APPROVED AND CORRECTED MINUTES

These minutes are disseminated to provide timely information to the Academic Senate. They have been approved by the body in question, and, therefore, they are the official minutes.

ACADEMIC SENATE MEETING
January 21, 2015

Present: David Daniel, Hobson Wildenthal, Naofal Al Dhair, Frank Anderson, Zalman Balanov, Poras Balsara, Karen Bayham, Kurt Beron, Judd Bradbury, Matthew Brown, John Burr, David Cordell, George Decourcy, Gregg Dieckmann, Vladimir Dragovic, John Ferguson, Nicholas Gans, Yulia Gel, Jennifer Holmes, Joe Izen, Wieslaw Krawciewicz, Carie Lambert, Murray Leaf, Vance Lewis, Michele Lockhart, Emire Mushu, Jinkyong Na, Jared Pickens, Matthew Polze, Ravi Prakash Viswanath Ramakrishna, Tim Redman, Christopher Ryan, Liz Salter, Betsy Schlobohm, Richard Scotch, Michael Tiefelsdorf, Tres Thompson, Murat Torlak, Tonia Wissinger, Alejandro Zentner

Absent: Gail Breen, R. Chandrasekaran, Eugene Deluke, Andrea Fumagalli, Lev Gelb, M. Ali Hooshgar, Mustapha Ishak-Boushaki, Jason McAfee, Dennis Miller, Scott Rippel, Mark Salmasick

Visitors: Nancy Fairbank, Calvin Jamison, Serenity King, Abby Kratz, Jennifer McDowell, Inga Musselman, Suresh Radhankrishnan, Mark Spong

1. Call to Order, Announcements and Questions
President Daniel called the meeting to order at 2:01 pm. President Daniel announced that the offices of Alumni Relations and the Office of Communication would be merged into the new Office of Advancement. Susan Rogers was appointed the new Vice-President of Advancement. This consolidation will allow for better use of resources.

The central mall landscaping is on schedule to be done by March, with completion by April. The next phase of the landscaping project will be the east west corridor from ECS and Founders, and between Green Center and McDermott Library. The demolition of the cement will begin the day after finals end.

The new Chancellor, Bill McRaven, will be visiting the campus on January 27th 2015. President Daniel opened the floor to questions.

2. Approval of the Agenda
Joe Izen moved to approve the agenda. Murray Leaf seconded. The motion carried.

3. Approval of Minutes
Matt Brown moved to approve the minutes. Murray Leaf seconded. The motion carried.

4. Presentation by Student Success Center – Kimshi Hickman
Kimshi Hickman gave a presentation to the Academic Senate detailing resources available to students and faculty at the Student Success Center. A copy of her PowerPoint presentation is in Appendix A.

5. Speaker's Report – Tim Redman
1. Tim Redman reminded the Senators that he prefers to move things along steadily, however if they feel he is moving too quickly, feel free to ask him to slow down.
2. It was announced that the Faculty Senate will meet on March 25, 2015 in JSOM 1.107 instead of during Spring break week.
3. Speaker Redman will be reviewing the bylaws to make sure current practices match what is stated in the policy.
4. Everything else was on the agenda.

6. ATEC/EMAC A&H reorganization
For 18 months upper administration has been meeting with A&H and ATEC/EMAC faculty. President Daniel recognized the hard work of Dennis Kratz, Andrew Blanchard, Tom Linehan, Provost Wildenthal, and Mark Spong on this program. The current ATEC/EMAC program has 1300 students. There is continued opportunity for growth. The provost recommended a new administrative structure for the program. In order for the program to grow it needed a leader dedicated to the program. After speaking with faculty, it was decided that a new school would be created for ATEC and EMAC. Faculty would go to one school or the other, or even both, depending on their duties. Communications would go where the core of the instruction dictates. There will be opportunities for cross appointments. None of the changes made will affect students, or the degrees themselves. The changes will not go into effect until September 1, 2015. A copy of the recommendation will be included in appendix B.

The majority of concerns raised were regarding the future of Arts and Humanities. There is a serious need for a new art barn and a new theater. This will be a great opportunity for the different programs to come out of the shadow of ATEC/EMAC. This will allow A&H more energy to grow their programs. Joe Izen moved to endorse the idea of establishing a school of ATEC/EMAC. Judd Bradbury seconded. Murray Leaf moved to amend the motion by adding “in principle” after endorse. The amendment was accepted. The motion passed.

7. FAC Report

Murray Leaf and David Cordell will attend the next FAC meeting on January 22-23, 2015. No agenda had been announced, but at the previous meeting they agreed that they would place a high priority on inviting the new Chancellor.

The TCFS meeting will be held February 27 and 28. The Executive Committee is working on the program. We will definitely have a panel and speaker on bullying, which seem to be a serious problem on some campuses. We will probably also have a panel or discussion on promotion and tenure policies statewide.

8. Student Government Liaison Report- Nancy Fairbank
Student Government (SG) has been following through with projects/proposals from the previous semester. The open hours for the McDermott Library have now been increased by 35%. It is now 24/5, with extended hours on weekend. SG hosted an event to raise awareness for the new hours, and it was very successful with 800 students in attendance.

SG will be phasing out the free blue books. Previously the blue books were offered free through the SG office. As there are now more student at UT Dallas than there have been in the past, the costs continued to increase to the point it is no longer feasible to offer this within their budget. President Daniel is helping to find new funding for the blue books, and a new method of distribution. They will continue to offer the blue books during the spring semester, as they transition over to the new options.

Students have expressed their concern regarding advising. SG plans to address this as there has been a great deal of confusion regarding what classes they should be taking. The students feel their advisors may need additional training so they can more effectively assist students. SG worked with Andrew Blanchard to discuss AP and IB credit. Dr. Blanchard informed them there will no longer be a difference between IB certificates and IB diploma credit discrepancies. The only difference between the two is that IB diploma students take more classes; the credits and tests themselves are the same. SG is working on a proposal for school toll tags, and discounts for faculty, staff and students. UT System Student Advisory Council is coming up in a few weeks. The issues they will address are: 1) Quality control of online courses. 2) Creating a central advising system and 3) the honest transcript bill which is currently in the legislature. UT SAC is against the bill because the median grade is not a clear indicator of how successful a student did in the course.

9. CEP Proposals

The ‘Undue Influence on Undergraduate and Professional Admission Decisions Policy’ and the ‘Admission Policy’ were distributed to Senators via email as part of an Objections Procedure on December 16, 2014 with a deadline for objections by noon January 5, 2015. There being no objections, both motions were recorded as receiving a unanimous vote of approval.

The Chair of the Committee, Suresh Radhakrishnan, presented the following committee report:

A. Undue Influence on Undergraduate and Professional Admission Decisions Policy:

CEP considered the policy at their December meeting. In the discussion it was determined that faculty must be involved in the admission at the graduate level, and therefore amended the document to state it is for admissions at the professional and undergraduate level only. It was noted that the university does not have a professional school at this time.

B. UTD Admission Policy

The existing policy was updated to remove the five member team specified made of faculty and administrative members.

Richard Scotch moved to accept the report. Murray Leaf seconded. The motion carried.
C. Informational: Proposed Core Curriculum Syllabi Templates
Currently there are templates available on the Provost’s website. CEP informed the Faculty Senate that the template had been updated to reflect the new Core Curriculum should they choose to use them.

10. Academic Calendar for 2016-2017 – Jennifer McDowell
Jennifer McDowell gave a presentation to the Academic Senate detailing the 2016-2017 Academic Calendars. A copy of his PowerPoint presentation is in Appendix E. Betsy Schlobohm moved to approve the calendar through summer 2017. Richard Scotch seconded. The motion carried.

11. Amendments to UTDPP1007 – Faculty Senate By Laws
In in spring 2014 Senate election there was confusion in the tabulation of votes to determine successful candidates. This was due to 1) the complexity of the balloting procedure specified in the Bylaws, and 2) a change in the Bylaws that specified minimum representation for both tenure and non-tenure system faculty. David Cordell presented a proposal for a revision in the Bylaws to clarify and streamline the election process. The proposal also reorganized one section into three sections, and renumbered the passages. Murray Leaf suggested two additional sentences to provide further clarification for breaking ties. Liz Salter moved to approve the proposed revision with the changes suggested by Murray Leaf. Matt Brown seconded. The motion carried. Under the bylaws the policy changes must be approved twice by the Senate. Because of the assumption that the revision will be approved at the second reading and the desire to apply the proposed policy in the upcoming Senate election, the proposal is being forwarded to Abby Kratz for her review to encourage a smooth path through the HOP Committee.

12. Blue Book Distribution Update
Student Government does not have a final plan, but one is being put into place. This is considered a budgetary matter. The procedure for Blue Book distribution is to be worked out. Student Government will work with administration to rectify the situation.

13. New Business
Murray Leaf suggested that dummy contracts for online courses and for when something is owned by the university be drafted, specifying “work for hire” as appropriate. If there is interest from the faculty Vice Speaker Leaf will draft the documents.

14. Adjournment
There being no further business, Joe Izen moved to adjourn the meeting. Matt Brown seconded. The motion carried.

APPROVED: Tim Redman
Speaker of the Faculty

DATE: 11/5/15
UT Dallas
Student Success Center Overview
Office of Undergraduate Education

Communications Lab
- Students schedule one-on-one or group consultations
- Students receive feedback for improving oral and group presentations
- Emphasis on interpersonal and group skills, oral presentation strategies, and effective delivery

Services Provided:
- Academic Success Coaching
- Peer-Led Tutoring
- Peer-Led Team Learning
- Supplemental Instruction
- Math Lab
- Writing Center
- Testing Center
- Communication Lab
- Comet Cents Financial Program

Our Leaders:
- Students who participated in SSC programs and want to “give back” to their peers
- Achieved an A- or higher in their subject; 3.0 overall GPA
- Recommended by faculty
- Demonstrated leadership skills

Academic Coaching
- Time Management
- Study Skills Assessment
- Learning Styles Assessment
- Learning Strategies
- Test Taking Strategies
- Test Anxiety

Math Lab
- Group and individual tutoring
- Weekly reviews; exam reviews
- All undergraduate math
- Statistics; Physics
Writing Center
- One-on-one or group tutoring sessions
- Workshops on writing proposals, lit reviews, etc.
- Graduate tutors represent various disciplines

Supplemental Instruction (SI)
- The leader:
  - liaisons with faculty
  - attends class sessions
  - takes notes, reads all assigned material
  - uses active learning techniques that promote critical thinking, session management, and organization

Peer-Led Tutoring
- The peer tutors are undergraduate students who have excelled in the courses in which they tutor and have been trained to facilitate discussions on course content, as well as study habits.
- Sessions are designed to meet students' individual questions and needs but the tutors do not provide direct answers for homework/exams.

Courses Supported
- By Peer-Led Team Learning, Supplemental Instruction, & Peer Tutoring
  - ACCT 2301
  - ACCT 2302
  - ACCT 3331 & 3332
  - BRL 2311 & 2312
  - BOL 3301
  - BOL 3302
  - BOL 3306 & 3306
  - CHEM 1311 & 1312
  - CHEM 2313 & 2325
  - CS 2305
  - ECON 2301
  - ENGR 3300
  - EPPS 2302

Peer-Led Team Learning (PLTL)
- Peer-Led Team Learning (PLTL) meet weekly with 8-10 students for an 80-minute session.
- In fall 2014, 96 leaders offered 1,350 student seats.

Faculty Liaisons – Spring 2015
- Math Lab
  - Dr. Koshevak
  - Dr. My Linh Nguyen
  - Dr. Jigarkumar Patel
  - Dr. Stanford

- Commlab
  - Dr. Shelley Lane
  - Karen Baynaam
  - Eric Carlson

- PLTL
  - Dr. John Sibert
  - Dr. Gregg Dieckmann
  - Dr. Amandeep Sra
  - Dr. My Linh Nguyen
  - Dr. Jigarkumar Patel
  - Dr. David Lewis
  - Dr. Bentley Garrett
  - Dr. Beatrice Rasmussen
  - Dr. Fabiano Rodrigues
RECOMMENDATION TO CREATE A NEW “SCHOOL OF ARTS, TECHNOLOGY, AND EMERGING COMMUNICATION” AT UT DALLAS

Background

A decade ago new degree programs were initiated in Arts and Technology (ATEC). The ATEC curriculum was an immediate success and has thrived since inception. The ATEC degrees now include BA, MA, MFA, and PhD. New undergraduate and Masters degree programs in Emerging Media and Communication (EMAC) were developed as well. Student enrollment in ATEC and EMAC programs has grown significantly and in Fall 2014 totaled 1,291 students (1,096 undergraduates, 167 Master’s students, and 28 PhD candidates). The new Edith O’Donnell Arts and Technology Building provides a world-class home for ATEC and EMAC. Awards, rankings, research funding, major gifts to the programs, and other recognitions of achievement offer external validation of the program’s success.

The thriving ATEC and EMAC degree programs have grown to a size that creates limitations within the current organizational structure. Three factors are contributing to limitations:

1. The scale of the ATEC and EMAC programs has become dominant in the School of Arts and Humanities (A&H); two-thirds of the students are ATEC/EMAC students. With 1,291 students, ATEC/EMAC is large enough to require its own administrative structure.

2. The needs and expectations in ATEC/EMAC are significantly different from other areas within the School of A&H. For example, the way in which students in ATEC/EMAC approach communication and expression of ideas can be very different from practices or expectations in more classical areas of literature or composition. Faculty recruiting and performance expectations are different in ATEC/EMAC, which emphasizes technology, speed of information dissemination, and research of a different type than more traditional areas of arts and humanities.

3. Leadership is important. It is difficult to envision hiring truly world-class leaders unless the ATEC/EMAC leader has control over faculty hiring, promotion recommendations, staffing of courses, fund raising, etc. These types of responsibilities lie with Deans.

Creation of a New School of Arts, Technology, and Emerging Communication (ATEC)

Various alternative organizational structures were considered for ATEC/EMAC, including the creation of departments within A&H, creation of an Institute for ATEC/EMAC, formation of a new School, and the status quo. Formation of a new School is recommended as the best choice. A new School would be home to BA, MA, MFA, and PhD degrees in ATEC, and to BA and MA degrees in EMAC. New degrees may be added in the future as opportunities arise.

The new unit would be named the School of Arts, Technology, and Emerging Communication, preserving the acronym ATEC as the name of the School. Although immediate approval is requested, the School would not begin functioning before September 1, 2015, allowing time to write bylaws for the new unit and to make modifications to University rules and procedures.
Although the word "arts" would appear in the names of two Schools at UT Dallas, the word "arts" (like the word "science") is used in different contexts and is not the province of any single school. Three UT Dallas Schools have "science" in their names.

All other degree programs currently in the School of Arts and Humanities would remain in the School of A&H. The most appropriate home for minors and various courses related to visual arts, performance, and communication would be determined prior to startup of the new School. The School that makes the most sense in terms of the underlying principles that form the true intellectual content of a course should manage courses.

All staff and faculty would be assigned either to the new School of ATEC, the existing School of A&H, or both via joint appointment. UT Dallas would work closely with individuals to respect their personal preferences. Except for hiring a Dean for the new School, personnel impacts would be minimal, although the home unit would change for some people.

The operating budget for the School of Arts and Humanities would be allocated between the two Schools in proportion to actual costs for faculty salaries, staff salaries, teaching assistants, and other costs. If necessary, additional funds will be provided during the transition process to "make whole" those programs and functions affected.

**Strategic Plan for the School of Arts and Humanities**

The arts and humanities are vital to the future of UT Dallas. The University must view this reorganization as an opportunity not only for ATEC and EMAC, but for faculty, students, and programs in the School of Arts and Humanities as well.

The President will use this reorganization process to engage in a strategic planning exercise for the post ATEC/EMAC era in the School of Arts and Humanities. There are clear and obvious needs to invest further in infrastructure for music, performance, and the visual arts. The University will address these and broader issues of how to ensure that the arts and humanities thrive at UT Dallas. The President would like to see a bold, visionary, and realistic plan evolve that maps an exciting future for faculty, students, and programs in the School of Arts and Humanities and that builds on the forward-looking, modern view of arts and humanities that has historically characterized the School. The Strategic Planning Task Force would include broad representation (faculty, staff, students, and community supporters) but would not be so large as to be cumbersome. The President will provide a budget and staff support.

**Impact on Students**

The new School of ATEC is expected to provide an even stronger learning environment and overall experience for UT Dallas students. The new structure will enable faculty and students in the new School to function in a manner that takes full advantage of the cutting-edge nature of their work. The reorganization would be used as an opportunity for other programs currently in the School of Arts and Humanities to become even better, and for new programs to develop. These actions, collectively, are designed to provide more and better educational opportunities for students and an even better environment for faculty members to excel in their work.
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 Supporting Documentation

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.
UNDERGRADUATE ADMISSIONS
FRESHMEN

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 applicant 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 coursework 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.