review File. The Provost shall review the PPE Review File and decide on one of the following options as an appropriate action:

1. Conversion of the Adverse finding of "unsatisfactory" to an Advisory finding of "meets expectations" and termination of the PPE process for the faculty member;
2. Acceptance of the Adverse finding of "unsatisfactory" and establishment of an additional review period including its duration and performance expectations;
3. Acceptance of the Adverse finding of "unsatisfactory" and recommendation to the President that charges for termination of the faculty member be initiated in accord with the Regents’ Rules and Regulations, Rule 31008 concerning Termination for Good Cause.

The Provost shall notify the Dean and the faculty member of his or her decision. The Provost may issue a preliminary assessment and provide a period for comment from the Dean and faculty member prior to making a decision.

9. If the Provost decides that an additional review period is appropriate, the faculty member’s performance during the additional review period is to be governed by an additional review period document, which should specify the faculty member’s duties, resources to be made available, and the timetable and criteria for interim and end-of-period evaluations. The construction of the extended review period document is the responsibility of the Dean who shall consult with the faculty member, the Department Head (if appropriate), the School Personnel Review Committee, and the Provost prior to issuing the document.

10. At the end of the additional review period, a review in the manner of a Periodic Performance Evaluation is to be conducted, with the faculty member having access to the same procedures and protections which would be in place for a Periodic Performance Evaluation, except that the Dean shall forward her/his assessment directly to the Provost, who must now choose either option 8.1 or option 8.3 from the Section on Procedures for School Faculty above. The Committee on Faculty Standing and Conduct does not review the file.

11. The entire PPE process is confidential. However, if the faculty member makes comment in a public forum on the results of the evaluation, then the University, through its administration, may also make public comment.

### Procedures for Concurrent and Administrative Faculty

1. Concurrent Faculty: Concurrent faculty will be evaluated every five years, in which the Periodic Performance Evaluation as described in this policy will be conducted concurrently with the Evaluation of Academic Administrators as described in UTDPP 1047. The Evaluators of a Concurrent Faculty member shall make separate findings in their evaluations of the duties arising from the faculty member’s School Faculty and Administrative Faculty roles. The procedures in the Section on Procedures for School Faculty Section III of this document shall govern the PPE process in so far as the School Faculty role is evaluated. The procedures in this section on Procedures for Concurrent and Administrative Faculty, Section IV.B, shall govern the PPE process in so far as the Administrative role is evaluated, except that a Concurrent Faculty member for whom the School Faculty finding is that their work meets or exceeds expectations Advisory shall not be subjected to the PPE process until the normal six year review cycle if they do not continue with their administrative responsibilities.

2. Administrative Faculty: Administrative faculty will be evaluated every five years, in which the Periodic Performance Evaluation as described in this policy will be conducted concurrently with the Evaluation of Academic Administrators as described in UTDPP 1047. The Evaluators of an Administrative Faculty member must prepare a written evaluation of the faculty member, provide a copy to the faculty member, provide the opportunity for the faculty member to discuss the evaluation with him/her, and provide the faculty member with the opportunity to place a written statement in the PPE Review File. An Adverse finding of "fails to meet
expecations” or “unsatisfactory” by the Evaluator will result in the termination of the
administrative appointment and the return of the faculty member to School Faculty status.
Such faculty must be reviewed under the School Faculty provisions of this document in the
first review cycle after three full academic years have passed since their return to School
Faculty status.

Uses of the Evaluations

1. The periodic performance evaluation is not intended to supplant the use of ad hoc
committees to consider faculty
members for promotion or appointment to chaired professorships, or the procedures for termination of tenured faculty
with due process guarantees as required by the Regents Rules and Regulations Rule 31008. It should not require either
the level of documentation required for an ad hoc committee or the intensity of scrutiny. The evaluation may, however,
include a recommendation that such a committee be formed for further consideration, depending on the judgment
reached. Possible recommendations for the four levels of evaluation are as follow:

2. An evaluation that a faculty member’s performance exceeds expectations may warrant consideration of possible forms
of exceptional recognition. For an Associate Professor, it may suggest accelerated consider for promotion to Professor.
For a Professor, it may warrant asking if compensation is consistent with the level of accomplishment and recognition,
or a change of work assignments to a position with greater responsibility recognition.

3. An evaluation that a faculty member’s performance meets expectations generally should imply that present duties and
recognition are appropriate.

4. An evaluation that a faculty member’s performance fails to meet explanation may be accompanied by advice to the
faculty member, as noted, or a recommendation for administrative action such as development of a specific plan for
providing remediation or an adjustment of duties.

5. If a faculty member with an administrative or a concurrent appointment fails to meet expectations, the evaluation may
appropriately include recommendations for changes to their administrative duties.

6. An evaluation of “unsatisfactory” may be accompanied by a recommendation for further administrative action or
proceedings leading to possible termination.

Review of PPE Process

The President is to review the results of each year’s Periodic Performance Evaluations with equal or
above rank faculty of the Academic Council. In this review, the President shall present the results
without identification of individual faculty members. If, however, a faculty member has made public
comment about the results of his/her PPE, the President may discuss that individual’s case with the
Academic Council. The Academic Council is to prepare and present to the Academic Senate, the CAO,
and the President a report, in which the faculty reviewed are not identified, which contains
recommendations about the Periodic Performance Evaluation process.

Phase-In

1. Faculty tenured before the 1992-93 academic year will be assigned the years 1998, 1999,
2000, 2001, 2002, and 2003 for their initial Periodic Performance Evaluation by lot, with
approximately 20% of such faculty to be reviewed each year.

2. A faculty member appointed with or promoted to the rank of Associate Professor or Professor
after the 1992-93 academic year shall be reviewed every six years after his/her appointment
or promotion.
Non-Interference with Rights

The adoption of the Procedures for Periodic Performance Evaluation by The University of Texas At Dallas Academic Senate shall not be interpreted or applied to infringe on tenure, academic freedom, due process, or other protected rights.

Evaluations of faculty under this policy may be appealed through the Faculty Grievance Procedure described in UTDPP1050.

Peer-Review Committees

1. The School Peer Review Committee (SPRC) is appointed by the Dean in accordance with an election by secret ballot with a nominations procedure decided by the School and restricted to the tenured faculty in the School. The SPRC is not identical to and may be a different committee than the Faculty Personnel Review Committee as described in Policy Memorandum 75-III.22-3 (which deals with promotion, reappointment, and tenure), though some or all of the members of the SPRC may be members of the Faculty Personnel Review Committee. But in all cases, the SPRC will be an elected body.

2. The Committee on Faculty Standing and Conduct is appointed by the President from nominations submitted by the Committee on Committees and confirmed by the Academic Senate (UTDPP1027, Committee on Faculty Standing and Conduct Handbook of Operating Procedures, Title III, Chapter 21 Faculty Governance, IV.A.1.b and IV.B.1.e.(5)).

Policy History

- Issued: October 3, 1997
- Revised: May 13, 1999
- Editorial Amendments: September 1, 2000
- Editorial Amendments: March 21, 2006

Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdpp1064
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1064
- Link to printable version: http://policy.utdallas.edu/print/utdpp1064
Preface

The purpose of these bylaws is to assure clear, transparent, and appropriate faculty and administrative processes for carrying out the major recurrent activities in each of the several schools of the university.

This is a template, not a rigid prescription. Uniformity is desirable because it can assure that the same general principles are being applied in the same way, but it should not come at the cost of recognizing real differences in the situations our several schools are responding to.

Bylaws should be clear, concise, and constructive. They should be process oriented rather than legalistic, representing a joint effort on the part of administration and faculty to arrive at mutually satisfactory ways to discuss and resolve common problems.

In general, academic tradition and Regents’ rules assign primary responsibility for the curriculum and curricular and related policy to the faculty. They assign responsibility for safeguarding the fiscal and property interests of the university, as well as assuring conformance to law, to the administration. At the University level, this division is represented by the rules and policies establishing the distinction between the faculty governance organization and the administration. The bylaws should indicate how this division of responsibility is worked out at the school and department levels.
At the University of Texas at Dallas, the primary administrative unit is the school. The chief academic officer in a school is the dean. Each dean appoints an associate dean for undergraduate studies and an associate dean for graduate studies. Deans are appointed by the President and report to the Provost; all the deans together make up the Council of Deans.

In Texas generally, by Coordinating Board convention, the degree granting unit of the university is the program. Faculty must therefore be assigned to programs to carry out their teaching obligations. Every program must be assigned to at least one school for administrative purposes. Most programs are assigned to only one school. Programs may utilize courses taught by faculty from several schools. It is not necessary as a matter of university policy that such faculty have joint appointments for purposes of administration and remuneration. UTDallas has always sought to encourage interdisciplinary cooperation in program design, content, and implementation.

All of the faculty members assigned to the programs of a school make up the faculty of the school. The faculty of the school collectively are responsible for academic policy in the school as a whole, and for exercising oversight over the individual programs. University policy requires schools establish faculty committees for some of these purposes. Schools may develop additional committees or bodies on their own. The school bylaws are the primary document for describing what bodies will be responsible for such oversight, and how it is to be carried out.

Faculty research can be organized individually or through centers or institutes. If a center is attached to a school and receives any portion of its funding through the school, it, too, should be described in the school bylaws.

School bylaws must be drafted by a committee of faculty of the school elected by the faculty of the school by secret ballot. Before adoption they must be available for consideration by all the faculty of the school. To be adopted, they must be approved by at least a majority of the faculty of the school in an open meeting with full notice and debate. A larger majority in favor is preferable. The stronger the consensus in support of the bylaws the better. The bylaws cannot be written by the administration and simply discussed with some of the faculty. They must also be approved by the administration of the school.

According to the amended Handbook of Operating Procedures, after they are approved by the school the Bylaws are to be approved by the Senate and the President. In reporting bylaw amendments to the Senate for approval, schools should describe the vote they received in the school.

The general elements that school bylaws should contain or should address are:

**PREAMBLE**

The Preamble should name the school, the programs, the centers, and any other such features of the school organization that will be described in the bylaws. If there is an overall strategy that the school has agreed on in arriving at its policies and providing oversight to its operations, this
could be usefully mentioned or described. For example, will the school rely heavily on meetings of the entire faculty, or will it delegate major functions to groupings of programs? If the latter, what the groupings should be named here, and included in the body of the description. For the School of Natural Sciences and Mathematics, the Departments should be named and the programs that each is responsible for. The preamble should also indicate whether there are features or aims in the school mission statement that should be referred to in its internal procedures.

**FACULTY**

**VOTING FACULTY**

The voting faculty of the school should be defined in the same way as the voting faculty of the university. These are described in The Handbook of Operating Procedures, Chapter 21, Section I B as follows:

Voting members of the General Faculty shall consist of the following:

1. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Regental Professor, Professor, Associate Professor, or Assistant Professor.
2. Faculty appointed to The University of Texas at Dallas who hold the rank of Instructor and who hold appointments of half-time or more.

The members of the voting faculty of the school may accord voting rights to members of the General Faculty in the school on matters other than personnel actions for tenure-track faculty.

Since in principle all faculty meetings except those involving personnel decisions are open meetings, non-voting members of the general faculty must be able to attend meetings. Bylaws should say whether they have privilege of the floor. In the absence of a specification, it should be assumed that they do have the privilege, since they would have it in a meeting of the Academic Senate.

The method of assigning faculty to programs should be described. This need not be overly formal. Self-selection and consensus are possible, as is assignment by the Dean. Catalogs list faculty associated with programs; this should describe how those associations are created. If there is a distinction between faculty assigned to programs and voting faculty in the programs, this should be described.

If there are groupings of programs that faculty are assigned to over and above their associations with programs, this should be described.

If faculty are assigned to or associated with centers or institutes that are funded as part of the school activities, the method of making this assignment should be described. If there is a difference between faculty in programs and voting faculty in programs, this should be described.
A method for resolving disputes regarding the assignment of faculty to programs, program groupings, or centers, should be described. Again, this need not be overly formal. For example, the method could be “Disputes regarding the assignment of faculty to programs will be resolved by the faculty of the school in a meeting, by majority vote.”

**MEETINGS AND VOTING OF THE SCHOOL FACULTY.**

Bylaws should provide for two kinds of meetings: regular meetings and caucus meetings.

**Regular meetings:**

The bylaws should require at least two regular meetings per year on a fixed schedule. One meeting should be early in the fall term, the second near the end of the spring term.

If only two regular meetings are regularly scheduled, provision must be made for calling additional meetings if faculty request them.

Regular meetings should be chaired by the Dean or the Dean’s Designee.

The quorum must be specified. In the absence of a different specification, a quorum is a majority of the voting faculty who are in residence that term.

Actions for which a vote of the full faculty is required.

Where minutes will be kept and how they will be made available.

Minimum notice for a meeting and for agenda items. Procedure for accepting agenda items proposed during the meeting, that were not on published agenda (such as by majority vote, or two-thirds).

There should be a simple procedure for a small number of faculty to call a caucus meeting of the faculty without the dean. Requirements for notice and for an agenda should not be the same as for a meeting called by the dean. Such a meeting may be provided as a regular occurrence. It should also be provided for if the dean fails to call either a regularly scheduled meeting or a meeting that faculty request.

Bylaws should say who has privilege of the floor and who can vote. They should say whether proxy votes are allowed or not, and if they are allowed should prescribe the situations in which they can be used and the manner of their submission. In general, proxies should be discouraged and the bylaws should to everything possible to encourage all faculty to participate in faculty deliberations.
Major decisions should be confined to meetings held in a period that corresponds to the nine month terms for which most faculty are appointed.

Caucus Meetings.
Bylaws should provide for caucus meetings of the faculty without the dean being present. Rules for the caucus may also exclude associate deans. If there are departments, bylaws should provide for caucus meetings of the department faculty without the department chair being present. Caucus meetings cannot make policies for the school that require assent of the dean. Caucus meetings can formulate positions to be considered with the dean at regular meetings.

CONDUCT OF BUSINESS.
There should be a statement that the school follows Roberts Rules of Order unless otherwise provided in the bylaws. Examples of exceptions could include a procedure for the use of email ballots, or alternative requirements for a quorum.

ADMINISTRATIVE OFFICES

DEAN. The duties and responsibilities of the Dean with regard to academic policy should be indicated. In general, the Dean is the person clearly responsible for the finances and physical resources of the school, representing the school to the Provost and President. The faculty, not the dean, has primary responsibility and the primary voice in setting academic policy in a strict sense, meaning setting intellectual standards and goals, setting the curriculum and standards for student evaluation, setting standards for and implementing peer review, and setting policies to support research.

The section on the Dean should address, explicitly or implicitly, the way the balance between these two sets of responsibilities is maintained, respecting the integrity of each. The general duties of the Dean with regard to financial and other administrative policies should be indicated. Although it is understood at UTD that the Dean serves at the pleasure of the President, and processes for selecting Deans are set by university and not school policy, there is no harm saying this. The common practice at UTD has been that the deans appoint the members of the school faculty committees. These appointive powers and the procedures for appointment should be indicated—who is appointed and by what process.

Here or elsewhere, the role of the Dean in hiring should be described, distinguishing the positions that should be filled with faculty consultation and involvement from to positions that the Dean can fill at his/her discretion.

ASSOCIATE DEAN FOR UNDERGRADUATE EDUCATION. Having evolved from the College Masters, these now have clearly defined roles in coordinating the undergraduate program, preparing catalog copy, and communicating with the scheduling office on course
scheduling. These responsibilities should be delineated. In addition, the bylaws should specify how they are appointed (for example by the Dean or by the Dean with approval or confirmation of the faculty) qualifications, powers and duties. For example, must they be tenured? A persistent weak spot in the administration of our undergraduate programs has been supervision of lecturers. Is this officer responsible? (If not, someone else should be).

ASSOCIATE OR ASSISTANT DEAN FOR GRADUATE EDUCATION. Parallel to the Masters, in most schools these have established roles in coordinating the graduate programs, preparing catalog copy, and communicating with the scheduling office on course scheduling. If the current proposal for the Graduate Council is adopted, they will be ex officio members of that Council. Where these functions have devolved on programs, as in NS&M, the relation of the Associate Dean for Graduate Studies for graduate studies to whoever does it in the programs should be indicated. Does the Associate Dean for Graduate Education have no responsibility at all (does copy go right from programs to the Dean?) or is there some limited responsibility?

The bylaws should specify how the Associate Dean for Graduate Education is appointed (for example by the Dean or by the Dean with approval or confirmation of the faculty), their qualifications (tenured only?), powers and duties. Is the Associate Dean for Graduate Education responsible for assigning TAs? Is the Associate Dean for Graduate Education responsible for hiring and supervising lecturers? (If not, the bylaws should somewhere else say who is.) What is the role of the Associate Dean for Graduate Education in setting up ad hoc committees for dissertations?

The previous Senate guidelines did not require school executive committees. We will now require an executive committee, elected by the voting faculty of the school. The minimum size of such an executive committee should be seven. For schools with more than seventy faculty members, the minimum size should be not less than one member for every ten voting faculty or part thereof. There should also be at least one undergraduate and one graduate student member, to be selected by the respective bodies of students of the school by a method specified in the school bylaws. Or these guidelines could specify. If the method is the same as that used to elect the Council, the result should be as in the Council—generally well-balanced representation from the major constituencies as the faculty sees them. Schools may decide not to elect members at large; they could also be elected from specified subdivisions of the school faculty.

Faculty eligible for election to the Executive Committee shall not include the Dean, Associate Deans, Assistant Deans, or department Chairs.

The Executive Committee should meet with the dean regularly. Their scope of concern shall include but not be limited to the school budget and all actions implementing the budgets and personnel matters. Non-tenure system faculty, if permitted under the school bylaws, shall not vote on personnel matters involving tenure system faculty. Student members shall not vote on personnel matters involving faculty.

Personnel matters to be considered at faculty meetings include authorization of searches to create new faculty positions or fill vacant faculty positions. Searches must be approved by the Executive Committee in a meeting of record. School bylaws may specify whether searches may
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require approval of the voting faculty of the entire school either instead of or in addition to approval by the Executive Committee.

While members of the Executive Committee may properly expect details of their views on delicate matters to be held confidential within the committee, the actions of the committee recorded in minutes should be readily available to the faculty as a whole.

PROGRAM HEAD. Program heads are appointed by the school dean. Bylaws should provide for a the program faculty to have a very strong voice in this appointment, such as a vote by the program faculty amounting to an election subject to the Dean’s approval.

DEPARTMENT AND DEPARTMENT HEADS OR CHAIRS. At present, only the School of Natural Sciences and Mathematics and the School of Engineering and Computer Science have departments. The chief administrative officer of a department is a Head or Chair. Departments are usually responsible for one or more academic programs.

The Chair position may also be a program head position for one or more programs, or the program head or heads may be separate.

Departments normally have an annual budget that includes faculty salaries. Chairs may have responsibilities in hiring. Chairs may also have responsibility for preparing annual review assessments and for preparing evaluations of faculty in the Period Performance Evaluations. They may also have responsibilities in setting course schedules, room assignments, and the like. A department should have an Executive Committee unless there are so few faculty that it is more efficient to have the entire faculty meet regularly with the Chair.

In schools with departments, bylaws should specify the term of appointment of the chair and whether it shall be renewable. The default recommendation is a term of five years, renewable. Bylaws will also provide a procedure by which the department faculty will indicate, by a recorded vote in a meeting of record, whether they wish the position of chair to be filled from among the present faculty, or whether they recommend an open search. Chairs appointed on the basis of an internal search may appointed by the dean. School bylaws may specify a procedure by which the appointment may be subject to a vote by the school faculty, such as whether to approve, reject, or register “no objection.” Chairs appointed on the basis of an open search will be subject to the usual review process for faculty appointments and appointed by the President on recommendation of the Provost and Dean in the usual manner.

Departmental bylaws are probably better kept separately from school bylaws, but if schools have departments the school bylaws should indicate in general what part of school functions are delegated to departments and whether the departments have further bylaws of their own.

COMPENSATION FOR DEPARTMENT CHAIRS AND PROGRAM HEADS. If faculty in a school are provided compensation for service as Department Chair or Program Head, it should be in accordance with a policy approved by the School Faculty. The Bylaws should indicate whether this is done.
OTHER ADMINISTRATIVE ORGANIZATIONS WITHIN THE SCHOOL. In some schools we have groupings of programs that are not departments in the sense that they do not have budgetary autonomy and the main fiscal responsibilities of the school dean are not delegated to the faculty member who represents or heads these units. We have no established term for this kind of organization. Henceforth, bylaws should use either the term “program group” or “program area.” The faculty member designated to represent or coordinate them should be designated “program group coordinator or “area coordinator.” The choice between the two terms should be based on which provides the more accurate description. If they are in fact a grouping of programs, brought together because their courses or other activities are related or in order to share common resources, such as a secretary, they should be described as a program group. If they are rather a set of faculty brought together around a common interest that cross-cuts several programs, the idea of a “program area” and “area coordinator” is more appropriate. If they are significant in the teaching program of the school, the bylaws should describe such groups and the responsibility delegated to them.

CENTERS AND INSTITUTES. Our present Policy on University Research Units and Organized Research Units - UTDPP1010 assumes that centers or institutes are groupings of faculty concerned with common or interrelated research problems and are in principle independent of schools. Originally, they were conceived of as self-funding. As we have evolved, we have developed important centers with other kinds of functions and other kinds of funding. If a school has centers as an integral part of its functioning, and if faculty positions in the center are part of normal faculty assignments over which Deans, Associate Deans, or Department Heads have authority, their governance arrangements should also be included in the school bylaws. This should, again, indicate the arrangements for shared governance—are there faculty bodies to work with the directors and how are they constituted?

EVALUATION OF ADMINISTRATORS. Bylaws should note that Deans, Associate Deans, Department Chairs, and Program Heads are subject to upward evaluation under the UTD policy on Evaluation of Academic Administrators - UTDPP1047.

STANDING COMMITTEES

EXECUTIVE COMMITTEE. Each school will have an executive committee, elected by the voting faculty of the school. The minimum size of such an executive committee should be seven. For schools with more than seventy faculty members, the minimum size should be not less than one member for every ten voting faculty or part thereof. There should also be at least one undergraduate and one graduate student member, to be selected by the respective bodies of students of the school by a method specified in the school bylaws. Or these guidelines could specify. If the method is the same as that used to elect the Academic Council, the result should be as in the Council—generally well-balanced representation from the major constituencies as the faculty sees them. Schools may decide not to elect members at large; they could also be elected from specified subdivisions of the school faculty.
Faculty eligible for election to the Executive Committee shall not include the Dean, Associate Deans, Assistant Deans, or department Chairs. Since program chairs may be appointed by deans, school faculties should consider whether program chairs should or should not be eligible.

The Executive Committee should meet with the dean regularly. Their scope of concern shall include but not be limited to the school budget and all actions implementing the budgets and personnel matters. Non-tenure system faculty, if permitted under the school bylaws, shall not vote on personnel matters involving tenure system faculty. Student members shall not vote on personnel matters involving faculty.

Personnel matters to be considered at faculty meetings include authorization of searches to create new faculty positions or fill vacant faculty positions. Searches must be approved by the Executive Committee in a meeting of record. School bylaws may specify whether searches may require approval of the voting faculty of the entire school either instead of or in addition to approval by the Executive Committee.

While members of the Executive Committee may properly expect details of their views on delicate matters to be held confidential within the committee, the actions of the committee recorded in minutes should be readily available to the faculty as a whole.

**FACULTY PERSONNEL REVIEW COMMITTEE.** This is a standing committee in each school mandated by U T Dallas Policy Memorandum 75-III. 22-3. This committee will now also carry out the functions of the Periodic Performance Evaluation Committee. (School Peer Review Committee) as mandated by U T Dallas POLICY MEMORANDUM 97-III.22-79. This is an elected committee. The policy describes the general method of election. Bylaws may add further specifications, such as exactly how the election is to be carried out, who is to be eligible, the way their meetings are to be conducted, and their terms. For example, in a school like ECS it might be advisable to specify the representation by discipline.

**COMMITTEE ON EFFECTIVE TEACHING.** A school Committee on Effective Teaching is mandated by POLICY MEMORANDUM 96-III.21-70, which requires in part:

A. A teaching evaluation procedure developed and administered by an independent faculty committee.

B. Written objective standards for evaluating teaching performance. These standards must include student course evaluations, teaching load contributions, diversity of courses covered, course development and administration, and factors such as thesis and dissertation supervision.

C. Procedures for periodic collection of reliable and verifiable information related to teaching performance including periodic classroom visits by designated faculty to gather direct observation information that supplements information taken from sources such as course syllabi and student course evaluations.
D. Some mechanism for faculty to comment on their evaluations and provide information they feel is pertinent to the teaching evaluation process.

Although the policy memorandum does not specifically say that such committees should be elected, “independent” was clearly meant to mean independent of the Dean, so election is at least strongly suggested. In any case, the bylaws should specify how the membership is constituted, the terms, how they report their results and to whom, and how their procedures are established, whether by the committee, the school, or both in some combined process.

COMMITTEE FOR UNDERGRADUATE STUDIES. In general, the bylaws should indicate the process by which the undergraduate program is developed and implemented, specifically describing who is responsible for planning, preparation of catalog copy, and scheduling courses. If this is done by an undergraduate program committee, then the bylaws should specify the who the members are, how they are appointed or selected (for example, appointed by Dean, or appointed by Dean upon nomination by faculty in the school or disciplines, or appointed by Dean and confirmed by faculty), their terms, their duties in relation to these functions, and the conduct of the meetings (eg: chaired by Associate Dean for Undergraduate Education?, some number per term?).

If there is no school committee, then the bylaws should indicate what does the work instead. If, as in NS&M, it is done in the departments, the details can be in the department bylaws, but the way it works and is brought together at the school level should be in the school bylaws.

COMMITTEE FOR GRADUATE STUDIES. In general, the bylaws should indicate the process by which the graduate program is developed and implemented, specifically describing who is responsible for planning, preparation of catalog copy, and scheduling courses. If this is done by an graduate program committee, then the bylaws should specify who the members are, how they are appointed or selected (for example, appointed by Dean, or appointed by Dean upon nomination by faculty in the school or disciplines, or appointed by Dean and confirmed by faculty), their terms, their duties in relation to these functions, and the conduct of the meetings (eg: chaired by Associate Dean for Graduate Education?, some number per term?).

Does the Committee on Graduate Education have a role in setting up dissertation committees? Does it have a role in evaluating or assigning TAs?

If there is no school committee, then the bylaws should indicate what body has this responsibility instead. If, as in NS&M, it is done in the departments, the details can be in the department bylaws, but the way it works and is brought together at the school level should be in the school bylaws.

OTHER COMMITTEES. Each school has a library representative and most have a library committee. As of a couple of years ago, the relations between these were coordinated and now the library representative should also be the chair or at least a member of the library
committee if there is a library committee. The bylaws should describe whatever the arrangement is, again giving mode of appointment, powers, duties, and term of office. A & H has a development committee to assist in fundraising, which other schools might want to consider emulating, and a nominating committee analogous the Senate Committee on Committees that nominates faculty for appointment by the Dean to the various committee positions. While the University Cleanroom Committee is not a school committee, because of its importance the ECS and NS&M bylaws might want to notice it. As with the listed committees, bylaws in general should say what the committee is, what its membership is, what the qualifications for membership are, what the method of appointment or election is, and what the term of office is.

The bylaws may provide for individual program committees associated with the various degree programs in the schools or combinations thereof, or they may provide a general pattern for all program committees. In either case, however, there should be clear provisions for who is to be on such committees, how disputes about who is to be on them are to be resolved, who chairs them, and what their relation is to the school committees.

For committees of a temporary nature, the bylaws should provide a way to form them, establish their operating rules, and dissolve them.

**KEY ADMINISTRATIVE PROCESSES.**

**BUDGET REVIEW AND ENDORSEMENT.** The dean should present a prospective budget to the faculty at the beginning of each budget cycle. It should be discussed; and the faculty should indicate whether it agrees or disagrees by majority vote. The faculty vote shall be forwarded to the Provost with the Budget. The School bylaws should specify whether this presentation is to be made to the entire faculty of the school or only the Executive Committee. Whether or not the entire school faculty votes to approve the budget, the entire faculty should be advised of the budget.

The budget presentation should include at a minimum all faculty positions assigned to programs within the school, all arrangements made or proposed for faculty to teach less than the require minimal teaching load, all plans for hiring, all provisions for permanent and temporary staff, funds for part time teachers, and funds student support.

Bylaws should specify the conditions under which a dean may act on a budget that the faculty has not approved.

Adjustments to the budget after initial approval should be discussed with the Executive Committee; school bylaws may specify the conditions under which Executive Committee approval is required (If this cannot be done in the bylaws it should be in a university policy).

At the end of each spring term, the dean should report what was actually done under the approved budget, and the faculty should again vote its assessment and recommendations for
the year to follow. Bylaws should specify whether these recommendations should be made by the Executive Committee or the full school faculty.

APPOINTMENTS OF TENURE SYSTEM FACULTY.

All appointments of tenure system faculty in the University of Texas at Dallas shall be made in accordance with the General Standards and Procedures: Initial Appointments to the Ranks of Instructor, Assistant Professor, Associate Professor, and Professor - UTDPP1057. Appointments to named chairs and appointments under the U T STARS program are not exceptions. A chaired professor is still a professor. They should go through the same approval process within the school as any other tenured appointment (assuming that it would be a tenured appointment).

Search committees should be made up of faculty at or above the rank of the position to be filled.

Ordinary searches. School bylaws should provide for faculty involvement in making up appropriate ad hoc committees for approved hires. Composition of such committees should require approval by either the Executive Committee or the full school faculty. If approval is to be by the full school faculty, bylaws should specify how the necessary meeting is to be called.

Opportunity Searches. The bylaws should provide for faculty involvement in making up appropriate ad hoc committees for opportunity hires that become possible but were not included in the approved budget. The default rule is that composition of ad hoc committees requires approval by the Executive Committee. School bylaws may require approval by the full school faculty instead.

The dean is not authorized to hire tenure track faculty for positions that the faculty has not approved. This includes hiring to named chairs.

APPOINTMENTS OF NON-TENURE-SYSTEM FACULTY.

Bylaws should specify the approval process for hiring and reappointing non-tenure track faculty. This should include consultation with, or a recommendation from, the program faculty or program head.

Responsibility should be assigned for hiring part time faculty, adjunct or associate faculty, and for making non-tenure-track special appointments. There should also be provisions for the evaluation and dismissal of part time faculty, since these are not covered in the general University policies on promotion and tenure. Who has to find a remedy if a lecturer fails to show up in the middle of a semester? For example, will this kind of responsibility fall mainly on a program head, department head, or dean? What will be the role of the Executive Committee?
Criteria for tenure and promotion and tenure. University policy requires that faculty of the several schools develop their own supplementary guidelines to implement the general university criteria for promotion and tenure. The policy does not say what body represents “the faculty” for this purpose but it assumes that policies for the school will be made by the faculty of the school. This means that they should be approved by the faculty of the school as a whole, in assembly.

CREATING NEW DEGREE PROGRAMS. School faculty should vote to approve new degree programs in the school. Bylaws should provide the procedure.

If there are departments, department faculty should vote to approve new degree programs in the department.

If the program involves faculty or disciplines from several departments, school bylaws should provide for votes in all the concerned departments.

Results of the votes should be reported to the Senate in requests for Senate approval of the new programs.

CLOSING EXISTING DEGREE PROGRAMS. Combining or eliminating degree programs and transferring their faculty to other programs in the school should require votes by the program faculty and school faculty. Voting procedures should be specified. Votes in programs should be taken before votes in departments (if any) or schools. Votes in programs should be made available to department faculty (if any) before they vote; results of the vote in programs and departments should be made available to school faculty before they vote.

Elimination of programs that would result in termination of tenured faculty requires conformance to Regents Rule 31003; Section 2, Elimination of Academic Positions of Programs: Elimination for Academic Reasons as implemented in the UTD Academic Program Abandonment Policy - UTDPP1000.

PREPARING CATALOG COPY. The university process for approving catalog copy assumes that the information originates in programs. Material for the undergraduate catalog is collected by the Associate Dean for Undergraduate Education and forwarded to the Dean of Undergraduate Studies. Material for the graduate catalog is coordinated by the Associate Dean for Graduate Education and forwarded to the Graduate Council and Dean of Graduate Studies. If there is any lack of clarity regarding these processes in the school, they should be removed by the bylaws. There should be a clear assignment of responsibility for preparing catalog copy, delineating the obligations of the programs, departments, and associate deans and dean.

PREPARING COURSE SCHEDULES. There should be a clear assignment of responsibility for scheduling classes: what is done by programs, departments (if any) and associate deans of the school. This should include a schedule of deadlines as an appendix.
ROOM ASSIGNMENTS. There should be clear designation of which officer to go to for problems with room assignments for classes, or if this is too variable to include in bylaws, the bylaws should clearly say who should indicate who this person will be for any given term.

Provisions for amending the bylaws.

All bylaws should include a provision for amending the bylaws. Requirements now vary. We might discuss whether there should be a uniform rule across the university, such as 2/3 of the voting faculty in residence.
Proposed policy

Faculty Personnel Review Committee

Each School in the University of Texas at Dallas with more than four tenure-track faculty shall establish a Faculty Personnel Review Committee. The overall responsibility of the Committee is to assure that the university personnel review policies, with the additional qualifications of those policies approved by the school faculty, are applied to all faculty in the school fairly and equitably. Within this overall responsibility, the Committee has specific duties in relation to annual reviews, the promotion and tenure process, and periodic performance evaluations.

Membership

Faculty Personnel Review Committees are chaired by the dean of the school and must include at least five tenured faculty members from the School elected by the school faculty. Election will be by secret ballot, with plurality voting. The bylaws of the school may allow one additional member to be appointed by the Dean to assure balance. Service on the Personnel Review Committee should rotate among the tenured faculty on a staggered annual cycle with no member’s term to exceed two years. Only tenured faculty may serve on this committee, and recommendations regarding tenured Associate Professors and Professors may be made only by tenured Professors. A majority of the members should be of the rank of full professor.

Responsibilities

University review define three main processes for faculty review: 1. Annual reviews for all faculty, including non-tenure track faculty, 2. Peer review processes for tenure-track faculty for retention, promotion, and tenure, and 3. Periodic Performance Evaluation for tenured faculty. The specific responsibilities of the committee and the relevant policies in each case are:

1. Annual reviews.

The Committee does not conduct annual reviews of faculty and has no required duties in the process, but since it must use the annual reviews in its two other required tasks, it should concern itself with the quality and evident fairness of the reports. If it finds problems, these should be reported to the school Dean and faculty.

2. Retention, promotion, and tenure.
All tenure-system faculty members will have their previous year’s work reviewed annually by the Faculty Personnel Review Committee. For this purpose, the faculty member’s record will include, but need not be limited to, the documents in the annual review of faculty, before the Dean of the School has made his or her preliminary assessment. The Committee will also have access to annual reviews for previous years. This annual review will lead to one of three recommendations:

1. In the case of faculty in their first or second year of service, to not reappoint the faculty member.

2. To retain the faculty member for another year without further review, or

3. To recommend that an ad hoc committee be composed for renewal of a non-tenured appointment (normally in the third year of service as an Assistant Professor) or for consideration for tenure or promotion as required under the General Standards and Procedures: Faculty Promotion, Reappointment, and Tenure (UTDPP1077).

These recommendations will be communicated by the Dean to the Provost according to the schedule.

A faculty member may request an ad hoc committee review even if the School’s initial decision is not to initiate such a review. Such requests will be submitted to the Dean of the School for recommendation to the Provost.


The committee also serves as the School Peer Review Committee as required by the Procedures Governing Periodic Performance Evaluation of Tenured Faculty (UTDPP1064), and the General Standards and Procedures for Review of Nontenure-System Faculty - UTDPP1062. Generally, the Committee is to review the preliminary evaluation prepared by the dean and provide its own written recommendation in response, which the dean is to take into account in preparing his final evaluation. Both the dean’s recommendation and that of the Committee will be forwarded to the Provost.

Recommendations regarding tenured Associate Professors may be made only by tenured Professors.

Additional Responsibilities

A Faculty Personnel Review Committee may be charged with additional responsibilities under other university policies or by school bylaws.
NOTE: If this approved, the current section on the Faculty Personnel Review Committee in General Standards and Procedures: Faculty Promotion, Reappointment, and Tenure should be replaced by the following:

Recommendations for establishing ad hoc committees to consider faculty for retention, promotion, or tenure, will normally originate with dean of the school and the Faculty Personnel Review Committee, as described in the policy establishing Faculty Personnel Review Committees and as implemented in school bylaws.
General Standards and Procedures: Faculty Promotion, Reappointment, and Tenure - UTDPP1077

Policy Charge

Promotion and Tenure

Policy Statement

Preamble

The standards and procedures for faculty review set forth herein are designed to promote and maintain excellence in the quality of the faculty at The University of Texas at Dallas and apply only to non-visiting faculty holding the ranks of Instructor, Assistant Professor, Associate Professor or Professor.

The faculty is charged through the ad hoc committees and the Committee on Qualifications of Academic Personnel (CQ) with the evaluation of the academic qualifications of faculty members who are under consideration for reappointment, promotion, or tenure. The President, acting on advice from the faculty and other factors such as University needs and budgetary limitations, is responsible to the Chancellor and to the Board of Regents for final decisions on recommendations for promotion, reappointment, and tenure.

Standards

The University recognizes three categories of standards of performance in matters of promotion, reappointment and tenure. They are (a) creative productivity and professional achievement; (b) teaching effectiveness; and (c) University citizenship, that amorphous blend of willingness to participate actively as citizens in the life of the University and as collegial representatives of the University in extramural settings. Faculty in the tenure track are expected to perform well in each arena, and they are expected to demonstrate excellence as teachers, as creative professionals, or both.

The University of Texas at Dallas is an institution where strong graduate programs thrive in concert with excellence in undergraduate instruction. The University intends to promote quality scholarship and artistic achievements as well as effective teaching. A salutary climate for graduate and undergraduate instruction is promoted by the excitement of original investigation and exploration, whether this be scholarly or artistic. All members of the UTD faculty are
expected to perform well in categories (a), (b), and (c) and to demonstrate excellence in at least (a) or (b).

Creative Productivity and Professional Achievement

Evidence of research and of scholarly or creative achievements should include publication in peer-reviewed journals; monographs which contribute to advancing knowledge or its utilization in the resolution of societal problems; development of widely adopted clinical or educational techniques which advance the quality of life; presentations at professional gatherings; and visual and other artistic contributions in regional and national exhibitions.

It is the responsibility of the Dean and faculty of each School to provide guidelines for peer review that articulate the substance of the standards concerning creative productivity and professional achievement expected of a faculty member. The standards should define the philosophy and objectives of the various academic programs. These guidelines should be made available to all faculty in each School, and a copy should accompany the file of a candidate under review through all the stages of review.* (*Guidelines are attached.)

School Guidelines are intended to supplement and not substitute for the standards detailed for Creative Productivity and Professional Achievement. Accordingly, the guidelines should be applied in concert with the standards, and should not be misunderstood as superseding the standards in any way.

Teaching

Because of the difficulties in measuring teaching effectiveness, it is extremely important that ad hoc committees seek a variety of ways to evaluate an individual's teaching. Teaching effectiveness is not to be measured solely in terms of teaching in organized courses. The willingness and ability to supervise Independent Studies and direct graduate students towards preparation for qualifying examinations and in preparing theses and dissertations is a major function of faculty in most Schools of the University. The willingness, or lack of it, to engage in teaching of undergraduate and interdisciplinary courses, of Teacher Education courses and student teaching supervision, of core or required courses, teaching of evening or Saturday courses, etc., should also be considered as part of the faculty member's overall profile as a teacher. Additionally, the willingness and ability to undertake certain types of administrative activities that are directly related to curriculum development, and to assume duties of student advisement, should be considered part of an individual's teaching effectiveness. Additional evidence of a faculty member's contribution to improve teaching effectiveness would be the development, implementation, and publishing of innovative educational methods.

University Citizenship
All faculty members are expected to participate as citizens in the life of the University. Citizenship and service to the academic community typically include membership in governance bodies and committees, administrative duties, program planning and development, public service, and special assignments from the President.

**Procedures**

The procedures for the review of non-tenured tenure track faculty members for promotion, reappointment, and/or tenure, and for the review of tenured Associate Professors for promotion to Professor are intended to provide for a thorough and impartial review of the qualities of each faculty member in terms of the standards set forth above.

In accordance with the Regents' *Rules and Regulations*, Rule 31007, Section 5.1, for purposes of calculating the period of probationary service prior to a review for tenure, an "academic year" shall be the period from September 1 through the following August 31.

If a faculty member is initially appointed during an academic year, the period of service from the date of appointment until the following September 1 shall not be counted as academic service toward fulfillment of the maximum probationary period. One year of probationary service is accrued by at least nine months full-time academic service during any academic year. A faculty member shall be considered to be on full-time academic service when in full compliance with Regental standards pertaining to minimum faculty workloads.

A faculty member who determines that certain personal circumstances may impede his or her progress toward achieving demonstration of eligibility for recommendation of award of tenure may make a written request for extension specifying the reason(s) for the requested extension. Personal circumstances that may justify the extension include, but are not restricted to, disability or illness of the faculty member; status of the faculty member as a principal caregiver of a preschool child; or status of the faculty member as a principal caregiver of a disabled, elderly, or ill member of the family of the faculty member. It is the responsibility of the faculty member to provide appropriate documentation to adequately demonstrate why the request should be granted.

The request for extension shall be limited to one academic year. A request for an additional academic year's extension will follow the established request process, with the maximum duration of extension, whether consecutive or nonconsecutive, to be two academic years.

Normally, requests for extension must be made in advance of the academic year or semester for which the extension is desired and may be made no later than three months prior to the deadline for initiation of the mandatory review process to determine recommended award of tenure, or notice, as provided under Rule 31002, Section 1 of the Regents' *Rules and Regulations*, that the next year will be the faculty member's terminal year of the appointment.

The decision regarding the request shall be made by the Executive Vice President and Provost (Provost), upon recommendation of the Department Head and the Dean, within 30 working days from the date the request is received in the Office of the Provost.
It is the policy of The University of Texas at Dallas that tenure-track faculty who are not awarded tenure at the end of the sixth academic year of their probationary service be given notice of non-renewal and be appointed to one year of terminal service. Therefore, a review and decision for faculty serving their sixth year in a rank is mandatory. In all other instances, the timing for recommendations for tenure and promotion, or for non-renewal of appointment, is discretionary. Once an ad hoc committee has been formed and has decided to proceed with a discretionary tenure review (in particular, after the soliciting of outside letters has begun), the review will not be interrupted. Normally, all tenure reviews are definitive and end with a decision to promote or to issue a notice of terminal year appointment. Newly appointed tenure-track faculty members will be notified in their letter of appointment of the number of years of prior service, if any, credited toward satisfaction of the probationary period of service at The University of Texas at Dallas. Credit for prior service will not exceed three years.

In the first two years of service, faculty may be recommended for non-reappointment by the Faculty Personnel Review Committee, the Dean, and the Provost, without formal ad hoc committee review. Faculty in the first year of service will be notified of non-reappointment by March 1, and faculty in the second year will be notified of non-reappointment by December 15. The appointment of faculty who are so notified will terminate with completion of that contract year. Faculty in the third, fourth, or fifth years of service may be recommended for non-reappointment on the basis of an ad hoc committee review. Written notification of non-reappointment must be provided by July 30, and the faculty member is entitled to a terminal academic year of appointment.

For Assistant Professors, tenure decisions typically will be made in the sixth year of service. Assistant Professors may request a tenure review prior to the sixth year of service with the understanding that the decision reached as a result of that review will either be to promote to Associate Professor with tenure or to issue a notice of terminal year appointment. A faculty member appointed initially without tenure must serve one academic year at The University of Texas at Dallas under normal teaching load conditions before being considered for tenure. As a general rule, a critical review of an Assistant Professor's prospects for tenure should occur in the third year of service in that rank.

Reviews conducted during the third and tenure-decision years should include recommendations from an ad hoc committee, the Dean, the Committee on Qualifications of Academic Personnel (CQ), and the Provost, with final action taken by the President. The third-year review should decide, if possible, whether the performance of the faculty member demonstrates a potential for tenure at a subsequent point of tenure review. A notice of non-reappointment and a terminal year of appointment may occur if the faculty member under review demonstrates extreme inadequacy in original investigation or teaching. Following the third-year review, the faculty member should be advised of desired future achievements.

Professional progress conferences may be held at an appropriate time each year at the request of a non-tenured faculty member. These conferences should enable the faculty member to have some assessment of his or her professional progress, with emphasis on each of the basic elements on which the professional quality of a faculty member's performance is based namely, teaching effectiveness, creative productivity and professional achievement, and University citizenship.
The dates given in the schedule below are deadlines and should be followed as closely as possible. For promotions to the rank of Professor, the Provost is encouraged to advance the review process so that the ad hoc committee review may begin in the preceding Spring.

Schedule of Review Process for Faculty Who are beyond the Second Year of Service

- Faculty Personnel Review Committee Recommendation and notification to faculty member and the Provost by the Dean
  - Third-Year Reappointment Review: April 1
  - Tenure or Tenured Faculty Review: April 1
  - Professor Review: April 1
- Request from Provost to faculty seeking promotion to Professor to update their files by April 15
  - Professor Review: April 1
- Establishment of ad hoc Review Committees for promotion to Professor; review by Deans’ Council; appointments made
  - Professor Review: April 8
- Request from Provost to third-year and T/TT faculty to update their files by September 1
  - Third-Year Reappointment Review: April 15
  - Tenure or Tenured Faculty Review: April 15
- Establishment of ad hoc Review Committees and notification to third-year and T/TT faculty to consult with Dean
  - Third-Year Reappointment Review: April 15
  - Tenure or Tenured Faculty Review: April 15
- Deans' Council make final ad hoc Review Committee assignments for third-year and T/TT reviews
  - Third-Year Reappointment Review: April 15
  - Tenure or Tenured Faculty Review: April 15
- Provost, Ad Hoc Review Committee Chairs, and Chair of CQ Meeting for third-year and T/TT reviews
  - Third-Year Reappointment Review: September 1
  - Tenure or Tenured Faculty Review: September 1
- File with ad hoc Review Committee report forwarded to Dean
  - Third-Year Reappointment Review: November 1
  - Tenure or Tenured Faculty Review: December 15
  - Professor Review: November 1
- File with ad hoc Committee report and recommendation of Dean forwarded to CQ
  - Third-Year Reappointment Review: November 21
  - Tenure or Tenured Faculty Review: January 15
  - Professor Review: November 21
- File with recommendation of Dean and recommendation of CQ forwarded to Provost
  - Third-Year Reappointment Review: December 21
  - Tenure or Tenured Faculty Review: February 15
**Professor Review: December 21**
- File with recommendation of Provost forwarded to President
  - Third-Year Reappointment Review: January 15
  - Tenure or Tenured Faculty Review: March 1
  - Professor Review: January 15
- Notice of Appointment to faculty member from President
  - Third-Year Reappointment Review: April 1*
  - Tenure or Tenured Faculty Review: April 1*
  - Professor Review: April 1*

*This is a target date; the President is obligated to provide notice of non-renewal to faculty beyond their second year of probationary service by July 30.*

**Faculty Review Files**

A faculty member who will be reviewed under this policy for reappointment, granting of tenure and/or promotion is responsible for preparing the file which will constitute the essential basis for this review. The Review File as submitted by the faculty member to the Office of the Provost will include a complete professional vita from the faculty member which covers the areas of research, teaching, and service; copies of the five most significant publications or creative works; a written evaluative description of the publications or creative works that the faculty member believes are most pertinent to the tenure and/or promotion judgments; and, for review which may result in granting of tenure and/or promotion, a list in a marked, sealed envelope of at least six but not more than twelve individuals recommended as external evaluators of the faculty member's professional qualifications and contributions. Normally these evaluators will be drawn from above-rank faculty, or their equivalent. In addition, all internal third-year, sixth-year, tenure, and full Professor reviews should be accompanied by statistical summaries of the teaching evaluation form for each course taught during the previous six regular, long semesters (including transcripts of or original comments by students). Statistical summaries and student comments should be obtained from the School Dean. The Review File should also include any other available information regarding teaching effectiveness, such as copies of syllabi and exams. Upon receipt of the basic Review File from the faculty member, the Office of the Provost will inventory the contents and insert a copy of the inventory in the file.

The basic Review File will be transferred from the Office of the Provost to the faculty member's ad hoc committee at the appropriate point in the review cycle. The ad hoc committee will work with the faculty member in assuring that the Basic Review file as submitted is supplemented and completed as necessary. All additions or changes in the file shall be noted on the inventory sheet, with copies of alterations sent to the Office of the Provost.

The ad hoc committee has the authority and responsibility to add material to the basic Review File; these additions being clearly identified in the "ad hoc committee" component of the Review File. Possible additions will include items such as the letters from above-rank external and internal evaluators for the ad hoc committee's review of teaching performance, and the ad hoc committee's recommendations. All these additions will be entered on the file inventory sheet.
Faculty Right to Files

If a faculty member requests to see his or her file during the review process, then (depending on who is in possession of the file at the time of the request) the Chair of the ad hoc committee, or the Chair of the Committee on Qualifications of Academic Personnel (CQ), or the Dean is required to send the file promptly to the Office of the Provost, where it will be made available to the faculty member.

Faculty Personnel Review Committee

Faculty Personnel Review Committees are chaired by the Dean of the School and must include at least four tenured faculty members from the School appointed by the Dean or elected by the faculty. If appointed, service on the Faculty Personnel Review Committee should rotate among the tenured faculty on a staggered annual cycle with no appointment to exceed two years. If elected, terms should be for two years with no members succeeding themselves. Only tenured faculty may serve on this committee, and recommendations regarding tenured Associate Professors may be made only by tenured Professors.

All faculty members other than Professors will have their previous year's work reviewed annually by the Faculty Personnel Review Committee. This annual review can lead to:

1. A recommendation that an ad hoc committee be composed to assess the faculty member's suitability for reappointment, tenure, and/or promotion, or
2. In the case of faculty in their first or second year of service, to a recommendation that the faculty member not be reappointed.

These recommendations will be communicated by the Dean to the Provost according to the schedule.

A faculty member may request an ad hoc committee review even if the School's initial decision is not to initiate such a review. Such requests will be submitted to the Dean of the School for recommendation to the Provost.

Ad Hoc Committees

Ad hoc committees are formed to review faculty upon the recommendation of the Faculty Personnel Review Committee or, given a request of a faculty member, on the recommendation of the Dean. Ad hoc committees are composed of five tenured above-rank faculty members nominated by the Deans and appointed by the Provost. Where possible, the ad hoc committee should include three members of the specific areas of competence of the faculty member under review. In cases where a School has too few tenured faculty relative to the number of cases to be considered, the number of ad hoc committee members may be reduced to four. At least one, but no more than two, member(s) of the committee will be appointed from outside the School, and
no fewer than two will be appointed from within the School. Candidates will be notified of the composition of the ad hoc committee and may discuss its possible re-composition with the Dean, if they prefer.

Soon after ad hoc committees are appointed, the Provost shall convene a meeting of their Chairs with the Chair of the Committee on Qualifications of Academic Personnel (CQ) to go over the requirements of the review process.

The task of the ad hoc committee is to conduct a thorough review of the faculty member's qualifications for promotion, reappointment, and/or tenure. It is not the role of the ad hoc committee to serve as a partisan for or against the faculty member. Weaknesses should be addressed as well as strengths. With regard to the substance of the review, the ad hoc committees are asked to assess qualifications of the faculty member in terms of the University's standards.

The ad hoc committee has the authority to solicit information and opinions from any other sources in order to conduct a thorough review. In soliciting such information, the ad hoc committee is not bound to send the exact publications or creative works identified within the written evaluative description of the publications or creative works submitted by the faculty member; however, any deviations should be justified. For third-year reviews, above-rank faculty colleagues should be given the opportunity to provide written individual opinions to the ad hoc committee for its consideration. For tenure reviews and promotion reviews, the ad hoc committee should solicit written individual opinions from above-rank faculty colleagues.

For tenure or promotion recommendations, the ad hoc committee should obtain opinions concerning the faculty member's professional qualifications from at least five external authorities, these authorities being selected without prior reference to the list of external authorities provided by the faculty member as potential evaluators. Normally these evaluators should be drawn from above-rank faculty, or their equivalent. To ensure the independence of the committee's choices from the candidate's recommendations, the candidate's recommendations should be submitted in an appropriately marked, sealed envelope. After the committee's choices have been determined, additional references as suggested by the candidate can be added to the list of those to be contacted. Requests for evaluation of the candidate should follow the example letter provided to the ad hoc committees and should state clearly that tenure review files may be inspected by the faculty member. The credentials of the external reviewers should be reported in sufficient detail to establish their competence to make the evaluations requested of them. The ad hoc committee report should state the total number received, and the number outstanding at the time of forwarding the file to the Committee on Qualifications of Academic Personnel (CQ). The ad hoc committee should clearly indicate which reviewers were chosen by the committee and which were chosen just by the candidate. Reappointment and termination recommendations for third-year faculty may be based solely on the solicitations of internal appraisals and the judgment of the ad hoc committee.

Also, for tenure and promotion reviews, tenured faculty members of rank higher than the faculty member under review are charged with reviewing the ad hoc review file and shall offer collective as well as individual judgments. In accord with each School's bylaws, the collective judgment will be in the form of a secret ballot by the above-rank faculty in favor of or in
opposition to the promotion and/or tenuring of the faculty member under review. If school bylaws do not provide a policy on voting, the faculty voting shall be the faculty of the school or department in which the person under review has teaching and/or administrative responsibilities. The vote must take place after the ad hoc review file has been assembled, including the ad hoc committee's written report, and before the file is forwarded to the Dean. No one shall vote who has not read the ad hoc review file. All votes must be accompanied by signatures of everyone who has voted attesting to the fact that the above-rank faculty member has read the file. All faculty voting will sign a letter reporting the vote and summarizing the discussion. The letter will be written by a member of the faculty who will be chosen by the faculty present at the time of the vote. Any written recommendations of any kind added to the file must be signed by all those participating in the recommendation.

Ad hoc committees, in judging the merits of a faculty member, should ignore entirely any anonymous material that may have found its way into a review file. Material may be anonymous because it is not signed or because, even though signed, it reports anonymous or secondhand (hearsay) evidence. Appraisals of teaching taken in accord with School and University policy on the evaluation of teaching are not anonymous material in this sense, provided that there exists a chain of certification in which those making the original judgments were not anonymous to the person(s) preparing summaries of and/or transmitting the original report(s). Student comments on teaching evaluation forms, although anonymous, may be considered as part of the evaluation of teaching.

Recommendations of ad hoc committees and the attendant evidence are to be forwarded to the Dean for further review. The report of the ad hoc committee should be signed by all committee members.

**Dean**

Upon review of the ad hoc committee file, the Dean shall append the Dean's recommendation to the file and forward the file to the Committee on Qualifications.

**Committee on Qualifications**

The Committee on Qualifications is composed of twelve tenured faculty members, two from each School with the exception of General Studies, appointed by the President with the advice of the Academic Council. Normally the Committee should be composed of full professors. Administrators above the level of Department Head are not eligible to serve. Recommendations concerning the promotion of Associate Professors to full Professors will be made only by the full Professors on the Committee. The Committee is advisory to the Provost and is responsible for certifying that the evidence in the file substantiates the recommendations of the ad hoc committee and the Dean. The Committee may not solicit data on its own. The Committee on Qualifications forwards the file with its recommendations to the Provost. The report of the Committee on Qualifications should be signed by all committee members present at the discussion of that file.
Executive Vice President and Provost

The Provost is responsible for reviewing all of the files related to faculty promotions, reappointments, and tenure, and for making a recommendation to the President regarding each. Before issuing a recommendation for or against promotion of a faculty member to the rank of Associate Professor or Professor, or for tenure, which is contrary to the recommendation of a Dean, the Committee on Qualifications, or the ad hoc committee, the Provost will first meet with the disagreeing Dean or Committee, and explore the reasons in the file leading to their recommendation. The Provost’s recommendation to the President must contain a summary of these discussions.

President

The President is responsible to the Chancellor and the Board of Regents for final decisions on recommendations for reappointments, promotions, and tenure.

Post Decision Notification

Following the President's decision, the President will inform the Provost who will convey the President's decision to the faculty member, the Dean, the Chair of the Committee on Qualifications, and the Chair of the ad hoc committee.

Appeal

Procedures for appeal of a decision on reappointment, promotion, or tenure are in Rule 31008, Section 6.1 of the Regents' Rules and Regulations.

School Guidelines

School of Arts and Humanities

The following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Productivity and Professional Achievement for the review of faculty in the School of Arts and Humanities.

The creative productivity and professional achievement of faculty members in the School of Arts and Humanities is demonstrated primarily in their published writing or in those artistic endeavors designated as appropriate to the faculty member's area of appointment. In the evaluation of a faculty member, credit may be given for contributions to professional conferences or public forums, informative writing for lay readers, or activities which advance humanistic and artistic understanding beyond the University, but which, in so doing, reflect favorably upon it. There is
no question, however, that retention and advancement is based primarily on publications or creative artistic productivity.

**Humanities**

(Art and Performance/Aesthetic Studies, Literary Studies/Studies in Literature, Historical Studies/History of Ideas)

For faculty in the Humanities, evidence of creative productivity and professional achievement will normally take the form of the publication of a book or books, and/or chapters and essays in multi-authored publications, and/or articles in peer-review journals.

For promotion to Associate Professor with tenure, creative productivity and professional achievement will be assessed in accordance with the following guidelines:

1. The candidate has selected research projects which will lead to significant results in the field.
2. The candidate has demonstrated through performance at UTD the ability to conduct independent research.
3. The candidate's independent research has contributed significantly to the field.
4. At what institutions would the candidate's productivity at the time of assessment justify promotion to tenure.

For promotion to the rank of Professor with tenure, creative productivity and professional achievements will be assessed as follows:

1. Scholars in related fields recognize as notable the contributions of the candidate.
2. The candidate has made an impact in the field of the candidate's scholarly pursuits.
3. At what institutions would the candidate's productivity at the time of assessment justify promotion to Professor.

**Art and Performance/Aesthetic Studies**

For faculty in Art and Performance/Aesthetic Studies, evidence of creative productivity and professional achievement will be as follows:

ART AND PERFORMANCE/AESTHETIC STUDIES (THEATER): For promotion to Associate Professor with tenure in Art and Performance/Aesthetic Studies (Theater), the following guidelines apply:

1. For actors and directors, recommendations for promotion and tenure are to be made, among other factors, on the basis of evidence of demonstrated excellence in performance or productions, including regional critical acclaim.
2. For technical directors, stage designers, and costume designers, recommendations for promotion and tenure are to be made, among other factors, on the basis of evidence of demonstrated excellence in productions on the UTD campus or elsewhere.

For promotion to Professor in Art and Performance/Aesthetic Studies (Theater), the following guidelines apply:

1. For actors and directors, recommendations for promotion and tenure are to be made, among other factors, on the basis of evidence of demonstrated excellence in performance or productions, including national critical acclaim.
2. For technical directors, stage designers, and costume designers, recommendations for promotion and tenure are to be made, among other factors, on the basis of evidence of demonstrated excellence through regional/national recognition in productions on the UTD campus or elsewhere.

ART AND PERFORMANCE/AESTHETIC STUDIES (VISUAL ARTS): For promotion to Associate Professor with tenure in the Art and Performance/Aesthetic Studies (Visual Arts), the following guidelines apply:

1. For studio artists, recommendations for promotion and tenure are to be made, among other factors, on the basis of the demonstrated excellence of their exhibited work, including at least regional critical acclaim.

For promotion to Professor in Art and Performance/Aesthetic Studies (Visual Arts), the following guidelines apply:

1. For studio artists, recommendations for promotion are to be made, among other factors, on the basis of the demonstrated excellence of their exhibited work, including national critical acclaim.

LITERARY STUDIES/STUDIES IN LITERATURE (CREATIVE WRITING): For promotion to Associate Professor with tenure in Literary Studies/Studies in Literature (Creative Writing), the following guidelines apply:

1. For Creative Writers, recommendations for promotion and tenure are to be made, among other factors, on the basis of the demonstrated excellence in creative writing, including publication and regional critical acclaim.

For promotion to Professor in Literary Studies/Studies in Literature (Creative Writing), the following guidelines apply:

1. For Creative Writers, recommendations for promotion and tenure are to be made, among other factors, on the basis of demonstrated excellence in creative writing, including publication and national critical acclaim.

School of Engineering and Computer Science
The following guidelines serve to elaborate and provide greater specificity to the Standards of Creative Productivity and Professional Achievement for the review of faculty in the School of Engineering and Computer Science.

Individuals will be evaluated on the basis of their present and potential future contribution to the fundamental basis of practice of the profession of engineering and/or computer science, and on the conduct of research of scholarly activity appropriate to the training of graduate students and advanced undergraduate students in the School. In addition, the relevance of the areas of contribution to the present and future needs of the School will be considered.

Candidates must compare favorably to the best individuals in his or her field at a comparable level of professional development. Promotion and tenure decision will also be predicated on the anticipation of improving upon, or at the very least maintaining, the following levels of performance.

Tenure and promotion to Associate Professor will be based upon sufficient accomplishment to visibly demonstrate strong potential that the individual will become a leading teacher and scholar/researcher.

Promotion to Professor will be based upon the attainment of a sound scholarly reputation and national stature as a leading teacher and scholar/researcher.

To aid in determining the candidate's satisfaction of the previously stated principles, the following issues will be considered:

1. Has the candidate demonstrated excellence, innovation and creativity in the initiation and completion of significant contributions to present and future practice as evidenced by: demonstrated improvements to industrial practice; creation of novel designs, development and dissemination of new theories, principles, and practices; patents applied for and granted; software developed and utilized; and related evidences of originality?
2. Does the candidate have the ability to attract external support at a level appropriate to the development and sustenance of an active research program in his or her area?
3. Has the candidate demonstrated the ability to successfully guide master's and doctoral students' theses and dissertations?
4. Is the candidate known and professionally active on a regional, national and international level as a consultant; as a participant in cooperative educational and research activities with industries, governments or universities; as an invited speaker or lecturer; and as a member of professional, scientific, honor society or academy boards, committees and activities?

**Interdisciplinary Studies**

The School of Interdisciplinary Studies provides an interdisciplinary approach to graduate and undergraduate education which advances understanding and the integration of knowledge in the Liberal Arts and Sciences tradition. The School emphasizes student centered, quality educational services.
The following guidelines serve to elaborate and provide greater specificity to the Standards of Creative Productivity and Professional Achievement and Teaching Performance for review of faculty in the School of Interdisciplinary Studies. These guidelines are intended to supplement, not supersede, the standards set forth by the University in Policy Memorandum 75-III.22-3.

Creative Productivity and Professional Achievement

Faculty must present evidence of an ability to sustain a successful academic career. Confirmation of creative productivity and professional achievement for faculty includes: publication in peer-reviewed journals, chapters, books or monographs; awards of grants and contracts; a superior record of professional practice and/or applied work.

For promotion to Associate Professor with tenure, faculty performance will be assessed in accordance with the following guidelines:

1. The candidate has initiated research projects which will lead to significant results or applications in their field.
2. The candidate has demonstrated the ability to conduct independent research.
3. The candidate's independent work has contributed significant applications or results to the field.

For promotion to the rank of Professor with tenure, faculty performance will be assessed in accordance with the following guidelines:

1. The candidate has initiated research projects which have lead to significant results or applications in their field.
2. The candidate has made an impact with pure research and/or applications in the field of the candidate's scholarly pursuits. Do fellow professionals consider the candidate's contributions as they pursue their own work?
3. A total record comparable to that which would justify promotion at major universities.

School of Behavioral and Brain Sciences

The following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Productivity and Professional Achievement for the review of faculty in the School of Behavioral and Brain Sciences.

The candidate must present evidence of an ability to maintain a successful scholarly career. The most significant evidence of creative productivity and professional achievement for faculty in the School of Behavioral and Brain Sciences is publication in peer-reviewed journals, chapters, books, or monographs. Other forms of evidence of scholarly work are reports on grants and contracts, and abstracts of presentations before prestigious professional groups. A significant
record of publication in these various categories is expected from a typical faculty member in the School of Behavioral and Brain Sciences.

The Callier Center for Communication Disorders' presence in the School of Behavioral and Brain Sciences gives not only a distinctive quality to the School, but also a distinctive quality to some faculty appointments within the School. Faculty may have small to significant clinical responsibilities as part of their faculty duties. These clinical duties naturally impact the amount of effort that is devoted to teaching and scholarly productivity. These clinical responsibilities also introduce distinctive issues in the evaluation of contributions in the clinical role. The School of Behavioral and Brain Sciences recognizes clinical contributions as being a component of the overall assessment of faculty contributions for those faculty holding appointments with clinical duties.

In general, faculty holding clinical appointments are expected to make teaching and scholarly contributions of equal quality to other faculty in the School but with a lesser expectation of the quantity of such contributions, proportionate to the percentage of time committed to clinical activity. The qualitative evaluation of clinical contributions is difficult given the private nature of the clinical process but there are some measures by which candidates may be reasonably evaluated. Criteria by which the School will evaluate clinical contributions may include: evidence that the candidate's clinical innovations have had an impact on clinical practice, testimony from knowledgeable professionals who regularly interact with the clinical role of the candidate, sampling of client satisfaction with the candidate's services, leadership roles in clinical professional organizations on a state, regional, or national level, appointments to government or professional committees who oversee clinical preparation and certification, other evidence of clinical contributions including preparation of professional materials for dissemination of information, professional presentations and writings of a primarily clinical nature, and indices of clinical contributions to the community as well as the Callier Center.

For promotion to Associate Professor with tenure, creative productivity and professional achievement will be assessed in accordance with the following guidelines:

1. The candidate's research has contributed significantly to the field and, where appropriate, the candidate's clinical innovations have had an impact on clinical practice.
2. The candidate has demonstrated through performance at UTD the ability to conduct independent research.
3. The candidate's independent research has contributed significantly to the field.
4. For candidates with clinical responsibilities as part of their academic appointment, evidence that clinical duties are performed in an excellent manner and that the candidate provides innovative and creative contributions in the clinical domain.

For promotion to the rank of Professor with tenure, creative productivity and professional achievements will be assessed as follows:

1. Scholars in related fields recognize as notable the contributions of the candidate.
2. The candidate has made an impact in the field of the candidate's scholarly pursuits.
3. For candidates with clinical responsibilities as part of their academic appointment, evidence that clinical duties are performed in an excellent manner and that the candidate provides innovative and creative contributions in the clinical domain.

School of Management

The following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Productivity and Professional Achievement for the review of faculty in the School of Management.

The School's purpose in reviewing faculty for retention, promotion, and tenure is to assure itself that the candidate is, and will continue to be, a creative and productive scholar, a lively and stimulating colleague, an active participant in the intellectual life of the University, and an enhancement to the University's distinction in the candidate's area. For the typical faculty member in this School, the chief form of evidence in the area of creative productivity and professional achievement is publication in peer-reviewed journals, and publication of important monographs, chapters, or books.

In cases of promotion to Associate Professor with tenure, creative productivity and professional (scholarly) achievement will be measured against four benchmarks:

1. Has the candidate initiated a program of research in a significant area?
2. Has the candidate demonstrated ability to conduct independent research in work accomplished at UTD?
3. To what degree has the candidate's independent research made a significant contribution to the candidate's field or profession?
4. At what institutions would the candidate's performance to date justify promotion and tenure?

For promotion to Professor, the following questions relating to professional achievement and productivity should be addressed and fully demonstrated:

1. Must fellow professionals consider the candidate's contributions as they pursue their own work?
2. What is the impact of the candidate's research on the candidate's field and profession as a whole?
3. At what institutions would the candidate's record justify promotion to the rank of Professor?

School of Natural Sciences and Mathematics

The following guidelines serve to elaborate and provide greater specificity to the Standards for Creative Productivity and Professional Achievement for the review of faculty in the School of Natural Sciences and Mathematics. A paramount consideration is the overall value of faculty productivity and achievement in this area to the educational programs of the University.
For the typical faculty member in this School, publication in the peer-reviewed primary research literature, and publication of important monographs, book chapters, or books provide the most important forms of evidence.

In cases of promotion to Associate Professor with tenure, the University must determine the desirability of an indefinite continuation of the candidate's appointment. Since any such evaluation is necessarily subjective, no generally applicable quantitative tests are possible, and the decision must rest on professional judgement. The candidate's record in Creative Productivity and Professional Achievement will be evaluated against the following criteria:

1. A record of published, independent research showing substantive quality, with sufficient quantity to give reasonable confidence of continued productivity.
2. A current research program which gives prospects of making significant contribution to the candidate's field.
3. Demonstrated ability to conduct independent research effectively at UTD.
4. A record of external funding from research grants or contracts appropriate to the candidate's seniority and specialty. The School is particularly interested in encouraging those types of support which reinforce its educational programs.
5. A total record comparable to that which would typically justify promotion to Associate Professor with tenure at major graduate-level universities.

In cases of promotion to the rank of Professor, the University must determine the candidate's professional standing and leadership status, both inside and outside the University. It is expected that the candidate will meet criteria 1 - 4 above at levels corresponding to the more senior status and longer career history. The candidate's record will also be evaluated against the following criteria:

6. Achievement of a recognized position of leadership among the candidate's peers in the scholarly world.
7. A total record comparable to that which would typically justify promotion to Professor at major graduate-level universities.

Science and Mathematics Education Within the School of Natural Sciences and Mathematics

Science/Mathematics Education faculty will be evaluated in the same areas of performance as for other faculty at The University of Texas at Dallas: Teaching, Creative Productivity and Professional Achievement, and University Service.

For these faculty, Creative Productivity and Professional Achievement will typically be expressed by authorship of peer-reviewed journal articles, textbooks, workbooks, teaching materials, and/or educational software as well as by invited presentations. Work of quality sufficient for publication in well regarded, refereed Science or Math Education journals is expected, but expectation of quantity of productivity will normally be tempered by recognition of other demands of such a faculty member's time. The participation of a Science/Mathematics Education faculty member in student teacher supervision, local ISD in-service programs,
accreditation visits, local/state/national organizations, and the like, is normally expected and exemplifies these demands, as does the requirement that such faculty teach in exemplary fashion.

Evaluation of Science/Mathematics Education faculty, in accord with the mission of the Science/Mathematics Education Department and the responsibilities it requires of the particular faculty member, thus differs only in the relative weights of the three areas from the typical faculty member in the School of Natural Sciences and Mathematics, and in the nature of the publication outlets available to them.

School of Economic, Political and Policy Sciences

The following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Professional Achievement for the review of faculty in the School of Economic, Political and Policy Sciences.

In great measure, the creative productivity and professional achievement of faculty members in the School of Economic, Political and Policy Sciences is measured by their published writing. A solid record of scholarship would be evidenced by publications such as articles in peer reviewed journals, books, reports of research undertaken on grants or for clients, and chapters in books. Peer-reviewed journals and peer-reviewed books provide particularly strong evidence of scholarly productivity. These publications need not be restricted to traditional disciplines. The status of the publisher or journal is a consideration in evaluating scholarship as is the frequency of citation of the research. Ordinarily, original research directed at the academic and policy communities will be more heavily weighed than textbooks directed toward students.

At the time of review the candidate should provide a statement of his/her research agenda. When seeking outside advice, in addition to the curriculum vita and related materials, reviewers should be provided with these School of Economic, Political and Policy Sciences guidelines and the School's teaching load.

The ad hoc committee must address the following questions when considering a candidate's prospects for promotion to Associate Professor with tenure:

1. Has the individual initiated and sustained a research program which has and will continue to lead to significant results in his/her research area?
2. To what degree has the individual's research made an impact upon his/her field or to the design of public policies?
3. At what institutions would the individual's performance to date justify promotion and tenure?

For promotion to Professor, the following questions relating to creative productivity and professional achievement should be addressed.

1. Has the candidate continued to initiate and sustain a research program leading to significant results in his/her research area?
2. Must fellow professionals consider the candidate's contributions as they pursue their own work? Has the candidate's work enlightened issues of public policy?
3. At what institutions would the individual's performance to date justify promotion to the rank of Professor?

**Teacher Education**

The following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Productivity and Professional Achievement for the review of faculty in Teacher Education.

Faculty who participate in the teacher education programs of UTD are expected to contribute to the literature in their field of education by publication in journals, books, edited volumes, monographs, and other appropriate media as evidence of creative productivity and scholarly achievement. The instructional duties of faculty in teacher education are especially demanding. Faculty in teacher education are expected, in addition to teaching organized courses, to supervise students in field settings including internships, practica, and student teaching. Such field experiences constitute a significant segment of the total preparation for teaching by a student and requires a high level of sensitivity, disciplinary competence, and pedagogical expertise on the part of the faculty who supervise these experiences. Faculty participation is also mandated by State Law to provide leadership for in-service workshops for public school teachers who work with student teachers; such leadership is critically reviewed by peers and contributes to the University's reputation in the region. Faculty also seek positions of leadership and influence in local cooperative teacher education councils, since these councils make policy which helps define teaching field programs and field placement opportunities for the University. The teaching of curriculum and instruction courses and other education-related courses require levels of expertise in these fields commensurate with levels expected in disciplinary offerings.

While faculty in teacher education have heavy instructional responsibilities, the application of the standards of teaching effectiveness cannot substitute entirely for creative productivity and professional achievement. Teacher education faculty are expected to contribute to the literature in their field. While the rate of contribution may be tempered by instructional activities, the quality of the work is expected to be comparable to the better work in the field.

**Policy History**

- Revised: September 1, 1977
- Revised: July 17, 1978
- Revised: December 12, 1978
- Revised: September 1, 1979
- Revised: April 8, 1983
- Revised: September 1, 1983
- Revised: September 1, 1984
- Revised: January 31, 1985
- Revised: June 20, 1985
- Revised: July 23, 1986
ITEM #11

- Revised: November 1, 1987
- Revised: November 1, 1988
- Revised: May 1, 1994
- Revised: April 12, 1999
- Editorial Amendments: September 1, 2000
- Revised: August 29, 2002
- Revised: September 25, 2002
- Editorial Amendments: October 6, 2003
- Editorial Amendments: February 28, 2005
- Revised: April 6, 2006
- Editorial Amendments: June 22, 2006
- Revised: June 4, 2007
- Editorial Amendments: January 12, 2011

**Policy Links**

- Permalink for this policy: [http://policy.utdallas.edu/utdpp1077](http://policy.utdallas.edu/utdpp1077)
- Link to PDF version: [http://policy.utdallas.edu/pdf/utdpp1077](http://policy.utdallas.edu/pdf/utdpp1077)
- Link to printable version: [http://policy.utdallas.edu/print/utdpp1077](http://policy.utdallas.edu/print/utdpp1077)
On June 20, 2012, Pedro Reyes, Vice Chancellor for Academic Affairs, forwarded a memorandum to all presidents of University of Texas institutions asking them to submit a plan to encrypt all university owned laptop computers “including personal computers used for any University business.” This was described as “phase 1 of a multi-phase process for expanding encryption to eventually include mobile phones, tablet devices, and also desktop computers.”

My experience of how this has been implemented on individual campuses primarily comes from the University of Texas at Dallas. UTD successfully encrypted most of its university owned computers by the required August date, although apparently a few of the hard drives on older machines were destroyed in the process. On October 30, UTD faculty received an email from Leah Teusch, the UTD Information Security Officer, asking them to "acknowledge the Encryption Policy" and state whether they "use a personally owned computer to store UT Dallas data."

I do almost all of my work on personally owned computers. Using one of these, I initiated the process. I decided to abort it shortly after it began, for two main reasons. First, I could not see what the process might do to my computer. The program was asking for access without saying why. The UTD Senate had previously passed a resolution saying that UTD should disclose when it installs software that would allow UTD to access my hard drive and possibly erase it. The reason was that as part of the previous process of encrypting university-owned machines the UTD Information Security Office had already installed such software without informing faculty of the fact. I could not see enough about the process of signing on to the UTD system in the way Leah’s memo asked for to be sure the same thing or something like it was not being done to my personal computer in this case. I saw neither a disclosure nor an assurance that no such software was being installed.

Secondly, while I am confident that there is nothing on my computers that can be properly regarded as "university data" under the law and under Regents Rules, the two policies that Leah's email links to are a different matter.

These two policies come from the UT System and the System has, I gather, approved the UTD variants. The ruling System policy is UTS 165. The policies define "university data" by content. The description of the content is ambiguous and does not reflect knowledge of the kinds of information faculty actually work with. The policies also claim, directly and indirectly, that the university can demand access to any faculty owned computer with such information it. Some of these claims are inconsistent with long-established academic tradition, incompatible with the fundamental character of a
university as a community of scholars and students, and contrary to well established law. It is not clear what is meant by "acknowledging" these policies, as opposed to simply asserting that I have no university information on my computer, but I do not agree with the policies or accept these claims.

The policies were not constructed with the involvement of the elected faculty governance organizations at any level. Nor has any faculty governance body approved these policies.

The policies use two kinds of criteria. First, they offer a scheme of “Categories.” The Categories are numbered I, II, and III. The numbers entail priorities for protection. The discussion of the rationale for these priorities involves the second kind of criteria, which include a number of relevant laws that the categories are supposed to reflect and implement. I will first focus on the categories, then the legal issues.

**Category I, II, and III**

The terms “Category I,” “Category II,” and “Category III” are not part of ordinary scholarly usage or law and the definitions supplied to explain them in the system policy are very unclear. Let me give just three examples from the UTD extended list.

The first problem concerns the definition of “Category I Data” as such. The first two paragraphs are:

Consider the following examples and scenarios when determining the classification level for your data.

**DATA CLASSIFICATION EXAMPLES:** Data protected specifically by federal or state law or University of Texas rules and regulations, for example: HIPAA; FERPA; specific donor, employee, or sensitive research data; _see extended list of Category I data classification examples_; data that is not otherwise protected by a known civil statute or regulation, but which must be protected due to proprietary, ethical, privacy, or criticality considerations.

That is, Category I data consists of all data protected by specific laws and all data that is not protected by any known laws or regulations. What else can this mean but all data whatsoever, at least potentially?

Further problems attend the subcategories. In the Category I list for health information, the following are listed: social security number; patient names and addresses; dates related to an individual account; account/medical record numbers; and personal vehicle information. Under student records, the policy lists: social security number, UTD-ID, grades, student financial information, access device numbers, and biometric identifiers.
Each of these items is bulleted and stated with no further discussion. The implication is that any time any of these items occurs, the record it occurs in is confidential. This is not what the law is. The law is not, for example, that names as such are confidential, or that social security numbers are. What is confidential is names and social security numbers in association with each other and with other specified information so that one can know that a person with such and such name has such and such a social security number, such and such an automobile license, and so on. Different laws require protection for different sets of associations.

Another over-broad sub-category (still in Category I) is “Research Information.” The types of information listed are not always confidential, and for many of us they are never confidential. Funding/Sponsorship information is usually public; in many disciplines this is considered an ethical requirement. Human subjects information in general can also be public, although individual identifying information usually (but not always) should not be. The phrase “sensitive digital research data” is actually rather carefully defined in the ruling policy statement, UTS 165, as information that is “most frequently” required by federal agencies with regulatory and enforcement responsibilities, state agencies, and others with definite legal and contractual needs for the data. As such the idea that we should be careful with it and assure that it is not corrupted makes very good sense, although it does not argue for secrecy. But the phrase appears here without these qualifications, and thus appears to encompass anything that is digital and deemed to be sensitive by any one for any purpose. As such, it amounts to an administrative blank check made out to “self.”

Legal Issues

After these policies and demands for encryption were issued, at its meeting of September 20 and 21, 2012, the U T System Faculty Advisory Council discussed some of the issues they raised with the two system officials primarily responsible for them. These are Barbara Holthaus of the Office of General Council and Lewis Watkins the System Security Officer. The discussion was frank and lively. They have subsequently responded to these discussions by letter, dated October 23. In the letter, they have invited the Faculty Advisory Council to join in their discussions. As Chair of the Council I have accepted their invitation. They also, however, reasserted the claims in the policies and data characterizations.

In the discussion in the FAC, several faculty members had cited the case of Stanford v Roche, which I will discuss below. This case includes a very clear statement that it has long been American national policy, as well as law, that the ownership of an invention lies with the inventor—not the inventor’s employer. The response in the letter was:

The Stanford opinion provides that title in a patented invention vests first in the inventor. Even if the inventor is a researcher at a federally-funded lab. However,
nothing in Stanford affects the System's right to ownership of, and therefore its authority to regulate, data created as the result of such research. Rather, the Regents' Rules, in harmony with Stanford, confirm that System faculty and other employees retain ownership in the copyright of scholarly or educational materials, artworks, musical compositions, and literary works related to the author's academic or professional field (Regents' Ride 90101, §4). However, copyright protects only the expression of ideas and data-copyrights do not apply to data. Therefore, Regents' Rule 90101, §9 remains enforceable, and the Board of Regents continue to own all intellectual property that faculty create in the course and scope of their employment - expressly including research data. (See Regents' Rule 90101 §4).

The penultimate sentence limits faculty copyrights to our “expressions” but claims that the UT System owns the data that our expressions reflect. This is inconsistent with the reasoning in the case, as I will explain below. It also fails to recognize the many different kinds of information that such “expressions” can be based on, and that serve as our “data.” The last sentence makes two separate claims, both of which are fairly complex. First, that the Board of Regents is the owner of all intellectual property we create in the course and scope of our employment. Second, that this expressly includes research data.

As the letter says, this position only reiterates the position the UT System has previously taken. According to the summary of UT policy on the System website:

Any one of these circumstances will result in Board ownership:
1. If intellectual property is created by an employee within the scope of employment; or
2. If intellectual property is created on System time, with the use of System facilities or state financial support; or
3. If intellectual property is commissioned by the System or a UT institution pursuant to a signed contract; or if it fits within one of the nine categories of works considered works for hire under copyright law.
4. If intellectual property results from research supported by Federal funds or third party sponsorship. ([http://www.utsystem.edu/ogc/intellectualproperty/ippolicy_english.htm](http://www.utsystem.edu/ogc/intellectualproperty/ippolicy_english.htm))

But these claims have been limited by a second set of assignments of rights to faculty:

**When does an employee own intellectual property?**
1. If it is unrelated to the employee's job responsibilities and the employee made no more than incidental use of System resources; or
2. If it is an invention that has been released to the inventor in accordance with the Policy; or
3. If the intellectual property is embodied in a professional-, faculty-, researcher-
or student-authored scholarly, educational (i.e. course materials), artistic, musical, literary or architectural work in the author's field of expertise (from here on, a "scholarly work"), even though such a work may be within the scope of employment and even if System resources were used,

4. UNLESS it is a scholarly work (i) created by someone who was specifically hired or required to create it or (ii) commissioned by the System or a UT institution, in either of which cases, the Board, not the creator, will own the intellectual property. file://localhost/
(http://www.utsystem.edu:ogc:intellectualproperty:ippolicy_english.htm)

Faculty have not been troubled by the first set of claims up to now because Regents Rules apply the third qualification in the section on employee ownership to all matters of copyright, and allow the option of exercising the claims in relation to patents to campus presidents. So far, campus presidents have exercised them consistently with tradition and a general sense of fairness that faculty have found agreeable. With the current application to encryption, however, the policies regarding employee ownership seem to have been forgotten, and the first claims have become intrusive and threatening.

I cannot say whether the statement in the letter from Holthaus and Watkins clarifies the ideas in the “Categories” or expands them, but either way it must be addressed. These claims amount to a fundamental attack on academic freedom and the nature of the university as a community of scholars and students. This concept of the university has been in place for over 800 years, and entails distinctive values. These include a very strong regard for individual autonomy, a demand for mutual respect, and a commitment to attain agreement on community policies by facts and reason presented openly and available freely. It absolutely includes the idea that individual scholars are the creators and owners of their writings and other productions, are responsible for their content in all respects, and must be able to control their dissemination and use them in their own future work. It absolutely rejects the ideas that those who are financially responsible for the affairs of the university also can control its intellectual activities or own the faculty’s accumulated research materials. Nor is it appropriate to threaten faculty with denial of access to essential intellectual resources, which in former times would have included the library and now include the university information system. If these latter positions were to become known as those of the University of Texas, it will be very difficult for us to attract or hold the kind of faculty we seek.

My personal view has always been that among all the national systems of law, now and in the past, American law has been particularly strong in recognizing and supporting these academic values. I have been slow in responding to the letter, however, because I wanted to do some background research to be sure my confidence was not misplaced. I have now reaffirmed that it is not. A university is not a business; Regents are not owners; faculty members are not employees of the Regents in the way line operators or engineers are employees of General Motors. Nor is our work as faculty what is legally described as
work for hire. It is a different kind of association, and despite some recent uncertainty the law recognizes it and supports it.

I will provide here a summary of the main legal issues. I must immediately add, however, that this is not legal advice. I am not a lawyer, although I do write on law and do from time to time serve as an expert witness to courts on matters of fact and matters of comparative law.

The relevant laws fall under four main heads: The Health Insurance Portability and Accountability Act (HIPAA), the Family Education Rights to Privacy Act (FERPA), copyright law, and patent law.

**HIPAA**

The UT policies explicitly invoke HIPAA as defining a class of Category I data. HIPAA pertains to data that results from treating patients. Information covered by HIPAA is information derived from patient care that also includes the patient’s name and other identifying information along with the medical information. The theory behind it is that patients have presumptive ownership rights in the information that describes them. HIPAA does not transfer these rights to the university (or other care-giver) but rather assigns to the university or caregiver a responsibility to protect them. HIPAA also recognizes, however, that such ownership need not and generally should not include actual possession; it is in the patient’s interest that the actual possession of the records remain with the treating physician. It follows, therefore, that the law is mainly focused on how this possession is managed and the patient’s role in such management.

HIPAA is generally well worked out legally, so it is clear what kinds of information it covers except for peripheral issues like the kinds of notes students and physicians make on visitation rounds. There are standard handbooks to provide guidance, and medical research methods are also generally more narrowly and rigorously circumscribed than what we find across the range of disciplines on academic campuses. To my knowledge, physicians in the UT System do not have major objections to the requirements in principle and no one I am aware of has argued that they inhibit research. Yet the two recent incidents of major data-loss that led the Regents to demand that the System administration strengthen its policies and practices were both losses of physician’s laptops with patient information that was protected under HIPAA. I think one was a laptop that was lost or stolen, the other a thumb drive. Both were covered under policies already in place, and if those policies had been followed the losses would not have occurred.

**FERPA**

Although the kind of problem that originally gave rise to FERPA is very different from the kind that originally gave rise to HIPAA, the legal theory in FERPA is similar to
HIPAA. The main principle is that students have rights to privacy. There is also an idea, like HIPAA, that students have rights of ownership in information about them. As with HIPAA, this does not extend to a right of possession. The act says that students have a right to see their educational records and offer their corrections, and that their records cannot be disclosed to third parties outside the institution without their permission. Violations of the Act do not establish the basis for an action for damages by an individual whose information has been improperly revealed. However, if an institution fails to establish the kinds of policies that law requires, this can result in fines or a loss of all federal funds. The act was not intended to interfere with or redefine the faculty’s ability to maintain discipline, safety, and academic integrity. It contained a number of exceptions to assure that such interference did not occur. In fact, however, it often has occurred.

FERPA is much less clear than HIPAA about exactly what kind of information it applies to. In part this lack of clarity reflects the wording of the law itself and the enormous range of kinds of teaching it encompasses. It applies to everything from kindergarten to our most advanced graduate education. But the interpretive problems also reflect its subsequent enforcement history. The agency responsible for enforcing it has been the Department of Education. From 1984, this responsibility devolved in turn on one person heading one office: LeRoy Rooker, Director of the Family Policy Compliance Office. Mr. Rooker explicitly undertook to construe privacy as broadly as possible and the exceptions allowed in the law as narrowly as possible. The result was a welter of conflicting regulations that have led campus legal councils across the country to construe anything written as an “educational record” and to say that no such records can be circulated, even internally, without the permission of the student in question. This has had widespread and corrosive effects on faculty communication and the exercise of faculty responsibility. Among other things, such interpretations have made it difficult to maintain effective campus communication among faculty and between faculty and administration concerning students who pose a potential or even immediate danger to themselves or others. It substantially, if not wholly, created the climate of secrecy, unresponsiveness, and inaction that was criticized in the governor’s report in the aftermath of the thirty-two murders committed by Seung-Hui Cho at Virginia Tech in 2007.

Although Mr. Rooker retired from the Department of Education in 2009, he continues to be influential. He is now a Senior Fellow of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), where he is described as the nation’s leading expert on FERPA and regularly holds workshops for the guidance of university administrators.

Three major areas of confusion or ambiguity in FERPA that are particularly relevant to the claims that the University of Texas is making regarding the information faculty may have on their personal computers concern the nature of an education record and two
particularly important exceptions.

Since FERPA governs the disclosure of “education records,” the definition of “education record” is of central importance. The law defines education records as “those records that are (1) Directly related to a student; and (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.” The first important exception for faculty is that law specifically excludes: “Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.” (20 USC 12332g(a)(4))

There are three main kinds of information that faculty will have on their computers about students that attract concerns under FERPA. One is emails (and the like) to and from students. The other is emails and the like to and from other faculty that mention students. The other is course records such as grade-books.

Courts have generally held that emails to and from students are protected from disclosure like education records, and with the same exceptions as education records (for example, they can be disclosed to law enforcement bodies). Course records in the faculty member’s possession come under the “sole possession” exception. Emails and written communications to other faculty ought to come under the second important exception for faculty, which is that “records may disclosed without the student’s consent to “School officials with legitimate educational interest.”” Up to now, however, UT policy has not wholly agreed.

The UT system has taken the view that an education record is anything a faculty member puts in writing about a student. A 2007 memorandum from the Office of General Council dealing with the problem of responding to dangerous students (in the aftermath of Virginia Tech) still held that:

“A record may be a formal academic record or something as informal as an e-mail. Even a personal note kept by an individual to jog his or her own memory becomes an education record once it is revealed to any other person. (Id. at (b) (1).)

Since such communications are educational records, it follows on this reasoning that they are “maintained” by the university. That is, the definition of what the university “maintains,” and therefore has an obligation to control, flows from the definition of an educational record. The UT reading is by no means unique.

Faculty find that such all-encompassing readings undermine the kind of freedom to communicate among themselves that they need in order to maintain program quality, coordinate their activities, and assure safety and discipline in and out of their classrooms. A narrower conception would be better. For example, in the 1967 Joint Statement on
Rights and Freedoms of Students, issued by the AAUP and several other apex student and professional associations, carefully restricted the discussion of student records to “the student’s permanent educational record” (AAUP Policy, Tenth Edition p. 273).

In 2009, the District Court for the Eastern District of California took a similar approach in a suit against the Tulare County Office of Education and the California Department of Education. It held that containing identifying information and being maintained by the agency are two separate criteria. Given this, it focused on the idea of “maintained by the agency or institution” and took a plain and literal view that it must mean something like keeping information in an authoritative, official, file. It then found that emails are not “maintained” by the agency unless they are “printed and placed” in a student’s personal file. Hence emails are not subject to the relevant provisions of the Education Code or the Family Education Right to Privacy Act (“FERPA”) (S.A. v. Tulare County Office of Ed. and California Dept. of Ed. (E.D. Cal., Sept. 24, 2009/Oct. 6, 2009, No. CV F 08-1215) 2009 WL 3126322/2009 WL 3296653.)

Although we are not under the California court’s jurisdiction, my view is that its reading is more consistent with the probable legislative intent as well as the practical realities of managing a safe and disciplined academic environment. Since there are so few higher education cases in general and they do not form a consistent pattern in opposition to this view, I will proceed accordingly. My emails on my computer are my private correspondence. My course records on my computer are my personal records. Both are beyond the concern of FERPA, and hence also beyond the purview of the University of Texas. When I turn in grades to the university, then they become education records and the university should maintain them. (If I used eLearning and maintained my grade-book on the university computer system, such that others can see the grades before they are officially turned in, then arguably it would be an education record maintained by the university from the beginning.)

Other universities have simpler and less intrusive approaches. Here is Carnegie Mellon’s definition of education records:

**What are education records?**

Education records are records maintained by the university that are directly related to students. These include biographic and demographic data, application materials, course schedules, grades and work-study records. The term does not include:

* information contained in the private files of instructors and administrators, used only as a personal memory aid and not accessible or revealed to any other person except a temporary substitute for the maker of the record;
* Campus Police records;
• employment records other than work-study records;
• medical and psychological records used solely for treatment purposes;
• records that only contain information about individuals after they have left the university;
• any other records that do not meet the above definition of education records.

(http://www.cmu.edu/policies/documents/StPrivacy.html) (Bold is in original.)

Patents

Matters are much more clearly worked out in relation to copyright and patents. In both American patent law and copyright law, questions of ownership depend primarily on who has created the information, rather than its content.

For patents, as noted, an important recent case is Stanford v Roche, 563 USSC, decided in 2011. In this case, Stanford University and Cetus pharmaceutical company both had explicit, signed, patent agreements with Dr. Mark Holodniy. Holodniy was a member of the Stanford faculty who was seconded to Cetus to work on a specific process. Cetus was an important biotechnology company in the Bay Area. Working with Cetus, Holodniy developed a patentable variant of that process. Cetus’s intellectual property rights were subsequently acquired by Roche pharmaceutical company. Holodniy assigned his patent rights to Roche. Stanford sued, claiming that it had rights in Holodniy’s work on the basis of their prior agreement, and these preempted the assignment to Roche.

The case is notable for us for four reasons. First, it arose after the passage of the Bayh-Dole act of 1980, which was intended to make it easier for universities to profit from inventions arising from federally funded research. This was a welcome and reasonable response to the national pattern of shrinking state support for research universities, although it has been widely criticized as a landmark in the “corporatization” of American universities. Previously, the most common practice was to require patents to go into the public domain. UT Regents Rules have been adjusted to reflect this change. Second, it recognizes the importance of explicit contracts in agreeing to assign rights, not unilateral assertions by the university that they own what we create simply because we are employees. Third, Stanford’s claims, which the court rejected, seem less far-reaching than those that the UT encryption policy presently asserts. And fourth, the court relied in its reasoning on a very clear statement of the general principle that the invention belongs to the inventor, as both a matter of American policy and basic law.

The court said: “Our precedents confirm the general rule that rights in an invention belong to the inventor.” Moreover, “It is equally well established that an inventor can assign his rights in an invention to a third party.” “In accordance with these principles, we have recognized that unless there is an agreement to the contrary, an employer does not have rights in an invention “which is the original conception of the employee alone.”“
The Bayh-Dole act did not change this, according to the court. It only provided a means by which the inventor could assign his/her/its rights to the university in the case of federally funded research, and the federal granting agency could agree to such an assignment (see especially section 210(a) and footnote 5).

**Copyrights**

The situation in copyright law is the same although its application to faculty is less clear because so few of the leading cases reflect the situations of faculty. The consequence in American law has been that the status of faculty as the authors of their works has been increasingly clouded by confusions arising from the application of the notion of “works made for hire.”

The general policy and legal principle are that the creation belongs to the creator. When you write something original, you have an exclusive author’s copyright from the moment you have written it. You own it. This is enshrined in the United States’ Constitution, Article 1, section 8, clause 8, which specifically authorizes the Congress to "To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries." The most persistent judicial problem has been to distinguish the writings from what the writings are about. The copyright applies to the former but not the latter. If I describe a tree, my copyright in the description cannot entitle me to claim to own the tree itself. Of course scholars agree. However, while the distinction is easy to see intuitively, it is difficult to articulate precisely in a way that can withstand diverse applications.

For example, Feist v Rural Telephone Service (499 U.S. 340 (1991) No. 89-1909, Supreme Court of the United States) is a suit for copyright infringement in regard to a telephone directory. The court takes this as an instance of a “compilation.” The court describes the case as concerning

…the interaction of two well-established propositions. The first is that facts are not copyrightable; the other, that compilations of facts generally are. Each of these propositions possesses an impeccable pedigree. That there can be no valid copyright in facts is universally understood. The most fundamental axiom of copyright law is that "[n]o author may copyright his ideas or the facts he narrates." *Harper & Row, Publishers, Inc. v. Nation Enterprises*, 471 U. S. 539, 556 (1985). (345).

The reasoning continues on the basis of this distinction between what is “original” and “facts.”

The legal distinction between what the author has copyright in and the “facts” appears to be the basis of the distinction between “expression” and “data” in the argument in the letter from Holthaus and Watkins, that "copy right protects only the expression of ideas
and data-copyrights do not apply to data. Therefore …the Board of Regents continue to own all intellectual property that faculty create in the course and scope of their employment-expressly including research data.” This misplaces the court’s argument.

Facts in the court's sense are not what we have on our computers or other media as our research data; facts are what our research data describe. They are not the data but what we try to make the data reflect. What we work from on our computers, for the most part, is material that we have produced ourselves and designed ourselves. It is therefore material in which we have an author’s copyright from the moment of its creation, just as we do in articles based on it. Or, alternatively, we have similar material from others, such as tabulations and documents of many kinds, that have been designed and produced by others, and therefore in which those others have title through copyright. Either way, the material has not been created or authored by the Regents or the University of Texas System and they cannot claim to own it. Nor can they claim to own it on the ground that it is not data but fact. Facts are part of nature; facts are what no one owns. The Regents also cannot claim a legal obligation to protect or control the information we have created. It is not within their power unless they are specifically given such an obligation as a matter of contract, for example as part of the terms of a research grant. The general principle remains that the creation belongs to the creator, and it is all the same legally if what is created is loosely called “data,” “compilation,” “my poem,” or “my book.”

**Teaching Materials and the Problem of Works Made for Hire**

Another very important type of information on faculty computers is teaching materials: syllabi, reading lists, readings, power-points, demonstrations, simulations, and so on. Since this is clearly material we produce “in the course and scope of our employment” it would appear that the letter from Holthaus and Watkins is claiming that the Regents own it as well. In fact this material is subject to an immediate author’s copyright exactly in the same way as anything else we create, but this is where the issues associated with the idea of “works made for hire” has been particularly salient, especially in recent years and in relation to materials prepared for teaching on-line. The basic law, however, has been established for at least a century and a half.

The exact phrase “works made for hire” appears in the Copyright Act of 1909 and the Copyright Act of 1976. The 1909 Act uses the phrase in two places but does not define it. (The two places concern the duration of a copyright and its renewal.) Subsequent case law therefore had to fill in the gap. The definitions developed reflected the cases that they came up in, which were mainly of two sorts. They were either individual works commissioned by a not-for-profit or for-profit organization, or works produced by a person on salary specifically assigned to do so. Neither was a good description for faculty, but this was not a problem because pre-existing case law did include such a description. This is what came to be recognized as the “teacher’s exception” to the new definitions. Essentially, then, the “teacher’s exception” is a guarantee that the previous
common-law case law dealing with the production of faculty still applied to them, and the concept of “works made for hire” did not apply. Faculty will be treated as original creators, with the author’s copyright that such creation entails.

The 1976 Copyright Act provided a definition. The definition did not include an exception for faculty. Here is the definition:

(1) a work prepared by an employee within the scope of his or her employment; or

(2) a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire. (section 101, Definitions)

Definition (1) embodies the phrase that appears in the University of Texas policies and in the letter from Barbara Holthaus claiming that it gives the Regents possession of the data we produce. In fact this is not a settled matter and it is more likely that the main weight of legal analysis will not support it. The reasons begin with the express intention of the 1976 Act itself. The Act federalizes all previously recognized common-law rights; it takes them out of the jurisdiction state courts and places them under the jurisdiction of federal courts. But it abolishes none of them; rather, it states quite forcefully that all rights that previously existed will still exist. The first statement is in Section 301. “Preemption with respect to other laws:”

(a) On and after January 1, 1978, all legal or equitable rights that are equivalent to any of the exclusive rights within the general scope of copyright as specified by section 106 [17 USC 106] in works of authorship that are fixed in a tangible medium of expression and come within the subject matter of copyright as specified by sections 102 and 103 [17 USC § 102 and 103], whether created before or after that date and whether published or unpublished, are governed exclusively by this title. Thereafter, no person is entitled to any such right or equivalent right in any such work under the common law or statutes of any State.

The remaining subsections (b) through (f) explicitly list various types of works, and again in each case the statement is that nothing in the act “annuls or limits” previously established rights.

Notwithstanding this clear statement, since 1976, much discussion related to faculty concerns has revolved around whether the phrase “within the scope of his or her employment” abolishes the previously recognized “teachers exception.” The first
question is whether the definition intends to leave the previous case law (and therefore the “teacher’s exception”) alone, as settled law, or does it mean to preempt it? That is, do we interpret idea of the “scope of his or her employment” in a way that is consistent with previous case law behind the idea of the teacher’s exception, or as precluding the teacher’s exception? Both interpretations are possible. The second question is, if it meant to preempt the exception, how should it be interpreted as doing so? How is the previous case-law relevant, if at all?

Elizabeth Townsend (2003) provides a review of case law and the legislation in “Legal and Policy Responses to the Disappearing “Teacher Exception,” or Copyright Ownership in the 21st Century University.” She argues that the 1976 law intended to let the previous case law stand. Therefore the exception still exists. This makes the most sense in terms what the arguments in the case law actually are, and universities everywhere consistently agree. So does the 1999 AAUP Statement on Copyright. I will return to their arguments shortly but before I can do so it is important to describe the case law itself.

Recent cases fall into two main groups: those that deal with situations involving faculty directly, and those dealing with non-academic situations, usually commercial, in which the same terms are used and defined.

Almost all of the main cases from non-academic situations concerning copyrights in material to be sold for profit. The main cases in this group, as explained by Laughlin (2000), are Community for Creative Non-Violence v Reid (1989) Aymes v Boneli (1992), Marshall v Miles Laboratories (1986), Miller v C P Chemicals, Inc. (1995). All seek to define an employee and a work made for hire in the framework of the common law concept of agency. This imagines the relation between employer and employee as master and servant. The case deal with two main types of situations, as I have already noted. One is that a business or non-profit commissions a writer or artist to produce a specific work, defined by the employer, for a fee. The other is that a business or non-profit hires a person on a salaried basis whose specific duties are to include creating certain types of written materials or other products such as graphic works or sculpture. All of the cases define “employee” and “work made for hire” by multiple characteristics. In each argument, some of the characteristics named apply to faculty reasonably well and some clearly do not apply. So while the cases as a whole clearly do not include faculty, neither do they clearly exclude them. In the abstract, therefore, on the basis of these cases the question still remains arguable.

On the other hand, four recent cases that directly reflect academic situations explicitly and clearly reject the applicability of the concept of “works made for hire” to the works traditionally regarded by faculty as their own, beginning with the classroom materials. Three of these cases were decided since the Copyright of Act of 1976. These are Weinstein v. University of Illinois, (811 F.2d 1091 (7th Cir. 1987)), Hays v. Sony Corp of America, and Bosch v. Ball-Kell, 206 WL 2548053 (C.D. Ill. 2006). Crucial arguments
in all three of them, however, build on the pre-1976 case Williams v Weisser (78 Cal. Reporter. 542 (Cal. Ct. App. 1969)). Between them, they continue to affirm that neither ordinary scholarly writing, other creative productions, ordinary course preparations, nor course preparations for online instruction are work made for hire unless there is a specific contract to make them so specifying what is to be produced and for whom. The contract must be written and signed by the author.

The Williams case arose at UCLA. Bobby Joe Williams was Assistant Professor of Anthropology. He taught Anthropology 1A-1B, Principles of Human Evolution. J. Edwin Weisser owned a company called Class Notes, based in Westwood. Weisser hired students to take notes in classes and then published those notes for sale. Weisser copyrighted the published notes. The notes were identified by class and instructor. UCLA faculty did not agree among themselves on whether this was an acceptable practice. Some approved and cooperated and some opposed it. The Faculty Senate took no position. To my personal knowledge, they had never discussed it; the court record says nothing about it. Weisser had permission from the UCLA administration to advertise in the UCLA student paper, the Daily Bruin. He advertised the notes and also his offer to students to serve as note-takers. The UCLA administration had issued a public statement over the signature of Chancellor Charles Young calling attention to the firm and stating two major policies. This is quoted in the court opinion:

"First, regarding the attendance of auditors, whatever their purposes may be (except for Summer Session) it is the policy of the University to defer entirely to the wishes of the individual faculty member. Any faculty member has the right to deny the attendance of auditors if he so desires.

"Secondly, regarding the faculty member's right to control distribution of notes taken in classroom lecture, it appears quite clear that under California's recognition of common law copyright, the lecturer retains a property right to his words spoken before a limited audience. Any unauthorized duplication and distribution of these words, either verbatim or in the form of notes may therefore constitute an infringement of this right. It is emphasized that the common law copyright in a lecture is the property of the lecturer rather than of the University, and therefore any legal actions for the infringement of such right must be brought in the name of the aggrieved faculty member. (Williams v. Weisser 273 Cal. App. 2d 726, Footnote 1.) (http://law.justia.com/cases/california/calapp2d/273/726.html/ downloaded 16 Dec 2012).

A UCLA student, Karen Allen, took notes in Williams’ class. She appeared in court as a witness for Williams. The court record states that she was not enrolled in the class, but this fact has no significance in the court’s argument. She sold her notes to Weisser, and Weisser published them. Williams complained to Weisser. Weisser continued to offer the notes. Williams then sought an injunction on two grounds: invasion of privacy by using
his name and infringement of his common-law copyright in his lectures. He asked the court to order Weisser to cease publication and award $1,000 in compensatory damages and $500 in exemplary damages plus court costs. The court decided for Williams. Weisser appealed. The three-judge appeal court upheld the original judgments.

The appeal court's opinion was written by P. J. Kaus. It is notable for the way it lays out what Kaus characterized as a “short but sturdy” line of authoritative precedents directly on the question of a professor’s property rights in his lectures, in contrast to a large array of other cases cited by Weisser’s attorney reflecting other occupational contexts. Weisser’s attorney’s purpose was to show that Williams’s lectures were works made for hire, hence owned by the university. This was the basis for his further argument that in allowing Weisser to advertise in the Bruin, the administration had abandoned the university’s rights.

The “first and leading” case in this short but sturdy line was Abernathy v. Hutchinson, in England in 1825. Abernathy was a medical doctor. The defendant Hutchinson had been a student in his class, took notes, and published them in The Lancet. Although Hutchinson was not a professor at a university, the court’s reasoning explicitly included the idea that his position was like one. Kaus also cited Lord Eldon’s reflections on Blackstone’s publication of his Vinerian Lectures under copyright. He quotes Eldon from Abernathy v Hutchinson:

"Now, if a professor be appointed, he is appointed for the purpose of giving information to all the students who attend him, and it is his duty to do that; but I have never yet heard that anybody could publish his lectures; nor can I conceive on what ground Sir William Blackstone had the copyright in his lectures for twenty years, if there had been such a right as that; we used to take notes at his lectures; at Sir Robert Chamber's lectures also the students used to take notes; but it never was understood that those lectures could be published;--and so with respect to any other lectures in the university, it was the duty of certain persons to give those lectures but it never was understood, that the lectures were capable of being published by any of the persons who heard them." (3 L.J. at p. 215.)

The second case Kaus cited is Caird v Sime (1887). Caird was Professor of Moral Philosophy at Glasgow University and Sime had published notes from one of Caird’s students. The judgment in Caird v Sime included reflections on still another early case, Nicols v Pitman, 1884. Nicols had delivered lecture on “The Dog as Friend” at a working men’s college. Pitman attended and published his shorthand notes of the lecture in The Phonographic Lecturer.

In the United States, Sherrill v Grieves involved very similar issues in 1929. Sherrill was an instructor in the Army post-graduate school at Fort Leavenworth. He was employed to teach a course on military sketching, drafting, and map-making. He found that there was
no suitable text and therefore wrote a book to fill in the gaps. With his permission, the Army published a pamphlet with some of the material from the book. Grieves then used the material from the pamphlet without Sherrill’s permission on the ground that it had been produced by the government, and was therefore public. Sherrill sued for copyright infringement.

In all of these cases, the courts made the same basic finding for substantially the same reasons. The finding was that a lecturer had an author’s copyright in his lectures. There were three main reasons. First, the idea of work made for hire did not apply because what the instructors were hired for was to deliver instruction on the topic. It was not to do so in any particular form or manner. How they arranged and delivered the material was up to them, and that was what their copyright applied to. Second, the fact that the employing body was public did not make the manner of providing the instruction public property; it was still the creative work of the instructor. Third, the fact that the lecture was delivered to students did not make it a public performance that placed it in the public domain. The right of a student to learn the material of a course does not include the right to copyright its presentation as if it were their own. If a person does not own a copyright, it follows that they also cannot transfer it.

Kaus also reviewed a number of ways in which holding that the university, and not Williams, owned the copyright would be inconsistent with “common sense.” What Kaus means by this is that it would have policy implications that were either undesirable or absurd. The first of these is that if the university were the owner of the copyright, it would have no way to act on this ownership: “Such retention would be useless except possibly for making a little profit from a publication and for making it difficult for the teacher to give the same lectures, should he change jobs.” Moreover:

Indeed the undesirable consequences which would follow from a holding that a university owns the copyright to the lectures of its professors are such as to compel a holding that it does not. Professors are a peripatetic lot, moving from campus to campus. The courses they teach begin to take shape at one institution and are developed and embellished at another. That, as a matter of fact, was the case here. Plaintiff testified that the notes on which his lectures were based were derived from a similar course, which he had given at another university. [273 Cal. App. 2d 735] If defendant is correct, there must be some rights of that school which were infringed at UCLA. Further, should plaintiff leave UCLA and give a substantially similar course at his next post, UCLA would be able to enjoin him from using the material which, according to defendant, it owns.

No one but defendant, an outsider as far as the relationship between plaintiff and UCLA is concerned, suggests that such a state of the law is desirable. fn. 6

Another strange consequence which would follow from equating university lectures with other products of the mind which an employee is hired to create, is,
that in order to determine just what it is getting, the university would have to find out the precise extent to which a professor's lectures have taken concrete shape when he first comes to work.

Notably, in view of the later debates surrounding the wording of the 1976 Act, the Williams opinion does not use the actual phrase “teacher’s exception” or anything like it.

Weinstein v. University of Illinois and Hays v. Sony Corp of America were both decided after 1976. They maintain the basic conclusion that faculty members must be considered to be the authors of their teaching materials and scholarly works, and therefore the owners of an author’s copyright in them. However, they adjusted the ground for reaching this conclusion to reflect the possibility that the Copyright Act of 1976 might be taken by a court as removing the “teachers exception.”

In Weinstein v Illinois, Marvin Weinstein was a Clinical Assistant Professor in the U of Illinois College of Pharmacy. He sued the university for denial of due process in listing him as third author instead of first author in a co–authored article with two other faculty members. He also claimed to have been denied due process in being dismissed from the university.

One of the other authors, Belsheim, was another Clinical Assistant Professor. The other, Hutchinson, was the Director of Pharmacy Practice. The order of names on the article as published was Belsheim, Hutchinson, and Weinstein. The dispute about credit grew out of a previous dispute between Weinstein and the other co-authors over content as the article was being written. In Weinstein’s view, it was particularly important that he be first author because he had already been advised that he would not be appointed with tenure. He would have to be looking for another position. He was therefore damaged by being denied the advantage that he felt would be attached to being listed first. According to the information in the judgment, he had not published anything at all previous to this article.

Weinstein’s claim that he had been denied due process by the university depended on his claim that the university was the actual owner of the article. And this depended on his claim that it was a work made for hire. Therefore the university should have resolved his dispute with the other authors. Weinstein’s attorney argued on the basis of the definitions of a work made for hire in the 1976 Copyright Act, and also that the university had funded the program the article described. The district court had concluded that the University did indeed own the work as a work made for hire, but rejected Weinstein’s argument as having failed to state a claim on which relief could be granted. Weinstein appealed to the Seventh Circuit. The Seventh Circuit court rejected the appeal and affirmed the judgment of the district court, but altered the grounds. Quoting from the “overview” in the opinion:
While the court disagreed the article was appellee employer's property, it did find that appellant was not deprived of his property without due process and that appellee joint author was within his rights to revise the article. The court found that appellee employer listened to appellant's complaints and was justified in terminating appellant as appellant lacked a property interest in his position. The court also awarded appellees attorneys' fees pursuant to Fed. R. App. P. 38 because of appellant's frivolous claims.

The Circuit Court addressed Weinstein’s claim that the article was a work for hire in two ways. It first looked to the definition in the Copyright Act:

The district court concluded that the article was the University's property rather than Weinstein's because it was a "work for hire". [HN1] The copyright law gives an employer [*1094] the full rights in an employee's "work for hire", 17 U.S.C. § 201(b), unless a contract provides otherwise. The statute is general enough to make every academic article a "work for hire" and therefore vest exclusive control in universities rather than scholars. See DuBoff, An Academic's Copyright: Publish and Perish, 32 J. Copyright Society 17 (1984).

The Court did not agree that the statute actually made every academic work a work for hire simply because it was general enough to do so, however. Instead, the Court continued directly to note that:

The University of Illinois, like many other academic institutions, responded to the 1978 revision of the copyright laws by adopting a policy defining "work for hire" for purposes of its employees, including its professors. According to the policy, which is a part of each professor's contract with the University, a professor retains the copyright unless the work falls into one of three categories:

1. The terms of a University agreement with an external party require [**8] the University to hold or transfer ownership in the copyrightable work, or
2. Works expressly commissioned in writing by the University, or
3. Works created as a specific requirement of employment or as an assigned University duty. ..

The opinion then noted that “The district court held that Weinstein's work is covered by paragraph (3) because the University funded the clerkship program and because, as a clinical professor, Weinstein was required to conduct and write about clinical programs.” The Appeals Court disagreed, arguing that:
This interpretation of the University's policy collides with the role of the three categories as exceptions to a rule that faculty members own the copyrights in their academic work. A university "requires" all of its scholars to write. Its demands -- especially [**9] the demands of departments deciding whether to award tenure -- will be "the motivating factor in the preparation of" many a scholarly work.

When Dean Manasse told Weinstein to publish or perish, he was not simultaneously claiming for the University a copyright on the ground that the work had become a "requirement or duty" within the meaning of paragraph (3). The University concedes in this court that a professor of mathematics who proves a new theorem in the course of his employment will own the copyright to his article containing that proof. This has been the academic tradition since copyright law began, see M. Nimmer, Copyright § 5.03[B][1][b] (1978 ed.), a tradition the University's policy purports to retain. The tradition covers scholarly articles and other intellectual property. When Saul Bellow, a professor at the University of Chicago, writes a novel, he may keep the royalties.

The Appeals Court then concluded that: “The University's copyright policy reads more naturally when applied to administrative duties.” The court gave the example of a report of a committee of faculty to study a specific problem. In such a case “The committee may publish a report, in which the University will claim copyright.”

The Court then reviewed the conversations between Weinstein and the faculty and administrators he was suing to show that at no point were these conversations based on the assumption that the article was actually owned by the university. For example: “Dean Manasse told Weinstein to publish the article, not to ask the University for permission to publish -- permission that would have been [**11] essential if the University owned the copyright.” In short, the article was not a work made for hire; Weinstein’s dispute with the other co-authors was a matter of contract law under state jurisdiction, not due process under federal jurisdiction.

The Weinstein judgment is commonly read as saying that grounds for assigning faculty the rights of authorship in their teaching materials and scholarly writing can be found in university policy and tradition rather than just the case law. My own reading is slightly different. It is that the while the 1976 definition can be read as making faculty employees and their scholarly creations works made for hire, it should not be so read if university policy and practice supports the traditional view. It is also important that the kinds of perplexities that the opinion says would arise if the works were interpreted as works for hire are the same kinds that were recognized by and embodied in pre-existing case law.

The Weinstein opinion was written by Judge Frank Easterbrook, with Judges Richard Cudahy and Richard Posner on the panel in agreement. The Hays opinion was written a year later by Judge Posner with Easterbrook and Flaum concurring.
Stephanie Hays and Gail MacDonald were high school teachers who had written a computer manual for their students. Their high school gave the manual to Sony Corp to modify so the school district could use it with Sony word processors they had just bought. Sony then printed the manual with parts of Hays and MacDonald’s text copied verbatim. When Hays and MacDonald saw it they filed their own copyright and sued Sony for infringement. So while this was a case where the issue of works made for hire was salient, it did not concern faculty in a university. Nevertheless, there were parallels with the situation of university faculty and Judge Posner commented on them in clear language.

The reasons for a presumption against finding academic writings to be work made for hire are as forceful today as they ever were. Nevertheless it is widely believed that the 1976 Act abolished the teacher exception, see Dreyfuss, supra, at 598-600; Simon, supra, at 502-09; Weinstein v. University of Illinois, 811 F.2d 1091, 1093-94 (7th Cir.1987)—though, if so, probably inadvertently, for there is no discussion of the issue in the legislative history, and no political or other reasons come to mind as to why Congress might have wanted to abolish the exception. To a literalist of statutory interpretation, the conclusion that the Act abolished the exception may seem inescapable. The argument would be that academic writing, being within the scope of academic employment, is work made for hire, per se; so, in the absence of an express written and signed waiver of the academic employer's rights, the copyright in such writing must belong to the employer. But considering the havoc that such a conclusion would wreak in the settled practices of academic institutions, the lack of fit between the policy of the work-for-hire doctrine and the conditions of academic production, and the absence of any indication that Congress meant to abolish the teacher exception, we might, if forced to decide the issue, conclude that the exception had survived the enactment of the 1976 Act.

Townsend’s conclusion was that although the 1976 act has eroded the previous case-law position, “all is not lost with the “teacher exception””(Townsend 2003: 282). We now have to be more concerned with written university policy, mainly because in some cases there can be a great deal at stake financially, most notably patents and more recently course material for distance learning. My conclusion is stronger: the text of the law itself as well as recent cases make it absolutely clear that the 1976 Copyright Act should be interpreted in terms of preexisting rights, which must also mean the legal judgments that frame those rights. Moreover, this is at least as much a matter of the force in the values and relationships that lie in what the courts recognize as the character of life and work in universities as it is in the “literal” letter of the law—meaning the judgements read as though the context that they arose from could be ignored. The courts still recognize what a university is and what our present rather vast system of scientific and academic publishing law and practice presupposes.
“Let the decision stand” is a central principal in common law adjudication. A still more basic principle that underlies it is that the law should make sense in the circumstances where it is applied. This requirement to make sense underlies the “sturdy” decisions cited in creating the teachers exception and still applies. The exception comports with the coherent and sustainable system of reciprocal relations that have always been recognized as necessary in a university as community of scholars and students. Strictly speaking, it is not actually an exception at all, but a judicial formulation of how the idea of the employer-employee relationship should and should not be applied in this context in order to avoid self-destructive conclusions both for the universities and for the courts themselves. Treating faculty as servants in a master-servant relation, and assigning authorship of faculty works to the university on this basis, produces self-contradictions and absurdities that would, if enforced, make universities as we know them impossible to create or maintain.

In 2007, the University of Minnesota published the results of a survey of copyright policies of twenty peer institutions. The University of Texas was included. They asked whether the university or the faculty member owned the copyright in six classes of work. The six classes and their summary of the results was:

*Traditional academic work product-under copyright policies of all universities surveyed (20), copyright ownership of non-directed academic works traditionally created by faculty and students (books, articles, theses, etc.) vests with the creators of such works. Similarly, at 16 of the 20 universities surveyed, faculty members retain ownership of course materials created during the course of teaching (syllabi, assignments, tests, etc.).*

*Works created with substantial/significant university resources—almost uniformly (19/20), universities retain copyright ownership of works created with “substantial” or “significant” university resources, irrespective of the nonexistence of a written agreement governing the issue of ownership and irrespective of whether the work in question is classified as traditional academic work product.*

*Works made for hire—18 of the 20 policies surveyed vest copyright ownership of “works made for hire” (works created by university employees within the scope of their employment) in the university. As with works created with substantial/significant university resources, universities retain rights in “works made for hire” notwithstanding the nonexistence of a written agreement governing the issue of ownership.*

*Courses and courseware—8 of the top 20 universities retain copyright ownership in courses taught and courseware developed for teaching at the university. The remaining 12 universities do not address the issue of ownership of courses and courseware in their copyright policies.*
Sponsored works-17 of the 20 policies surveyed vest copyright ownership of sponsored works (works first produced by or through the university in the performance of a written agreement between the university and a sponsor) in the university.

Commissioned works-8 of the top 20 universities retain copyright ownership in works specially commissioned by the university (works produced for university purposes by individuals not employed at the university or by university employees outside their regular employment). The remaining 12 universities do not address the issue of ownership of such works in their copyright policies.


The largest class of creative productions by far is the first; the others are less common special cases.

If the courts continue to follow the reasoning in Weinstein and look to policy, tradition, and practice to determine whether faculty works are works made for hire, they are very likely to have to deal with the question of whether the policy of some specific university is consistent with the general pattern of policies, or directly with the question of whether some specific policy is reasonable. Early courts did so anecdotally; future courts will doubtless be provided with surveys of this kind. This survey represents the academic consensus now. This clearly reflects tradition, and tradition in turn reflects a massive system of underlying rational and practical constraints. The traditional conceptual framework still prevails: that the faculty member owns in law what he or she is recognized by other faculty as having created in fact. The faculty is hired to teach, but how they teach is their creative product. The faculty is hired to contribute to knowledge, but exactly what they contribute and how they do it is their creative product.

Universities have multiple differentiated organizations, with multiple differentiated responsibilities. It makes sense, if we are careful, to think of a university as represented by its administration in a financial sense and, in that context, to think of this administration as an employer in relation to employment law. It does not make sense to think of a university as represented by its administration as a scholar or teacher, or as identical with the university as a community of scholars and students, in relation to long-standing copyright law.

When cases have come to courts that reflect the actual situations in universities, the courts have decided in such a way as to preserve the rights and powers of faculty that faculty have always recognized as essential. The Copyright Act of 1976 has declared those rights to be undiminished and has made the federal courts their interpreters and protectors. Despite the speculations, the law is still on our side.
University of Texas Policy

I should add here as I have in my response to Ms. Holthaus and Mr. Watkins that I do not see a problem with the current Regents Rules, as long as they are read consistently with current law including the established reasons for recognizing the “teachers exception.” The policies on intellectual property in the rules when taken as a whole are generally consistent with academic values and academic freedom. The problem, rather, is that the rules are not being adhered to in the claims being made in relation to demands for encryption (and some related matters). We need a better way to conceptualize the kinds of information faculty work with and produce, in order to provide kind of security we all recognize is needed. With the FAC, I will be working on developing this.

Looking Ahead

The Faculty Advisory Council has formed a working group that will work with the UT System Security Office and legal staff to arrive at more workable rules and definitions while still accomplishing our basic goal of securing our information and complying with the relevant laws.

We live in a new era of information availability. We literally have more information at our fingertips than any scholars in history. But this convenience brings dangers. What we can access others can also access. Not long ago, our research materials were protected from theft or alteration by sheer bulk and difficulty to get at. They were on shelves in this office, files in those other offices. We did not need to distinguish categories of information conceptually because they were separated and controlled physically. The same applied to student records, medical records, and so on. We did not need to distinguish kinds of information conceptually because they were separated and controlled physically. The same applied to student records, medical records, and so on. This is rapidly changing. Now that we can access them electronically and pack them off in something as small as a thumbnail, we have to make other arrangements to guard against theft and misuse. We need to distinguish kinds of information conceptually, not primarily by where they are physically. We need rules and policies for this, of course. But most of all we need a clear set of concepts that says what these rules and policies will apply to. This is what has been missing. We need to work together to provide it.

Specifically in relation to what needs to be encrypted and how it is to be done, here are some preliminary points, subject to discussion. First, personal educational records, emails to and from students, and emails to and from other faculty and administrators are on the faculty member's side of the line; they are personal and the university has no responsibility for them or control over them. Grades become FERPA protected records when they are posted or entered on university systems (such as eLearning) in a way that makes them available to others. Information the university is obligated to protect, such as information from NSF or NIH funded research, is not to be regarded as information the university exclusively owns. The University cannot keep the PI or his/her designees from possessing and using it. As long as the PI is associated with the university, the PI controls access to it in accordance with the terms of the grant or contract. The working
group will develop the details.

Once we arrive a clear definition of information the university properly owns or that it has clear custodial responsibility for, the most general and strong recommendation will be that faculty either should not have university-owned information on their personal machines at all or should only have it subject to agreed conditions. Given this, the following options will be available:

1. University-owned computers will be encrypted and have backup so that if one is lost or destroyed by the encryption process itself, the faculty member will not lose their work. There will be no requirement for LANrev or a similar program, although it will be provided it agreed to.

2. If faculty must use university owned data on personal machines, they should have permission to do so, the machine should be encrypted, and the faculty member should have the option of having LANrev or a similar program installed.

3. For faculty members who have only their own information on their computers, the university will assist faculty members in encrypting their computers using a program of the faculty member's choice from an approved list. There will be no requirement for LANrev, but it will be available if a faculty member asks for it. Campuses should also provide a service to check that encryption is installed and working. Campuses may keep the encryption keys if faculty members wish. The approved list will include Apple and Windows proprietary encryption programs, and PGE. It will be drawn up by faculty in consultation with the university Information Security Office.

4. The university will provide encrypted thumb drives.

5. If university sponsored or managed encryption destroys a faculty member's personal computer, the university will replace the computer.

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1 This is an expanded version of the analysis sent to UTD Faculty under the title Address to the Faculty on Issues Related to Encryption, December 2012.


3 See Laughlin, Gregory Kent. 2000. “Who Owns the Copyright to Faculty-Created Web Sites?: The Work-For-Hire Doctrine’s Applicability to Internet Resources Created for Distance Learning and Traditional Classroom Courses.” Boston College Law Review. 41:3:3:Article 2.