MEMORANDUM
December 3, 2014

TO: Academic Council*

COPY TO: David Daniel
Hobson Wildenthal
Andrew Blanchard
Calvin Jamison
Abby Kratz
John Wiorkowski
Austin Cunningham
Denis Dean
George Fair
Dennis Kratz
Bert Moore
Bruce Novak
Hasan Pirkul
Mark Spong

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

SUBJECT: Academic Council Meeting

The Academic Council will meet on WEDNESDAY, December 3, 2014 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

2014-2015 ACADEMIC COUNCIL
Gail Breen
David Cordell**
Murray Leaf***
Jessica Murphy
Ravi Prakash
Viswanath Ramakrishna
Tim Redman *
Liz Salter
Richard Scotch
Tres Thompson
Brooke Knudtson, Student Government President

*Speaker
**Secretary
*** Vice-Speaker
AGENDA

ACADEMIC COUNCIL MEETING
December 3, 2014
Osborne Conference Room, ECSS 3.503

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS  Dr. Daniel
2. APPROVAL OF THE AGENDA  Dr. Redman
3. APPROVAL OF MINUTES  Dr. Redman
   November 5, 2014 Meeting
4. SPEAKER’S REPORT  Dr. Redman
5. FAC REPORT  Dr. Leaf
6. CEP Recommendations:
   A. Undue influence on Admission Decisions  Dr. Radhankrishnan
   B. Admissions Policy
   C. Informational: Proposed Core Curriculum Syllabi Templates
7. Discussion: ATEC/EMAC A&H possible reorganization  Dr. Daniel
8. Discussion: Academic Calendar for 2016 and 2017  Dr. Blanchard
9. Internal Funding for Academic Programs  Dr. Leaf
10. Election Procedures  Dr. Cordell
11. E-Learning Concerns  Dr. Prakash
12. Saturday Lab Courses  Dr. Redman
13. Presentation by the Student Success Center  Dr. Redman
14. Update on Salary Compression and Inversion  Dr. Redman
15. 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 5, 2014

PRESENT: Hobson Wildenthal, Gail Breen, David Cordell, Murray Leaf, Jennifer Murphy, Ravi Prakash, Viswanath Ramakrishna, Tim Redman, Liz Salter, Richard Scotch,

ABSENT: David Daniel, Tres Thompson

VISITORS: Andrew Blanchard, Abby Kratz, Inga Musselman

1. Call to Order, Announcements & Questions
Provost Wildenthal called the meeting to order at 2:02 PM. President Daniel is at a Regents meeting. The university is still struggling with space concerns. The current plan is to erect more modular building like those currently behind Karl Hoblitzelle Hall. He opened the floor to questions.

A question was raised concerning the current graduation rate. Andrew Blanchard responded that it is currently over 50%, and is 1.5% higher than last year.

2. Approval of the Agenda
Murray Leaf moved to correct the informational item ‘Low Producing Programs’ to ‘Fast Track Programs’, and to add an informational item from Andrew Blanchard regarding campus email. Liz Salter seconded. The motion carried.

3. Approval of Minutes
Jessica Murphy moved to approve the minutes with minor typographical corrections, the addition of Nancy Fairbank to the attendance list, and correction of the spelling of Jessica Murphy’s name. Richard Scotch seconded. The minutes were approved.

4. Speaker’s Report
Speaker Redman noted that the third Wednesday in March will be during spring break and that the Senate should meet on either March 11 or March 25. He brought up a concern that the committee appointments are still not complete. The committees should be meeting and working. He suggested the possibility of a ‘Committee of the Year’ award for those committees who excel at their work since there are some committees that produce a great deal of work, while many do not. Speaker Redman suggested to the Council that read a book recommended by the Effective Teaching Committee called “Make it Stick” by Harvard College Press. It upends conventional thinking about what works and what does not.

5. Texas Council of Faculty Senates Report
Vice Speaker Murray Leaf was unable to attend the Council meeting due to illness, but submitted his report for inclusion.

The November meeting of TXCFS was attended by Murray Leaf and David Cordell.
The group customarily has a meeting of the executive committee the night before the main meeting. Murray Leaf attended as vice president for the northeastern region.

1. The meeting began with a welcome by the TCFS and Texas AAUP presidents at 1 PM. This was followed promptly by a talk by Julie Schmid, executive director of AAUP. Schmid's background is more higher education labor than academics. The main theme was that the AAUP is now 100 years old. The question was whether this called for a reassessment or any changes. She framed her talk with an update of recent AAUP interpretations of federal employment data to the effect that 70% of "our colleagues" in higher education employment are now contingent faculty. She was concerned with what this portended for loss of tenure and the general deterioration of employment conditions in the profession, reflecting recent AAUP papers, and she indicated that the AAUP would be focusing on trying to improve security of employment for contingent faculty. This included the idea that there is now a breakdown in the social contract between higher education and America, which Hunter Rawlings, as president of the American Association of Universities, was the first to voice a few years ago.

I was a bit interruptive, after a while, because this percentage implies a definition of higher education that makes no sense. The greatest increase in post high school enrollment since World War II has been in community colleges and in Masters programs of vocational character, such as real estate and art programs. A large part of the enrollment in community colleges is not in academic subjects at all. This is where the vast bulk of the contingent faculty are and it is silly to think of this type of faculty employment in these institutions as an erosion of tenure or as requiring the protection of tenure. Nontenure track or non-tenure system teaching is an increasing part of what we have to deal with in mainstream higher education, particularly in undergraduate instruction in research institutions. We do have to find a way to increase their security of employment, particularly in states that make it difficult to unionize. But this is a problem with a much more manageable, principled, and incremental solution than trying to give security of employment to people teaching real estate or cheese making at community colleges.

2. This was followed by a panel on faculty intellectual property rights and concerns. I had organized the panel and moderated it. Other panelists were Michael Farmer, incoming Senate President at Texas Tech, Susan Weill professor of journalism at Texas State University, and Tim Letzring, Dean of the College of Education and Human Services at Texas A&M Commerce.

I think the presentations were useful and constructive. I gave a short background on the major case law. Professor Farmer described recent negotiations with Texas Tech’s Board of Regents and administration which among other things pinned down the meaning of the phrase "significant contribution" of the University in developing faculty intellectual property. This appears in many university rules as the ground for the regents or university claiming an ownership right. The Tech faculty asserted that a significant contribution had to be much more than $5000. The administration agreed. We need to do this in the UT system.
Somewhat along the same lines, Professor Weill described contract templates that they had developed in the Texas State System for being very clear about the rights of faculty who create online material. Essentially, if you don't have a contract and you create it, it's yours. If you have a contract the contract will specify a quid pro quo. The contracts all are very clear in using the phrase "work made for hire" to describe the work if it is intended to be treated legally as a work made for hire. Again, this is an extraordinarily straightforward approach that seems to work.

Dean Letzring is a lawyer and focused on the recent court cases pertaining to free speech rights of faculty as government employees. This doesn't directly bear on intellectual property issues but it does indirectly, in the sense that our free-speech rights as citizens support our rights to own what we say as creators under copyright. If the University can limit what we can say it can limit what we create. It is an important caution. We need to keep it in mind.

My general conclusion was that faculty in other public systems in Texas are not having the difficulties dealing with their attorneys that UT system faculty are--at this moment.

3. The next speaker was James Goeman, from the Texas Higher Education Coordinating Board. The general consensus was that the conversation was much more relaxed than the last time we heard from him. He recognized that the Board has now been assigned a less regulatory and more coordinating role, and that seemed fine. The delegates did not bring up any notable problems. The Coordinating Board is still keeping track of what they call low producing programs, but essentially they just pass their information on to our respective governing boards.

4. The rest of the afternoon was mainly taken up with campus reports. We try to extract issues from these of general concern. One such concern was policies on tenure and promotion, and specifically whether they should include a requirement for "collegiality." Also, there was discussion of whether collegiality is part of service or related to service. We agreed more or less immediately to have a panel for the next meeting on promotion and tenure policies.

5. The discussion of issues of common concern carried over to the next morning and we revisited the collegiality issue in a slightly different way. One aspect of collegiality is having senior faculty act responsibly in constructively evaluating and advising junior faculty. But another aspect is bullying. Several campuses seem to have fairly severe problems with exploiting junior faculty, such as demanding co-authorship of articles, being included on grants, or taking senior authorship when the junior faculty member is actually the senior author. If the junior faculty complain or do not go along, they may be denied promotion on grounds of lack of collegiality. It is obviously a perversion, but it will be interesting to dig into it and see how it gets started. This will probably also be the subject for some kind of forum in the spring meeting, either discussion panel, or speaker.

6. There were also four resolutions. One was to reaffirm the previous TCFS opposition to any change in Texas law banning guns on campus. The second was to urge the legislature to increase the funding for Texas Education Opportunity Grant program. The third was to
fund the Texas Hazelwood act. The fourth was to increase the legislative appropriation for higher education 25%, to bring per capita student funding back almost to 2001-2002 levels.

6. CEP Recommendations- Suresh Radhakrishnan
   A. Supplemental Courses for Spring 2015
      CEP requested that one course be reviewed and reapproved so that it could be offered in spring 2015. The committee approved all other courses. The new text for the missing course will be available for the Senate packet.

      CEP used this opportunity to talk about the guidelines and rationale for repeating courses for credit. Two items came out of the discussion. First, what is the reason the course is repeatable? Second, is there a rationale for a maximum limit for any specific course?

   B. Revised Toulouse Cotutelle Agreement
      The previous student designee under the TCA could not wait for the approval and accepted another position. As the agreements are written per student, a new agreement needed to be approved. There were no substantial changes other than the student’s name. Richard Scotch raised the question of why the university could not give blanket approval for these types of agreements. CEP requested to approve each agreement due to the double-dipping concern, i.e., receiving credit for one course in two doctoral programs. CEP will review the procedure in the future.

   C. Informational: Fast Track Programs
      Serenity King will present information regarding Fast Track Programs at the senate meeting. SACS has indicated that it will consider changing the policy on fast track programs. SACS will be requiring that all programs meet a minimum hours requirement: Undergraduate 120 hours, and Master's 30 for a total of 150 hours. Double masters’ degrees would require 60 hours. Serenity King will inform the Senate of the requirements following the December SACS meeting.

      Viswanath Ramakrishna moved to place all three items on the Senate agenda. Ravi Prakash seconded. The motion carried.

7. Information Security Policy – Nate Howe
   Vice-Speaker Leaf had distributed an email that expressed his opinion on the policy. He felt that it was not harmful. There was a request that supplementary documentation be included to define what ‘university business data’ actually is and is not. Another concern raised was the working of the 7.7 section pertaining to sexually explicit material on university computers. It is not allowed unless it is part of the unit’s official duties and written permission is obtained. UT System legal counsel requires that that the written approval come from the President’s Office. Concern was expressed that some courses have legitimate reasons for including sexually explicit material and that academic freedom should preclude seeking special approval.
Feedback from the various stakeholders will be accepted through November 12, 2014. A final copy will be given to Chris McGowan for distribution no later than noon November 14, 2014. Ravi Prakash moved to place it on the agenda. Tres Thompson seconded. The motion carried.

8. **Informational: Email program transition- Andrew Blanchard**
   The current email program used by the university is becoming very expensive. As time goes by more and more staff, faculty, and students are using the program. Some email users have as much as 25 GB of emails stored. The solution is to move to Office 365, which is cloud based. It is backed up and is encrypted. The transition will begin working by moving students to the new program, and then will progressively add batches of faculty and staff. More information will be forthcoming.

9. **Internal Funding for Academic Programs**
   Richard Scotch moved to send the item to the Budget committee. Ravi Prakash seconded. The motion carried.

10. **Campus Updates Presentation by Calvin Jamison**
    Liz Salter moved to place the presentation on the Senate agenda. Viswanath Ramakrishna seconded. The motion carried.

11. **Committee on Committees Replacement Recommendations**
    Viswanath Ramakrishna recommended Duncan Macfarlane to replace Brian Ma as member and chair of the Committee on Academic Integrity, and Robert Serfling to replace Linda Morales on the Committee Faculty Mentoring. Jessica Murphy recommended Rebecca Files to replace Denise Boots on the Committee on Effective Teaching. Tres Thompson recommended Robert Ackerman and Ravi Prakash recommended Ryan McMahan to replace Candice Mills and Denise Park on the Committee on Research Involving Human Subjects. Jessica Murphy moved to place the recommendations on the senate agenda. Viswanath Ramakrishna seconded. The motion carried.

12. **Approval of Candidates for Graduation**
    Tres Thompson moved to place the candidates on the senate agenda. Liz Salter seconded. The motion carried.

13. **Student Course Evaluation Procedures**
    Speaker Redman read a letter from Karen Huxtable-Jester, the chair of the Committee on Effective Teaching.
    
    **On behalf of the Committee on Effective Teaching, I would like to make a request regarding the procedures for soliciting students to complete their university-wide course evaluations. As you may know, some instructors choose to have students complete their online course evaluations during a designated face-to-face class session toward the end of the semester. Because this procedure tends to result in a much higher than usual completion rate, the committee is planning to recommend that more faculty consider adopting this plan. In order for this to work, students need to have received an email from the Provost’s Technology Group that contains each student’s individualized link to the evaluation system before the class period in which it will be needed. In the past, the email with this**
link has been sent to some students too late for evaluations to be completed in class in the last week of the semester.

In order to prevent this problem, the Committee would like for the email with the link to be sent to students no later than Monday, December 1, 2014, for Fall 2014 and Monday, April 20, for Spring 2015. Would it be possible for the Senate to consider approving these new deadlines for the Provost’s Technology Group email to students?

Jessica Murphy moved to place on the Senate agenda. Liz Salter seconded. The motion carried.

14. Substantive Changes and School Bylaws
Richard Scotch moved to place on the Senate agenda. Jessica Murphy seconded.

15. Appointments to 3+3+3 Committee on Non-Tenure Track Faculty:
The following members were recommended to be on the committee.
- Tenure system representatives: Jennifer Holmes, Ravi Prakash, Richard Scotch.
- Non-tenure system representatives: Liz Salter, David Cordell, and Betsy Schlobohm.
- Dean representatives: Dennis Kratz, Bruce Novak, Hasan Pirkul.
Liz Salter moved to place the recommendations on the Senate agenda. Viswanath Ramakrishna seconded. The motion carried.

16. Senate Agenda for October 15, 2014:
1. CEP Recommendations
2. Information Security Policy
3. Campus Updates Presentation by Calvin Jamison
4. Committee on Committees Replacement Recommendations
5. Approval of Candidates for Graduation
6. Committee on Committees Recommendations

There being no further business Hobson Wildenthal adjourned the meeting at 3:26 PM.

APPROVED: ______________________________ DATE: ______________________________
Tim Redman
Speaker of the Senate
Undue Influence on Undergraduate and Professional Admission Decisions Policy

The University of Texas at Dallas is a state-funded institution of higher education dedicated to providing a quality education to a diverse student body. Admission to UT Dallas is determined based on posted admission criteria and policies alone, resulting in a transparent, fair process that evaluates applicants according to the quality of their application. This process is strictly merit-based without regard to race, ethnicity, religion, national origin, gender, age, disability, citizenship, veteran status, or sexual orientation.

Application Inquiries

Inquiries regarding the status or details of an application will only be discussed with the applicant or a representative of the applicant, such as his or her parent or legal guardian, spouse, or secondary high school counselor. Disclosure of any material in an applicant’s file to a third party is prohibited. Third party inquiries, such as those from university employees without admissions responsibilities, members of the Board of Regents, donors, alumni, corporate representatives, and elected officials of the State of Texas, will not be answered. In adherence to the university’s admissions policy, and at the discretion of each applicant, selected third parties may offer letters of recommendation; however, individuals who submit solicited letters of recommendation are not entitled to any additional information regarding the applicant’s admission status.

Unsolicited Expressions of Support

Unsolicited support—including letters, e-mails, or phone calls from university faculty and staff members not involved in the admissions process, members of the Board of Regents, donors, alumni, corporate representatives, and elected officials of the State of Texas—will not unduly influence the outcome of admission decisions. Sponsorship from such individuals, whether by letter, email, telephone, or any other method of communication will be documented and stored separate from the applicant’s file. Furthermore, financial incentives will not be accepted or considered and will have no bearing on admission decisions.

The University Admissions Committee will document violations of this policy.
The University of Texas at Dallas is a comprehensive, state-supported, institution of higher learning committed to providing quality education to a diverse student body. UT Dallas accepts applications for admission from freshmen and transfer students at all levels for the fall, spring and summer semesters. Admission to UT Dallas is open to all candidates on the basis of academic preparation, ability, and availability of space without regard to race, ethnicity, religion, national origin, gender, age, disability, citizenship, veteran status, or sexual orientation. All admissions-related inquiries may be directed to admission-status@utdallas.edu.

The goal of UT Dallas’ admission review process is to admit applicants who demonstrate excellence both academically and as engaged, compassionate leaders within the community. Applicants with exceptional performance in these areas may qualify for automatic admission to the University. In accordance 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 and successfully complete the Recommended or Distinguished Program, or earn a Distinguished Level of Achievement. Applicants admitted automatically may be required to complete additional preparatory work before enrolling in the University.

Assured admission is granted to first-time freshmen that have successfully completed a full college-track high school curriculum and have exhibited strong general verbal and quantitative aptitudes as measured on national standardized tests. Qualified applicants are expected to achieve a composite ACT score of 26 or greater, or an SAT score of 1200 (combined math and critical reading) or higher. 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.

Admissions Review Process

Applications that do not meet the criteria for automatic or assured admission will be considered based on the holistic review of all submitted material. The Undergraduate Admissions Committee (UAC)—which contains five administrative, faculty and staff representatives—will assess the academic and personal experiences of the applicant1 using the following criteria:

Academic Achievement

1 If an UAC member recognizes an applicant as a personal or professional acquaintance, that member will recuse him/herself from the admission decision process for said applicant.
Academic achievement is assessed based on factors such as the applicant’s high school GPA and class rank. The strength of academic preparation, including the number and complexity of courses taken (e.g., Honors, Advanced Placement, International Baccalaureate), is also considered. Each applicant is expected to have taken full advantage of available academic resources.

**Special Accomplishments**
Academic performance is often influenced by students' shared experiences on campus. In general, students tend to thrive in a vibrant, diverse, and socially rich environment, therefore special accomplishments (e.g., honors, awards, or service reflecting intellectual, artistic, or entrepreneurial achievements)—both inside and outside the classroom—that can contribute to the energetic atmosphere of the University are also valued.

**Performance on standardized tests**
Performance on standardized tests is used to identify suitable candidates for admission. Both SAT I and ACT scores are accepted, however, if a student submits more than one set of test scores, only the highest composite score will be considered. Advanced Placement test scores can also be submitted for review.

**Essays**
Essays are used in the review process to provide insight into an applicant’s academic record, to showcase his/her cognitive abilities, and to highlight personal characteristics such as leadership ability, character, motivation, responsibility, dedication, and compassion. Applicants are encouraged to write detailed explanations of their achievements, relative to the essay topic.

**Successful Completion of Proper High School Curriculum**
Applicants are also evaluated based on the successful completion of a high school curriculum that includes the following set of courses:

- English/Language Arts: 4 units (including at least one unit of writing skills)
- Foreign language: 2 units of a single language (3 units recommended)
- Mathematics—including Algebra II and a trigonometry-based course, such as pre-calculus: 4 units
- Laboratory science, not including Physical Science: 3 units (four units recommended)
- Social Sciences, not including work-study: 3 units (four units recommended)
- Fine Arts: ½ unit (one unit recommended)
- The university also recommends one unit of Computer Science, one-half unit of Health, and one unit of Physical Education

**Special Circumstances**
Special circumstances that put academic achievement in context are valuable to the review process. Applicants who have experienced extraordinary circumstances or
hardships should explain those events that may demonstrate qualities, characteristics, or skills sought in an applicant.

*Letters of Recommendation*

Although not required, letters of recommendation (LRECs) are suggested, as they can be helpful in the review process. Applicants are limited to three LRECs, which must be supplied by someone who can speak to the student’s academic, professional, extra-curricular, or community involvement. Applicants who choose to supply LRECs are responsible for ensuring their LRECs have been submitted by those appointed to write recommendations. The name of each recommender will be published on the applicant’s secure, online file. The UAC does not review additional LRECs or those submitted outside the formal admissions process.

*Additional Requirements*

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

- Successfully completed the curriculum requirements for the Recommended or Distinguished Program or earn a Distinguished Level of Achievement or its equivalent, or
- Satisfied ACT’s College Readiness Benchmarks on the ACT assessment or earned a score of at least 1500 out of 2400 (or the equivalent) on the SAT assessment.

*Admissions Appeal Process*

Applicants who have been denied admission to UT Dallas are eligible to appeal the UAC’s decision. To appeal, applicants must complete and file an Appeal Form and Reconsideration Resume with the Office of Admission and Enrollment Services. The UAC will review the file and determine whether the applicant should be admitted to UT Dallas or if the original decision should stand.

**TRANSFER STUDENTS**

UT Dallas accepts applications for admission from transfer students who are in good standing at other institutions of higher education. Under Section 51.8035 of the *Texas Education Code*, applicants who previously qualified for automatic admission to a Texas institution after high school graduation and have since completed the core curriculum at a public junior college or other public or private lower-division institution of higher education—with a cumulative grade point average (GPA) of at least 2.500 on a 4.000 scale, or the equivalent—are eligible for automatic transfer admission. Assured admission may be granted to transfer students who have 42 or more transferable credit hours with no more than 90 hours attempted, and a
minimum GPA of 2.700 or to Comet Connection members with a completed AA/AS/AAT degree who have maintained a minimum GPA of 2.500.

Transfer Admission Review Process

Transfer applicants with fewer than 30 transferable credit hours or with a cumulative GPA less than 2.500 will be evaluated by the UAC, as well as by an additional transfer specialist prior to receiving an admissions decision. To be eligible for transfer, applicants must be in good standing at their previous institution and must submit all post-secondary academic course work as part of their application. Transfer applicants who have yet to receive grades at the college level should provide supplemental documents such as a high school transcript, SAT/ACT scores, and an essay explaining the applicant’s educational history.

If admitted on probation, transfer students are required to meet with an academic advisor prior to registering for courses. Furthermore, they are prohibited from enrolling in more than 15 semester credit hours or from dropping a class. While on probation, these students must maintain a GPA of at least 2.200 and may not earn below a ‘C’ in any class. The student’s Associate Dean may also prescribe certain school-specific conditions. Failure to meet these requirements will result in suspension from the University. Suspended students must obtain formal approval from their Associate Dean before being eligible for readmission.
General Core Area 010 Communication

**Description:** Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

**Core Objectives:**
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Teamwork (TW)**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)**—to include the ability to connect choices, actions, and consequences to ethical decision-making

**General Course Information**
- **Pre-requisites, Co-requisites, & other restrictions:** Insert any restrictions on enrollment, including prior knowledge or required skill
- **Course Description:**
- **Learning Outcomes:** List Student Learning Outcomes or other course objectives here.
- **Required Texts & Materials**
- **Suggested Texts, Readings, & Materials**

**Assignments & Academic Calendar**
- **Topics, Reading Assignments, Due Dates, Exam Dates**
- **Insert Week Number**
- **OR Range of Dates for week** Insert topics, assignments, etc. If you copy/paste, your formatting may not work correctly.
Insert Exam Date(s),
Time(s)

Course Policies

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<th>Detail your grading methods, grade scale, percentages, etc.</th>
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<td>Please go to <a href="http://go.utdallas.edu/syllabus-policies">http://go.utdallas.edu/syllabus-policies</a> for these policies.</td>
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*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*
## General Core Area 020 Mathematics

**Description:** Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

**Core Objectives:**
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills (EQS)**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### General Course Information
- **Pre-requisites, Co-requisites, & other restrictions:** Insert any restrictions on enrollment, including prior knowledge or required skill
- **Course Description:**
- **Learning Outcomes:** List Student Learning Outcomes or other course objectives here.
- **Required Texts & Materials**
- **Suggested Texts, Readings, & Materials**

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Course: Insert Course Prefix, Number, Section and Title Here
Professor: Insert Professor's Name Here
Term: Insert Beginning & Ending Dates OR Semester & Year Here
Meetings: Insert Times, Days of Week. Location Optional

Professor's Contact Information
- Office Phone: Primary Contact Phone Number
- Other Phone: Optional Phone Contact Number
- Office Location: Office or Other Meeting Location for Consultation
- Email Address
- Office Hours
- Other Information: Insert any other information you'd like to include, such as "I don't read WebCT mail"

General Core Area 030 Life and Physical Sciences

Description: Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

Core Objectives:
- Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

General Course Information
- Pre-requisites, Co-requisites, & other restrictions: Insert any restrictions on enrollment, including prior knowledge or required skill
- Course Description
- Learning Outcomes
- Required Texts & Materials
- Suggested Texts, Readings, & Materials
- List Student Learning Outcomes or other course objectives here.

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[Topics, Reading Assignments, Due Dates, Exam Dates]
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General Core Area 040 Language, Philosophy & Culture

**Description:** Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

**Core Objectives:**
- **Critical Thinking (CT)** - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Social Responsibility (SR)** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** - to include the ability to connect choices, actions, and consequences to ethical decision-making

General Course Information

- **Pre-requisites, Co-requisites, & other restrictions**: Insert any restrictions on enrollment, including prior knowledge or required skill
- **Course Description**: 
- **Learning Outcomes**
- **Required Texts & Materials**: 
- **Suggested Texts, Readings, & Materials**: 

Assignments & Academic Calendar

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General Core Area 050 Creative Arts

Description: Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

Core Objectives:
- Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Teamwork (TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

General Course Information
- Pre-requisites, Co-requisites, & other restrictions
- Course Description
- Learning Outcomes
- Required Texts & Materials
- Suggested Texts, Readings, & Materials

Assignments & Academic Calendar
- [Topics, Reading Assignments, Due Dates, Exam Dates]
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Insert Exam Date(s),
Time(s)

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General Core Area 060 American History

Description: Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Core Objectives: Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Social Responsibility (SR)—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility (PR)—to include the ability to connect choices, actions, and consequences to ethical decision-making

General Course Information
Pre-requisites, Co-requisites, & other restrictions Insert any restrictions on enrollment, including prior knowledge or required skill
Course Description
Learning Outcomes List Student Learning Outcomes or other course objectives here.
Required Texts & Materials
Suggested Texts, Readings, & Materials

Assignments & Academic Calendar [Topics, Reading Assignments, Due Dates, Exam Dates]
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General Core Area 070 Government/Political Science

Description: Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

Core Objectives: Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Social Responsibility (SR)—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility (PR)—to include the ability to connect choices, actions, and consequences to ethical decision-making

General Course Information

Pre-requisites, Co-requisites, & other restrictions: Insert any restrictions on enrollment, including prior knowledge or required skill
Course Description
Learning Outcomes
Required Texts & Materials
Suggested Texts, Readings, & Materials

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

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General Core Area 080 Social and Behavior Sciences

Description: Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Core Objectives:
Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Empirical and Quantitative Skills (EQS)—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Social Responsibility (SR)—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

General Course Information
Pre-requisites, Co-requisites, & other restrictions
Course Description
Learning Outcomes
Required Texts & Materials
Suggested Texts, Readings, & Materials

Assignments & Academic Calendar
[Topics, Reading Assignments, Due Dates, Exam Dates]
Insert Week Number

Insert Course Prefix, Number, Section and Title Here
Insert Professor's Name Here
Insert Beginning & Ending Dates OR Semester & Year Here
Insert Times, Days of Week. Location Optional
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Learning Outcomes or other course objectives here.
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**OR Range of Dates**

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Memo

To: Academic Faculty Senate
From: Academic Calendar Committee
Date: December 2, 2014
Re: October 10, 2014 meeting

Attendance: Paul Battaglio, Andrew Blanchard, Blair Flicker, Jennifer McDowell, Tara Lewis (present for Megan Gray), Sheila Rollerson, Brooke Knudtson (SG President), Nicole Watson, Jessica Meah

Absent: Jennifer Holmes, Matthew Bondurant

- Discussion of academic calendar and dates.
  - Motion to approve academic calendar through fall 2017 Made by: Andrew Blanchard and seconded by Paul Battaglio. All in favor none opposed.
  - The Academic Calendar Committee is reviewing a document “Principles for the Development of the Academic Calendar” to provide UT Dallas with a consistent basis for constructing the academic calendar. The document should be ready for faculty review spring 2015.
  - Discussion of the Thanksgiving Holiday week and consensus to keep the week a fall break where classes do not meet.

The meeting was cordial and discussion was collegial.
Summer 2016 – Fall 2017 Academic Calendar Dates

**Summer 2016**

10M, 11T, 11W, 11R, 11F

- Starting one week earlier due to calendar
- Will require a waiver from THECB to start May 23rd

**Fall 2016**

14M, 15T, 15W, 14R, 14F

**Spring 2017**

14M, 15T, 15W, 15R, 15F

**Summer 2017**

10M, 10T, 11W, 11R, 10F

**Fall 2017**

14M, 15T, 15W, 14R, 14F