January 9, 2013

TO: Academic Senate Members

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

RE: Academic Senate Meeting

The Academic Senate will meet on **Wednesday, January 16 at 2:00 p.m. in the TI Auditorium, ECS South 2.102.**

Please bring the agenda packet with you to this meeting. If you cannot attend, please notify me at x4791.

xc: David Daniel  John Workowski  Darrelene Rachavong  Rochelle Peña
    Hobson Wildenthal  Calvin Jamison  Abby Kratz  Raj Dwivendi SG President
    Andrew Blanchard  Inga Musselman  Chief Larry Zacharias
    Serenity King  Larry Redlinger  Deans

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*Speaker
**Secretary

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION UNIVERSITY
AGENDA
ACADEMIC SENATE MEETING
January 16th, 2013

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS  
   DR. DANIEL

2. APPROVAL OF THE AGENDA  
   ADD APPOINTING AN AD HOC ELECTION COMMITTEE  
   DR. LEAF

3. APPROVAL OF MINUTES  
   November 28, 2012 Meeting  
   DR. LEAF

4. SPEAKER’S REPORT  
   DR. LEAF

5. FAC REPORT  
   DR. LEAF

6. STUDENT GOVERNMENT LIAISON REPORT

7. CEP PROPOSALS  
   A. UNDERGRADUATE CATALOG FALL 2013  
   B. UNDERGRADUATE TEACHER CERTIFICATION  
   C. UNIV COURSES  
   D. GRADUATE CATALOG FALL 2013  
   DR. CANTRELL

8. PRESENTATION ON THE UTD HANDICAP STICKER POLICY  
   DR. JAMISON

9. AMENDMENT TO UTD 1064 CONCERNING PROCEDURES GOVERNING PPE  
   DR. LEAF

10. ISSUES REGARDING EMAIL ENCRYPTION  
    DR. LEAF

11. ADJOURNMENT  
    DR. DANIEL
ACADEMIC SENATE MEETING
November 28th, 2012

UNAPPROVED AND UNCORRECTED MINUTES

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

ACADEMIC SENATE MEETING
NOVEMBER 28, 2012

PRESENT: David Daniel, Hobson Wildenthal, Robert Ackerman, Shawn Alborz, Poras Balsara, John Barden, Kurt Beron, Gail Breen, John Burr, Cy Cantrell, R. Chandrasekaran, David Cordell, Gregg Dieckmann, John Ferguson, John Geissman, Lev Gelb, Umit Gurun, Tobias Hagge, Mustapha Ishak-Boushaki, Joe Izen, Murray Leaf, Dennis Miller, Jessica Murphy, Ramachandran Natarajan, Simeon Ntafos, Michael Rebello, Tim Redman, Liz Salter, Richard Scotch, Tres Thompson,

ABSENT: Peter Assmann, Dinesh Bhatia, Simon Warren Goux, Jennifer Holmes, D. T. Huynh, Kamran Kiasaleh, Nicole Leeper Piquero, Sumit Majumdar, Syam Menon, B.P.S. Murthi, Ravi Prakash, Monica Rankin, Robert Taylor, Zhenyu Xuan, Kang Zhang

VISITORS: Marilyn Kaplan, Serenity King, Abby Kratz, James Marquart, John McCaskill, Inga Musselman, Emily Tobey, Raj Dwivedi,

1. CALL TO ORDER, ANNOUNCEMENTS AND QUESTIONS

President Daniel called the meeting to order. The biggest issue right now is the need for more academic space. The board of regents has approved the design development for the addition to the school of management. That is the most immediate need in regards to permanent space issues. The University is moving forward at an accelerated pace on the bio engineering and science building. They are trying to fast track that process. There is currently in desperate need of wet lab space. We have looked into temporary spaces, but there are no reasonable temporary options.

There has been a request for additional academic buildings through the state of Texas, specifically an engineering building. Wishful thinking that there would be a capital funds program by the state legislature to fund this project. In the past there has not been a correlation between justifiable need, and those that actually get funded. There does seem to be an actual alignment and the districts that are represented within the committees. However, we continue to pressure them for more academic space. When Arts and Technology moves out of their current ATech and into the new ATech it is to convert it to academic space. We have invited the physics department to occupy that space. One day we can hope to get a $100 million science or physics building but until that time, we will make the best use of the space that we have. A committee will be developed to plan for that space so that soon as the ATech group is ready to move out a plan is in place for that space. There is pressure to add more space; therefore any space in the core should be reserved for academic space.
The UT system has formed several task forces. One of the task forces is on engineering education. It is focused primarily on UT Austin. There is a question to what extent that UT Austin’s engineering program ought to or ought not to expand its graduate degree program versus PhD program. Our university is growing as quickly as we can accommodate the growth. He would welcome any impute from the senate members on this issue.

Recently there has been an appointment of a new Dean of Economic, Political, and Policy Sciences, Denis Dean. The school will be naming a new permanent Vice President of Budgets and Finances shortly. They will be making a public announcement soon. He would like to public thank Dr. Wildenthal and those who served on the search committee. President Daniel opened the floor for questions and concerns.

Joe Izen spoke on the recent article on the ‘Cotton Belt’ railroad. UT Dallas was not mentioned in the article. Does the university have any input on the subject?

The Cotton belt is the rail line that runs 100 meters north of Callier Richardson. The vacant land north of Renner is reserved for a rail station on the Cotton belt. The Cotton belt runs east 30 miles through Garland and runs west to DFW airport and even down to southern Fort Worth. It is owned by Dart, but they have limited means to borrow money. They have a list of which lines get built when. Currently the building of the proposed rail line is scheduled to open in the 2030’s. In the old days when you could get multi hundred million earmarks from Congress it was possible to fast track that but that is not highly feasible at this time. The default position is it will eventually get developed; we will have a DART station sometime around 2035. To fast track it a number of civic leaders want to try to do a toll road analogy. Instead of building it using public funds, get a private investor to come and build it. It is common knowledge you do not make money off of a transit line in a city from the rail line itself. They are all subsidized. You only make money off of the retail and hotels near the station and the stations themselves. It is quite complex. There is a group that has been working vigorously working through council of governments and certain leaders including strong advocates from Richardson to get this done. This means to get a private investor, most likely a foreign investor, to come with three billion, let’s say, and build this out. But I have always been skeptical about how quickly this could be done because it crosses eight cities, and UT Dallas. We would have to work out some sort of a deal, and then take it to the board of regents, as would Richardson, Garland, Addison and everyone else. The advocates for this line are pretty confident that they can get this done. Not sure if this is confidence born of rational justification, optimism or confidence born by self-selection of personality’s traits in that job category. That is the long winded answer. I hope it gets developed. I have testified a couple of times publicly and steered away from the controversial issues. There is a big controversy in former council man Natinslies district about the noise in the north Dallas suburbs from the trains going nearby. And the proposal was to take the rail line 30 feet underground to avoid the noise to the neighborhood. This would significantly increase the cost by an estimated 50 million dollars. We he gets asked about that he steers clear of that. All he says is that from the universities stand point. We would love to be connected to DART. It would enable students from south Dallas to take public transportation to get here. It would open up UT Dallas to more prospective employees who
could access the university. We would love to go to DFW airport. It would be a great thing for visitors to the campus. From our point of view, this would be beneficial to the university and anything that is beneficial to the university is beneficial to the community, notwithstanding the pros and the cons of finances, air pollution, and all of that. There is a reasonable chance that it could get built within this decade.

Joe Izen brought up another point regarding access to the campus. He was talking to Phil Dyer, the Mayor of Plano, regarding hooking up UTD to the bicycle trails with in Richardson and Plano. Mayor Dyer followed up with this conversation and found that Plano is unaware of any efforts to do that. In fact, he was unaware of any effort on the part of Richardson to connect up Richardson trails to the trails across George Bush Turnpike. Mayor Dyer is in favor of this proposal. Work needs to begin on this proposal. Dr. Izen was under the impression that UTD was already speaking to Richardson on this subject.

Dr. Daniel responds that the University is already speaking with Richardson but unfortunately it is going slowly. Part of the loop road deal that was done two to three years ago with the city of Richardson, tax payers voted 3 or 5 million to help build the loop road. One of the things UTD had included in the deal was to finish off the hike and bike trail around the perimeter of campus. It currently does not go all the way around. It goes down Campbell, the makes its way into a U shape, which goes up both sides of campus. When we have that conversation with Richardson it would be an excellent time to speak with Plano. President Daniel requested that Dr. Izen send an email to remind him of the ‘Plano Bike Trail’ discussion, so that he can speak with Calvin and the city of Richardson about this topic. The University would love to have the trails connected. Dr Izen will send additional emails that he shared with Mayor Dyer.

Tim Redman observed an issue in regards to the parking at the Callier satellite center while observing a student who is teaching a course there. He discovered there was not much parking available. He has an orange parking pass, and even with that high level of parking access he had great difficulty finding a parking space. He was curious if there were any plans to expand the parking for the Callier center.

President Daniel responded that he suggested to Dean Moore that those open spaces between those lovely trees would be a great place to add additional parking. This issue has been noticed by President Daniel there and at the facilities building. Callier Center is moving forward with some plans to expand the Callier of Richardson building, and do not wish to ‘screw up’ the adjacent land with parking spots. The University is building a new parking garage next to NSERL 2, and there will be plenty of parking a short distance away, but that is two years away. It has been discussed, but there is currently not a very good solution to the problem. They will look at temporary solutions for this issue.

Emily Toby also noted that it is difficult to walk from Lots E, L, O and P to those two locations. She observed ten students coming through the grass and then daring to cross the narrow bridge that goes to Ruthford. It is a one lane bridge and is dangerous for pedestrians. This needs to be considered as this is an issue of student safety.
The main lots (Lot A and B) by Floyd are poorly connected. Those are the closest big lots to those locations. In fact there is plenty of parking on the north ends of those lots closer to those locations but the pathway is not a good one. That is where our loop road will go. The two lane bridge will become two bridges with sidewalks when the loop road is finally completed. We did install a gravel path between Insural and Callier Richardson. It was created so that there was a path from the bus stop to campus. It is a fairly inexpensive to build a crushed stone path. The University would be happy to build one of those if needed. We need a volunteer to sit down and with someone who knows the footpaths (official and unofficial) that students and faculty take around campus. President Daniel requested an email reminder from Emily Toby so that this issue may be addressed.

2. APPROVAL OF THE AGENDA
Speaker Leaf asked for a motion to change the agenda to add the approval of Graduates and a presentation by Colleen Dutton. Cy Cantrell made the motion. Tim Redman seconded, with the understanding that we move the Replacements for the Committee on Qualifications from point 6 to point 4. The motion passed.

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

4. REPLACEMENTS ON COMMITTEE ON QUALIFICATIONS
Speaker Leaf stated that the Academic Council recommends that the Senate appoint Daniel Griffith and Robert Lowry from the Economic Political and Policy Science. They will replace Denis Dean, who has been appointed Dean of the School, and Rachel Croson, who has is leaving the university. Speaker Leaf also moved that Mohammad Ali Hooshyar be appointed to replace Juan Gonzalez. Dr. Gonzalez declined to accept his appointment to CQ last September, expressing the view that the members from the School of Natural Sciences should represent a wide spread of disciplinary backgrounds. The Committee on Committees and Academic Council recommend Dr. Hooshyar’s appointment at that time, but the the recommendation was inadvertently left off the Senate agenda. Tim Redman seconded. It was approved.

Tim Redman moved that if a vacancy occur on the Committee on Qualification between now and the next Senate meeting, the agenda committee shall be authorized to use an email ballot to name a replacement. Cy Cantrell seconded. It was approved.

5. SPEAKER’S REPORT – MURRAY LEAF
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. Closely related to the bylaws changes, we have also been working on amendments to the policy on Periodic Performance Evaluations, Promotion and Tenure, and Evaluation of Administrators, all of which are interrelated. As part of what we have been doing, we are planning to consolidate the Faculty Personnel Review Committees with the School Personnel Review Committees and provide a new and clean charge that will incorporate both functions.


c. About a month ago, Maggie Wilenski left her position as University attorney. We are conducting a search for a replacement. I am on the committee. We have now selected three candidates and they have visited the campus. They all looked very good. We should have a decision very soon.

d. I think everything else is on the agenda.

6. FAC REPORT – MURRAY LEAF
   a. At the FAC level, there has been ongoing discussion of several issues. First on the list is the same bundle of concerns raised by the demand to encrypt laptops on this campus, and the reaction is the same. I have circulated the conceptual framework described in item 9 among the FAC executive committee, and they also are in agreement. So we will go ahead on that basis at the System 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. The committee recommendation was only for faculty observation, not assessment. This has been clarified with a further exchange of communications, but as yet there is no final resolution. I think there is a role for the FAC to develop some simple guidelines that should resolve the faculty concerns.
   c. There was a special meeting of the regents in Tyler on November 14. Tim Allen, Past President, attended for the FAC. Business conducted was almost all financial and did not pose problems with respect to the concerns of the faculty.
   d. As a follow-up from the discussions with Barbara Holthaus and Lewis Watkins in the FAC meeting, I have received a letter inviting FAC participation in discussions of the issues relevant to the encryption requirements that System has been trying to impose. The letter also reasserts the position that 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.” I have not yet replied but the position is obviously not acceptable, or even meaningful.

7. 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 that the CB has mandated in the core curriculum have attracted same reaction as on the UTD campus: the statewide 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.

8. STUDENT GOVERNMENT LIAISON REPORT
   Raj Dwivedi reported that the student body just returned from a full week fall break. He cannot confirm nor deny that students were leaving campus starting Wednesday or Thursday of the previous week. Before the break they had a tailgating event to celebrate homecoming. The students enjoyed it and got a lot of popular feedback. They are hoping that this could be a tradition for the school. On November 27th the student regent applications and Texas higher
education coordination board applications were due to him. He received two applicants, one for each of the two applications.

Two weeks prior, Ravi Dwivedi went to Austin for second Student Advising council meeting. The core committees discussed prospective student issues that all the sister schools are facing. Some of the issues that were raised were: More financial support from Legislature to fund the Afold Act. The most controversial and important one was the proposal on carrying of concealed hand guns. Predominant opinion was there was no place for guns on college campuses. Yet a few campus leaders were in favor of allowing students with concealed handgun permits and licenses to carry guns onto campuses. In the end the committee agreed the ideal scenarios will be for the legislature to leave the laws as they are currently; though if they rule differently, the ideal decision would be to leave the final decision to the individual campuses rather than a wide umbrella policy. There was a great deal of discussion of what could potentially happen should this proposal pass. They felt the resolution should be worded so that it was understood that they convey to the legislature that the committee was against this proposal; although it is still being crafted and worded by Dr. Mercer Manning Savior, who is the chair of the student advisory council. He is sure that the resolution, as it stands, could be opposed though that is going to be brought up, and given its full attention.

9. **CEP PROPOSALS**

Dr. Cantrel moved to approve the proposal for Master’s program in Actuarial Science at UTD. Dr. Cantrell noted that the motion was passed enthusiastically by the CEP. There is very strong support in the mathematical sciences for this program. The program would be one of the few programs in the country that prepare the students for all seven of the required Actuarial exams. CEP moves to have the program approved.

Tres Thompson seconded the motion.

During the discussion President Daniel noted that blue cross and blue shield have thousands of employees a short distance away. In fact the insurance industry is tremendous in Dallas. The University needs to relate their curriculum and programs to the needs of the local community. Developing programs that align with existing curriculum to meet the needs of local industry but are of global significance would be perfect for the university. This is a perfect example of how the university provides that. It was approved.

Dr. Cantrell, for the CEP, moved that the Senate approve the recommendations of the Committee on Undergraduate Education to modify the requirements of the core curriculum. Dr. Cantrell noted that the prescribed core curriculum has been redefined by the state. This redefinition is not subject to approval or disapproval by the UTD Senate. All the Senate can do is to say how we are going to define the Component Area Option (CAO). The CEP voted unanimously to allow the component area to be discipline specific.

Poras Balsara seconded the motion.

Serenity King summarized the changes for the Senate. She noted that there has been an enormous amount of misinformation about the new core curriculum regarding what is required
and what is not. The hand out in the packet provides a side by side comparison. It details what the old core curriculum looked like at the state level compared what is there now. In the past we had more institutional flexibility than we have now. What we have now is only an option to change where we allocate six credit hours. We can mandate that those be done in particular areas, such as mathematics or communications, or we could allow the flexibility within the discipline so that particular major, especially those that have a hard time getting their curriculum within 120 hours, has more flexibility to use those hours. There was something that she also wanted to point out regarding over flow hours. She gave an example where a math course here at UTD is four credit hours, while the new core curriculum requires only three. The overflow could be applied to the additional six CAO hours or applied to the degree requirements. This is another reason that allowing disciplines flexibility is beneficial because different programs can decide to count that with in their degree or CAO.

Dr. Cantrell noted that that the CEP recognized that this is an issue which people feel deeply about. It is not something that CEP took lightly. They do believe that the faculty should be responsible for individual degree programs. They should be able to define how core looks in their degree programs; which is why CEP voted as they did.

Tim Redman requested clarification. He wanted to confirm that, per the hand out, the proposed core was the way it was regardless if they approved it or not. Dr. Cantrell confirmed. Dr. Redman then requested further clarification on what the Senate was being asked to approve. Dr. Cantrell confirmed that the Senate was being asked to approve how the COA would be managed. The CEP was proposing that the additional six credit hours be decided upon by the individual programs themselves.

Emily Tobey asked how this will affect the transfer students, especially the Speech-Language Pathology and Audiology students. Over half of the students in the program are transfer students. They come to the school with their core already completed; therefore the university cannot make them take additional core classes. Dr. Cantrel described an example that three of the six CAO semester credit hours are used for a specific course in the degree program. That course is required for the major. The student would be required to take that course.

Speaker Leaf noted that there is nothing in the proposal that says that disciplines could not cooperate with each other in order to allocate or proscribe those six hours.

President Daniel added additional comments. Several years ago he spoke to a dean, possibly Dean Kratz, who commented on the core and stated that he felt that it was too mathematically intensive for some non-mathematically inclined art programs. He was curious if this proposal could eliminate that concern. Dr. Cantrell confirmed that it would.

President Daniel had additional question directed to Serenity King and the Provost. On average when students graduate from UT Dallas in a 120 hour degree program, the students actually are graduating with 144 credit hours. At UT Austin it is averaging 120-128 hours. The Board of Regents suggests to President Daniel to remove additional hours by improving our student advising. He had two questions. The first, we have a number of four hour math courses, but core curriculum only requires three hours. So why are the four-hour courses necessary? Are we unnecessarily adding additional hours?
Serenity King could not address why it was there, but she could say that part of the Core Curriculum report which is due to the Coordinating Board by November of 2013 they have to re-certify all of UTD’s core classes into the new component areas. As they go through the process an electronic form will offer recommendations such as that a course needs to be renumbered from a higher division course to a lower division course, or it is a four credit hour course when it should be three. The associate deans are working with the faculty in their various areas to meet this goal.

If the core curriculum requirement is three hours President Daniel would be disappointed if any student were ‘forced’ to take a four hour course rather than a three hour course because it is driving toward inefficiency. Someone is paying for something that is not necessary.

Dr. Cantrell responded by stating that there are degree requirements that not everyone takes. The school would not ‘force’ a student to take that course, but it is a requirement for a specific degree program. The example Math course, Accelerated Calculus, which was provided by Serenity King is actually a course that is taught in two semesters instead of three. That is one of the reasons why it is four credit hours instead of three.

President Daniel agreed that if a course is four hours and all four hours count toward a degree program he does not have a problem. The problem he does have is when a student only needs three hours for the degree but the student is only able to find a four hour course, they are being forced to pay for an hour they don’t need. President Daniel requested we want to make sure we do not run into this problem. Cy Cantrell noted that this is a wide spread problem. One of the reasons why students graduate with excess hours is that they choose their courses poorly, especially before they transfer to this university or change majors. The university cannot stop them from choosing poorly.

President Daniel noted that the university may be asked why the university doesn’t advise better in the community colleges, which brought him to his second point for Serenity King and the Provost. Is there a risk that by leaving the degree component options up to the degree programs themselves we might have a situation such as student starts out in electrical engineering takes the six hours CAO, as suggested by the EE major, but decides to switch to business administration. The school of management will not allow the six hours of CAO they took, so they must take additional courses. This adds to the problem of too many additional hours. He asks that the faculty construct the curriculum in a way that minimizes students taking unnecessary hours. If a student was forced to take additional hours, this would suggest that the original hours were not actually “core” curriculum. It is more like the antithesis of the core curriculum, in the sense of what all students should have. He is concerned about the risk which causes an unintended consequence of going in the wrong direction on the parameters. To what extent, by leaving it to the degree programs, are we making it a necessity for students who change degree programs be forced to take additional hours. If we do not have that problem, that is wonderful.

Speaker Leaf noted we had a long standing attitude towards our policies and how we handle advising. It is to not waste students’ time and not impose unnecessary hurdles. Marilyn Kaplan
stated the bigger issue is the transfer students from community colleges who have been taking courses that don’t apply to any degree program. Currently she is working with local community collages toward ‘integrated pathways’. She is meeting with Richland Community Collage to bring to them UTD’s degree programs. This will enable them to know what UTD expects them to take from them. If they follow that, there should not be any excess.

President Daniel will need to meet with the Provost and Larry Redlinger to discuss if the rationale behind why students graduate with more hours that what is required for the degree program. The common answer is that it is due to the community colleges. President Daniel will meet with Larry Redlinger to run the data base without the community college transfer students. He is confident that once the data is pulled, it is going to show that the UTD is significantly worse than UT Austin. That brings up the question of why.

Marilyn Kaplan noted that it is not uncommon for UTD to have students coming in with 90-120 credit hours and still have three years to go on their degree program due to having a ‘mish-mosh’ of courses that apply to nothing. President Daniel responded by saying that first time in college freshmen needs to separated from transfer students in compiling this kind of the data. The President requested that should the proposal be approved, the Provost office give him a report to assure him that this will not add additional hours.

The motion carried.

10. PRESENTATION BY Colleen Dutton, “Improvements to Human Resources”

She believes it is HR’s mission to enable the success of others. What HR does should help others be their best at what they do best. The HR department should be a value added department. How they will go about doing that will be:

- Makes it easier for people to get their job done. Reduces unnecessary roadblocks that derail the flow of teaching, research, and service to students.
- Proactively partners with schools and divisions on recruitment and retention activities that will recognize and develop high performers, and in anticipating future staffing needs.
- Promotes competitive pay and benefits that are of value to faculty and staff. Provides on going benefits education so employees fully utilize and understand the total rewards offered at UTD.
- Partners with schools and divisions to raise the performance standards across campus to encourage and support positive employee relations and career development.
- Develops faculty and staff leaders to advance the strategic plan of UTD.
- Serves as a role model for customer service excellence.

The HR department is currently leading the cultivation and pruning of the UTD Management Tree. This is being in a holistic approach to achieving the goals.

- Total rewards – (Health/ Dental Insurance, TRS/ ORP, LOA’s, Vacation/ Sick Pay)
- Recruitment, Retention & Recognition- (4 C’s)
- Excellence in Performance- (Management/ Supervisors Certificates)
- Employee Engagement- (Catch Comet Pride, Staff Council, Corporate Challenge)
HR TREE- 5 year plan

- Identify opportunities for electronic processing – Essential, Effective, Efficient, & Eyes?
  - Incorporate best practices for HR review where necessary.
- Streamline administrative processes:
  - employee accommodation request
  - employment/hiring & termination processes
  - leave administration
- Establish effective partnerships with departments that are proactive and consultative vs. reactive and transactional.
  - Develop HR subject matter experts that function as a team servicing the campus
- Thorough review of managerial responsibilities before adverse action is implemented
  - Holding managers accountable for coaching and counseling poor performers
- Reduce turnover with better hires and improved on-boarding of new employees
- Serve as resource on departmental re-orgs, job restructuring, staffing plans
- Continual review of policy & procedure to balance efficiency and compliance
- Revise staff compensation structure and practices.
  - Alignment with current trends and future needs – recruitment & succession planning
  - Best practices in support of internal equity and to stay competitive
- Develop a Human Capital report for succession planning and workforce planning.
  - Establish career ladders for staff positions
  - Create training programs for faculty and staff that address the technical and leadership skills necessary to succeed
- Revise involuntary termination protocol and exiting process to include HR collaboration and service to employee, supervisor, and university.
- Commitment to increase diversity in the workforce and creating a culture of inclusion
  - Track and trend recruitment and retention activities impacting diversity of applicants and employees
  - Balance education and awareness with regulatory and compliance responsibilities
- Continually serve as an agent of change with a sense of calm.
- Establish standard metric reports to track progress & impact of HR actions

11. REVISIONS TO UTDPP1028-LEARNING MANAGEMENT SYSTEMS COMMITTEE CHARGE
Cy Cantrell moved to approve the revisions. Richard Scotch seconded. It was approved.

12. RECOMMENDATIONS FOR MEMBERSHIP ON INFORMATION SECURITY COMMITTEE
Cy Cantrell moved to approve the nomination of Joe Izen, Kevin Hamlen, Ravi Prakash, Dinesh Bhatia, Timothy Redman, and Tres Thompson. Liz Salter seconded. The motion carried.

13. REPLACEMENT FOR THERESA TOWNER ON CAMPUS FACILITIES
Speaker Leaf reported that he had requested recommendations from the Committee on Committees but they did not have any recommendations. Speaker Leaf opened the floor for nominations from the Senate members. Joe Izen volunteered to be on the committee but could not be the vice chair. The Senate recommended that another person be found to be the Vice Chair from among the committee members. Speaker Leaf moved that Joe Izen be appointed to fill Theresa Towners’s position on the Campus Facilities committee. Richard Scotch seconded. The motion carried.

14. APPROVAL OF CANDIDATES FOR GRADUATION

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

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

Speaker Leaf noted that one of the students on the undergraduate list was recently deceased, having completed all the requirements to graduate. We have approved the graduation of such students in the past. The family would be very happy to have the degree, and would be upset if it were denied. The student was most of the way through their last semester when they died. According to Sheila Gutierrez de Pineres, it has been historical precedent that if one is that close to graduation, the university goes ahead and awards the degree posthumously.

There being no further business, President Daniel adjourned the meeting.

APPROVED: ___________________________  DATE: _____________
Murray J. Leaf
Speaker of the Academic Senate
## 010 Communications Component

<table>
<thead>
<tr>
<th>Year</th>
<th>Req Address crse_id</th>
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<th>Req Type</th>
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<tr>
<td>2012-2013</td>
<td>bcom3311 013782 bcom3311.4</td>
<td>BCOM 3311 Business Communications Communication (3 semester hours) Introduction to various types of professional communication, both written and oral, with an emphasis on business writing. Students will gain experience writing and revising business email, research reports, letters, proposals, presentations, and interviews. Job search documents. Students may receive credit for either BCOM 3311 or ACCT 3311 to fulfill degree requirements. Prerequisite: work both individually and in teams and will exit the course with a clear understanding of the centrality of communication in business. Prerequisites: RHET 1302 (Same as ACCT 3311) 1302 and (ACCT 3100 or BA 3100 or IMS 3100 or MKT 3100 or MIS 3100 or OPRE 3100). (3-0) S</td>
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<td>2012-2013</td>
<td>chem4390 002217 chem4390.4</td>
<td>CHEM 4390 Research and Advanced Writing in Chemistry (3 semester hours) For students conducting independent research and scientific writing. Students will pursue an independent project under the supervision of a member of the Chemistry faculty. Subject and scope to be determined on an individual basis. This course satisfies the university advanced writing requirement. Prerequisites: at least 3 semester hours of undergraduate research (e.g. CHEM 4V91), and consent of supervising faculty and filing a research plan approved by supervising faculty and the Undergraduate Committee in Chemistry prior to the 12th class day. (3-0) S</td>
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<tr>
<td>2012-2013</td>
<td>chem4399 002218 chem4399.6</td>
<td>CHEM 4399 Research and Advanced Writing in Chemistry for Honors Students (3 semester hours) For students conducting independent research for honors theses or projects. Satisfies the university advanced writing requirement. Prerequisites: Senior level standing with at least 3 semester hours of undergraduate research (e.g. CHEM 4V91), and consent of supervising faculty and filing a research plan approved by supervising faculty and the Undergraduate Committee in Chemistry prior to the 12th class day. (3-0) S</td>
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<td>2013-2013</td>
<td>comm1311 .1</td>
<td>COMM 1311 (SPCH 1311) Survey of Oral and Mediated/Technology-based Communication (3 semester hours) Survey of theories, concepts, and skills as they relate to human interaction. Study of interpersonal, interperson, small group, public, and mediated and technology-based communication. Practice in the preparation and delivery of oral presentations. (3-0) S</td>
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<td>2011-2013</td>
<td>econ4382 004197 econ4382.4</td>
<td>ECON 4382 International Finance (3 semester hours) Studies the international financial system, including the foreign exchange markets and the balance of payment accounts and accounts. Includes a discussion of international monetary theory. This course fulfills the University's writing requirement. Prerequisite: ECON 3311. (3-0) T</td>
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<td>2012-2013</td>
<td>huma3300 007390 huma3300 .4</td>
<td>HUMA 3300 Reading and Writing Texts (3 semester hours)</td>
<td>Focuses on a significant topic or issue through which students are offered an opportunity to gain experience in various analytic and interpretive approaches. Explores connections among artistic and intellectual endeavors appropriate to a range of courses in the Arts and Humanities. This course is a requirement for all AHST, AP, HIST, and LIT majors and should be taken prior to completing first 12 hours of upper-division course work. Prerequisite: <strong>HUMA (HUMA 1301 or equivalent)</strong> and <strong>RHET 1302</strong>. (3-0) S</td>
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<tr>
<td>2012-2013</td>
<td>nats4390 012893 nats4390. 4</td>
<td>NATS 4390 Research Methods (3 semester hours)</td>
<td>Independent research and advanced writing content course in the UTeach sequence. Satisfies the advanced writing requirement for UTeach student majoring in Biology, Chemistry, Physics or Geosciences. Prerequisites: NATS 3341, <strong>NATS 3343</strong>, a university grade point average of at least 2.750, a <strong>GPA of 3.000</strong> or better in UTeach coursework, upper-level standing, and <strong>instructor consent required</strong> of the UTeach advisor. Prerequisite or corequisite: <strong>NATS 3343</strong>. (3-0) S</td>
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<td>2012-2013</td>
<td>nsc4353 009650 nsc4353.1 3</td>
<td>NSC 4353 Neuroscience Laboratory Methods (3 semester hours)</td>
<td>This laboratory course provides hands-on experience with the use of electrophysiological techniques for the analysis of living neural preparations. (This course fulfills the advanced writing requirement for Neuroscience majors and 3 hours of the Communication component of the Core Curriculum). Prerequisites: NSC 3361 and <strong>either NSC (NSC 4352 or NSC 4356, 4356)</strong>. (0-3) S</td>
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<td>2012-2013</td>
<td>psci4360 013518 psci4360.4</td>
<td>PSCI 4360 The Political Economy of Multinational Corporations (3 semester hours)</td>
<td>In addition to the historical rise of international firms, the course covers the economic theory of the firm, <strong>MNCs multinational corporations (MNCs)</strong> as political actors, the dynamics of foreign direct investment, and the relationship of MNCs to developing countries. The aim of the course is to understand the causes and effects of the behavior of transnational corporations, particularly in regard to economic policy. All students are required to complete assignments that fulfill the University's writing requirement. (3-0) T</td>
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<td>2012-2013</td>
<td>spau3390 011877 spau3390. 10</td>
<td>SPAU 3390 Clinical Practicum in Speech-Language Pathology (3 semester hours)</td>
<td>Guided observation and supervised participation in evaluation and therapeutic management of individuals with communication disorders. Weekly clinical conference required. Must be taken on a credit/no credit basis. May be repeated for credit. <strong>Prerequisites:</strong> Instructor consent required and SPAU 3303 and SPAU 3388 and SPAU 3303, 3340 or 4308; and SPAU 3343 and 3388. SPAU 4308. (3-0) S</td>
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<td>2012-2013</td>
<td>acct3311 013539 acct3311.3</td>
<td>ACCT 3311 Accounting Communications (3 semester hours)</td>
<td>Introduction to various types of professional communication, both written and oral. Students practice skills in communication styles such as memos, email, research reports, proposals, presentations, and interviews. Students may receive credit for either ACCT 3311 or <strong>BCOM 3311</strong> to fulfill degree requirements. Prerequisites: RHET 1302. (Same as BCOM 3311). (3-0) S</td>
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### 020 Mathematics Component - none as of 11/25/12

### 030/031 Natural Sciences Component

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<td>2012-2013</td>
<td>ce1202 013611 ce1202.3</td>
<td>CE 1202 Introduction to Electrical Engineering (2 semester hours) CE 1202 introduces the discipline of engineering. It includes a 1.5-hour lecture per week plus a 3-hour fundamentals laboratory that stresses learning about laboratory procedures and equipment. Topics include: Learning the use of common laboratory electronic equipment; understanding the assembly of electronic circuits; and making various measurements. Students also learn how to work together with a partner and how to write a laboratory report. The lecture introduces general engineering practices, engineering research at UTD, engineering activities at selected local companies, and concepts such as innovation and invention. The course also includes lectures and projects on communication, understanding the importance of lifelong learning, ethics, and a knowledge of contemporary issues. CE 1202 may be taken by students outside of engineering in order to learn about the engineering profession. (Same as EE/TE 1202 and TE 1202) (1.5-3) S</td>
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<td>2012-2013</td>
<td>chem1112 002154 chem1112.4</td>
<td>CHEM 1112 (CHEM 1112) General Chemistry Laboratory II (1 semester hour) A continuation of CHEM 1111 demonstrating the concepts covered in CHEM 1312, including acid-base chemistry, reaction kinetics, electrochemistry, polymers, and organic synthesis. Prerequisite: CHEM 1111 or CHEM 1115. Corequisite: CHEM 1312. (0-3) S</td>
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<td>2012-2013</td>
<td>chem1312 002165 chem1312.4</td>
<td>CHEM 1312 (CHEM 1312) General Chemistry II (3 semester hours) A continuation of CHEM 1311 treating metals; solids, liquids, and intermolecular forces; chemical equilibrium; electrochemistry; organic chemistry; rates of reactions; and environmental, polymer, nuclear, and biochemistry. Students will also be registered for the exam section. Prerequisite: CHEM 1311 or CHEM 1315. Corequisite: CHEM 1112. (3-0) S</td>
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<td>ee1202</td>
<td>EE 1202 Introduction to Electrical Engineering (2 semester hours)</td>
<td>EE 1202 introduces the discipline of engineering. It includes a 1.5-hour lecture per week plus a 3-hour fundamentals laboratory that stresses learning about laboratory procedures and equipment. Topics include: Learning the use of common laboratory electronic equipment; understanding the assembly of electronic circuits; and making various measurements. Students also learn how to work together with a partner and how to write a laboratory report. The lecture introduces general engineering practices, engineering research at UTD, engineering activities at selected local companies, and concepts such as innovation and invention. The course also includes lectures and projects on communication, understanding the importance of lifelong learning, ethics, and a knowledge of contemporary issues. EE 1202 may be taken by students outside of engineering in order to learn about the engineering profession. (Same as GE/TE CE 1202 and TE 1202) (1.5-3)</td>
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<td>geos1103</td>
<td>GEOS 1103 (GEOL 1103) Physical Geology Laboratory (1 semester hour)</td>
<td>A laboratory to accompany GEOS 1303. The exercises include mineral and rock identification. Topographic maps, geologic maps, and aerial photographs are used to study surface landforms, geologic phenomena and tectonic processes. Pre-Prerequisite or corequisite: GEOS 1303. (0-3)</td>
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<td>geos1104</td>
<td>GEOS 1104 (GEOL 1104) History of Earth and Life Laboratory (1 semester hour)</td>
<td>A laboratory to accompany GEOS 1304. Exercises include fossil identification, stratigraphy, and correlation, the geologic time scale, age-determination techniques, and maps. Pre-Prerequisite or corequisite: GEOS 1304. (0-3)</td>
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<td>geos2409</td>
<td>GEOS 2409 (GEOL 2409) Rocks and Minerals (4 semester hours)</td>
<td>Introduction to crystallography, mineralogy, and petrography. Laboratory course. Pre-Prerequisites or corequisites: GEOS 4303 1103 and GEOS 4403 1303. (3-3)</td>
<td>GEOS 4303 1103 and GEOS 4403 1303.</td>
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<td>geos3124</td>
<td>GEOS 3124 Geology and Human Health (1 semester hour)</td>
<td>Introduction to the impacts of geologic materials and geologic processes on animal and human health. Examples will focus primarily on how geologic materials (rocks, minerals, soil, natural dust, and uncontaminated water) and geologic processes, such as volcanoes and earthquakes, are impacting human health. The course will last approximately 1 month during a semester. (1-0)</td>
<td>GEOS 4303 1103 and GEOS 4403 1303.</td>
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<td>geos3126</td>
<td>GEOS 3126 The Evolution Debate (1 semester hour)</td>
<td>The theory of evolution and the origin of life problem. Supporting evidence from the fossil record, molecular biology, and DNA. Creationism, intelligent design and pseudoscience. The course will last approximately 1 month during a semester. (1-0)</td>
<td>GEOS 4303 1103 and GEOS 4403 1303.</td>
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<td>Course Code</td>
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<tr>
<td>geos3128</td>
<td>Geologic Time</td>
<td>Notions of immortality and concepts of eternity--the struggle to understand human existence and the physical world. The geocentric universe--a Graeco-Christian compromise. The Renaissance and the slow acceptance of the Copernican universe. James Hutton's Earth machine and William Smith's strata--the progeny of the Enlightenment and the Industrial Revolution. Biostratigraphy, the great stratigraphers, and Victorian reaction to the realization of Earth's antiquity. Lord Kelvin's arguments for a young Earth. Discovery of radioactivity and the refutation of Kelvin. Patterson and the age of the solar system. Modern rock dating techniques. A walk through geologic time. (0-1) Y</td>
<td>1 semester hour</td>
<td>No prerequisites</td>
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<tr>
<td>geos3310</td>
<td>Environmental Geology</td>
<td>A course examining the interactions of people and our physical environment. Natural hazards, including landslides, flooding, tsunamis, volcanoes, earthquakes, erosion, and sea-level change. Air, soil, fresh and ocean water pollution problems and solutions including greenhouse gases, ozone depletion, acid rain, aquifer depletion, toxic wastes, and contamination. Energy supplies and the environment, including radioactive waste problems, and human impacts on climate. (3-0) Y</td>
<td>3 semester hours</td>
<td>No prerequisites</td>
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<tr>
<td>nsc3344</td>
<td>Anatomy and Physiology of Speech and Hearing</td>
<td>Study of anatomic and physiologic mechanisms underlying speech respiration; phonation; articulation. Overview of the peripheral auditory system. system, neuroanatomy and normal swallowing. (Same as SPAU 3344) (3-0) Y</td>
<td>3 semester hours</td>
<td>No prerequisites</td>
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<tr>
<td>nsc4354</td>
<td>Integrative Neuroscience</td>
<td>Examines the collective behavior of neuronal systems with respect to sensory processing, motor control, and the plasticity regulating more advanced behavioral, motivational, and cognitive functions. Pre-Prerequisite or co-requisite: corequisite: NSC 3361. (3-0) Y</td>
<td>3 semester hours</td>
<td>NSC 3361</td>
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<td>phys1101</td>
<td>College Physics Laboratory I</td>
<td>A laboratory course to accompany PHYS 1301 and PHYS 2325. Cannot May not be used to satisfy degree requirements for majors in the School of Engineering and Computer Science. (0-3) Y</td>
<td>1 semester hour</td>
<td>PHYS 1101</td>
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<tr>
<td>phys1102</td>
<td>College Physics Laboratory II</td>
<td>A laboratory course to accompany PHYS 1302 and PHYS 2326. Cannot May not be used to satisfy degree requirements for majors in the School of Engineering and Computer Science. (0-3) Y</td>
<td>1 semester hour</td>
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<td>2012-2013</td>
<td>phys1301 010141 phys1301.8</td>
<td>PHYS 1301 (PHYS 1301) College Physics I (3 semester hours)</td>
<td>Algebra and trigonometry based basic physics. Topics include mechanics, heat and thermodynamics. <strong>Cannot Students will also be registered for an exam section. May not</strong> be used to satisfy degree requirements for majors in the School of Engineering and Computer Science. Check with your program advisor. Prerequisite: MATH 1314. Corequisite: PHYS 2125. (3-0) Y</td>
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<td>2012-2013</td>
<td>phys1302 010142 phys1302.7</td>
<td>PHYS 1302 (PHYS 1302) College Physics II (3 semester hours)</td>
<td>Continuation of PHYS 1301. Topics include electricity, magnetism and optics. <strong>Cannot Students will also be registered for an exam section. May not</strong> be used to satisfy degree requirements for majors in the School of Engineering and Computer Science. Check with your program advisor. Prerequisite: PHYS 1301. Corequisite: PHYS 2126. (3-0) Y</td>
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<td>2012-2013</td>
<td>phys2125 010173 phys2125.6</td>
<td>PHYS 2125 (PHYS 2125) Physics Laboratory I (1 semester hour)</td>
<td>Laboratory course to accompany PHYS 2325. <strong>Cannot Students will also be registered for an exam section. May not</strong> be used to satisfy degree requirements for majors in the School of Engineering and Computer Science. Check with your program advisor. Prerequisite: PHYS 1301 or PHYS 2325 or PHYS 2421. Corequisite: PHYS 2125. (0-3) Y</td>
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<td>2012-2013</td>
<td>phys2126 010174 phys2126.6</td>
<td>PHYS 2126 (PHYS 2126) Physics Laboratory II (1 semester hour)</td>
<td>Laboratory course to accompany PHYS 2326. <strong>Cannot Students will also be registered for an exam section. May not</strong> be used to satisfy degree requirements for majors in the School of Engineering and Computer Science. Check with your program advisor. Prerequisites: PHYS 2325 and MATH (MATH 2414 or MATH 2419). Corequisite: PHYS 2126. (0-3) Y</td>
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<td>2010-2013</td>
<td>phys2325 010184 phys2325.6</td>
<td>PHYS 2325 (PHYS 2325) Mechanics (3 semester hours)</td>
<td>Calculus based. Basic physics including a study of space and time, kinematics, forces, energy and momentum, conservation laws, rotational motion, torques, and harmonic oscillation. Two lectures per week. <strong>Students will also be registered for an exam section.</strong> Prerequisite: MATH 2413 or MATH 2417. Corequisites: MATH (MATH 2414 or MATH 2419) and PHYS 2125. (3-0) Y</td>
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<td>2012-2013</td>
<td>phys2326 010185 phys2326.6</td>
<td>PHYS 2326 (PHYS 2326) Electromagnetism and Waves (3 semester hours)</td>
<td>Continuation of PHYS 2325. Topics include electrostatics and electromagnetics, electric field and potential, electric currents, magnetic fields, laws of Coulomb, Ampere, and Faraday, Maxwell's theory of wave propagation. Two lectures per week. <strong>Students will also be registered for an exam section.</strong> Prerequisites: PHYS 2325 and MATH (MATH 2414 or MATH 2419). Corequisite: PHYS 2126. (3-0) Y</td>
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<td>2013-2013</td>
<td>phys2421 010189 phys2421.7</td>
<td>PHYS 2421 Honors Physics I - Mechanics and Heat (4 semester hours)</td>
<td>Calculus-based physics. This class is a more rigorous version of PHYS 2325 with additional topics in thermal physics. Derivations are more general and rely more heavily on calculus and the use of vectors. More challenging problems and applications. Two lectures plus a required recitation session per week. <strong>Students will also be registered for an exam section.</strong> Prerequisite: MATH 2413 or MATH 2417 with a minimum grade of B+ in either course. Corequisite: MATH (MATH 2414 or MATH 2419). (4-0) Y</td>
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<tr>
<td>2010-2013</td>
<td>phys2422.6</td>
<td>PHYS 2422 Honors Physics II - Electromagnetism and Waves (4 semester hours) Calculus-based basic physics. This class is a more rigorous version of PHYS 2326. Derivations are more general and rely more heavily on multi-dimensional calculus concepts such as divergence, gradient, curl, and the theorems of Green, Stokes, Stokes, and Gauss. More challenging problems and applications. Two lectures plus a required recitation session per week. <strong>Students will also be registered for an exam section.</strong> Prerequisites: PHYS (PHYS 2325 or PHYS 2421, 2421) and MATH (MATH 2414 or MATH 2419, 2419). Corequisites: MATH 2415 and PHYS 2126. (4-0) Y</td>
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<td>review</td>
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<td>2012-2013</td>
<td>spau3344.7</td>
<td>SPAU 3344 Anatomy and Physiology of Speech and Hearing (3 semester hours) Study of anatomic and physiologic mechanisms underlying speech: respiration, phonation, and articulation. Overview of the peripheral auditory system, system, neuroanatomy, and normal swallowing. (Same as NSC 3344) (3-0) Y</td>
<td>edit</td>
<td>review</td>
<td>pending</td>
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<tr>
<td>2012-2013</td>
<td>te1202.3</td>
<td>TE 1202 Introduction to Electrical Engineering (2 semester hours) TE 1202 introduces the discipline of engineering. It includes a 1.5-hour lecture per week plus a 3-hour fundamentals laboratory that stresses learning about laboratory procedures and equipment. Topics include: Learning the use of common laboratory electronic equipment; understanding the assembly of electronic circuits; and making various measurements. Students also learn how to work together with a partner and how to write a laboratory report. The lecture introduces general engineering practices, engineering research at UTD, engineering activities at selected local companies, and concepts such as innovation and invention. The course also includes lectures and projects on communication, understanding the importance of lifelong learning, ethics, and a knowledge of contemporary issues. TE 1202 may be taken by students outside of engineering in order to learn about the engineering profession. (Same as CE/EE CE 1202 and EE 1202) (1.5-3) S</td>
<td>edit</td>
<td>review</td>
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<td>2012-2013</td>
<td>nats2332.4</td>
<td><strong>NOTE: this will be reverted back to GEOS 3332 which will be reactivated (see above).</strong> -- request to remove this course from catalog -- NATS 2332 Age of Dinosaurs (3 semester hours) Introductory survey of the origin, evolution, anatomy, physiology, life-styles, population dynamics, and extinction of dinosaurs and marine and flying reptiles, as well as Mesozoic climates and basic Earth history of the &quot;Age of Dinosaurs.&quot; One Saturday trip to Dinosaur Valley State Park. $50 field trip fee required. No prerequisites. (3-0) Y</td>
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**040 Humanities Component**
### 050 Visual and Performing Arts Component

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<tr>
<td>2005-2013</td>
<td>danc1310 003796,danc1310.3</td>
<td>DANC 1310 Understanding Dance (3 semester hours) Lectures, discussions, video and performances live performance viewings designed to explore artistic, philosophical, and historical dimensions of the theatrical dance experience. Areas of emphases may include differing dance traditions, the nature of dance compared to other performing arts, and relations between social and theatrical dance. (3-0) Y</td>
<td>edit</td>
<td>review pending</td>
<td>sd106300 0 2012-11-06 15:22:07</td>
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<tr>
<td>2003-2013</td>
<td>musi2322 009571,musi2322.2</td>
<td>MUSI 2322 Music in Western Civilization (3 semester hours) A broad review survey of Western music from the Middle Ages to the twenty-first century, with emphasis on the Middle Ages, covering Medieval, Renaissance, Baroque, Classical, Romantic, and Modern styles. Develops listening skills and an understanding of diverse genres and places works in their social and cultural contexts. (3-0) T</td>
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<td>sd106300 0 2012-11-06 16:15:43</td>
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### 060 History Component

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<tr>
<td>2012-2013</td>
<td>hist2332 013798,hist2332.3</td>
<td><strong>NOTE: this is an existing course with a request to be added as a core.</strong> HIST 2332 Civil War and Reconstruction (3 semester hours) A survey of the causes and events that led to the Civil War, including slavery, the growth of sectionalism in the United States, the nature of the anti-slavery movement, and the inability of political institutions in the United States to facilitate any peaceful settlement to the impending crisis of the late 1850s and early 1860s. The course focuses on social, economic, and political factors during this period and examines the impact that individual political leaders and their personal beliefs and characteristics had upon these events. (3-0) R</td>
<td>edit</td>
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## 070 Government / Political Science Component

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<tbody>
<tr>
<td>2013-2013</td>
<td>govt2305 006256 govt2305.5</td>
<td>GOVT 2305 (GOVT 2305) American Government: An Introduction National Government (3 semester hours) Examines the institutional development of the American state in light of changes in the political economy over the last two centuries. Institutions studied include the presidency, the congress, the courts, the party system and the bureaucracy. Topics will include the idea of constitutional national government, the rise of the welfare state, the regulatory process, politics, and U. foreign policy. General education core course. (Fulfills one-half of the legislative requirement of 6 hours of American government.) constitutional development. (3-0) S R</td>
<td>edit review pending</td>
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<tbody>
<tr>
<td>2013-2013</td>
<td>govt2306 006257 govt2306.5</td>
<td>GOVT 2306 (GOVT 2306) Political Economy of Texas State and Local Government (3 semester hours) The various institutions Survey of governance in the state of Texas and the policy-making methods they follow. Among the specific topics discussed are legislative actors, political parties, local government and interest groups. education core course. (Fulfills one-half of politics with special reference to the legislative requirement of 6 hours constitution and politics of American government.) Texas. (3-0) S R</td>
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## 080 Social and Behavioral Science Component

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<tr>
<td>2012-2013</td>
<td>cldp4334 002744 cldp4334.4</td>
<td>CLDP 4334 Lifespan Development (3 semester hours) Covers physical, cognitive, and socio-emotional development throughout the human life span. Topics include development of the brain, information processing, self development, attachment family processes, and aging. Students can take either CLDP/PSY (CLDP 3310 or CLDP/PSY 4334, PSY 3310) or (CLDP 4334 or PSY 4334). (Same as CLDP 4334) (3-0) S</td>
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<tr>
<td>2010-2013</td>
<td>econ2301 004152 econ2301.3</td>
<td>ECON 2301 (ECON 2301) Principles of Macroeconomics (3 semester hours) An introduction to theories of the determination of national production and income, interest rates, inflation, and unemployment. Other topics include the banking system, the balance of payments, economic growth and development. (3-0) S</td>
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<td>mxv062000 2012-11-2 2 14:59:52</td>
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<th>Req Created NetID/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>psy4334 011164 psy4334.9</td>
<td>PSY 4334 Lifespan Development (3 semester hours) Covers physical, cognitive, and socio-emotional development throughout the human life span. Topics include development of the brain, information processing, self development, attachment family processes, and aging. Students can take either CLDP/PSY (CLDP 3310 or CLDP/PSY 4334, PSY 3310) or (CLDP 4334 or PSY 4334). (Same as CLDP 4334) (3-0) S</td>
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Developmental Courses

Curriculum

About Curriculum

Core Curriculum

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Other Degree Requirements

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- 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
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
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

Comment [MJ1]: Check in January/February 2013 for info. Follow up with Redlinger's office for next paragraph.
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 may recommend specific courses to be used in meeting 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
an emphasis in CFA®

- Bachelor of Science in Global Business*
- Bachelor of Science in Management Information Systems*
- Bachelor of Science in Marketing*
- Bachelor of Science in Supply Chain Management

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 Science 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.

To apply to UT Dallas, all students should submit an application for admission, which is available at 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 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>Deadlines for U.S. Citizens and Residents</th>
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<tbody>
<tr>
<td><strong>Term</strong></td>
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<tr>
<td>Fall Full-Term</td>
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<td>Spring Full-Term</td>
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<td>Summer Sessions I, II, III, and IV (12-week Session)</td>
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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.

<table>
<thead>
<tr>
<th>Deadlines for International Applicants</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
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<tr>
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<tr>
<td>Spring Full-Term</td>
</tr>
<tr>
<td>Summer</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 1113, 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 this 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 from 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 Admission 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 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.

Comment [MJ24]: Added due to HB 3025.
Transfer Students Admitted on Probation

If admitted on probation students must:

- See an academic advisor before registering
- May not register for more than 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).
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.
http://catalog.utdallas.edu/2012/undergraduate/curriculum/core-curriculum

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.
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 Baccalaurate 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

http://catalog.utdallas.edu/2012/undergraduate/policies
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
Academic Departure
Academic Suspension
Readmission
Changing Majors

Graduate Courses
Graduate Courses Applied Toward an Undergraduate Degree
Graduate Courses for Possible Future Use as Graduate Credit
Graduate Courses Taken in Fast Track Options

Visiting UT System Students Program
Withdrawal/Resignation from the University

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
Option to Withdraw, Receive Incomplete Grade, or Receive Final Grade
Option for Automatic Readmission Following Military Service

Other Policies
Change of Address, Email or Name
Correspondence - Email
FERPA
Religious Holy Days
Academic Policies and Procedures

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>
<tr>
<td>Academic Withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>WL</td>
<td>Withdraw Late</td>
<td></td>
</tr>
<tr>
<td>Non-academic Withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WC</td>
<td>Withdraw Good Cause</td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td>Withdraw Death</td>
<td></td>
</tr>
<tr>
<td>WI</td>
<td>Withdraw Illness</td>
<td></td>
</tr>
<tr>
<td>WU</td>
<td>Withdraw from the University</td>
<td></td>
</tr>
<tr>
<td>WM</td>
<td>Withdraw Military Duty</td>
<td></td>
</tr>
<tr>
<td>WW</td>
<td>Withdraw Work</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.

Comment [MV32]: Per HB 3025. Texas Education Code, 61.833
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 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](http://oue.utdallas.edu) and/or at the UT Dallas Admission and Enrollment Services website ([http://www.utdallas.edu/enroll/apply/exam.php](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 uses 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.
http://catalog.utdallas.edu/2012/undergraduate/policies/change-of-address-email-name

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.).

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'. 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.)

Comment [MJ40]: Added a brief paragraph to direct students to consult advisors and/or primary school. Acceptable?

Comment [JMM41]: This should reference the first language on this area.
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.
- Register for a maximum of 15 semester credit hours.
- 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.
Academic Policies and Procedures

Graduate Courses

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 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 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 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.
Academic Policies and Procedures

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
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.
http://catalog.utdallas.edu/2012/undergraduate/policies/registration

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 Advising Office 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
long semester. Please refer to the Comet Calendar or the online Academic Calendar for the summer semester since deadlines vary.

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

Comment [MJ62]: Changed from Assistant Dean of Students to Associate Dean of
Students; amendment approved by HOP, 10-3-12.
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.

Comment [MJ63]: Also repeated in Appendix V. Confirmed by Dean Pineres to have only in one place via email 10-2912. MJV checked other UT institutions’ catalogs, and most show policy in catalog. Retain policy here and remove Appendix V. Confirmed by Serenity King 11-5-12
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 catalog at [http://www.utdallas.edu/residency](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

Comment [MJ64]: Residency Appendix III will be deleted; detailed information on residency regulations/charts will be listed on Office of Registrar’s website as agreed by Jen McDo well on 1-0-29-12 via email based on MJV’s research of other UT institutions’ catalogs. New residency classification text provided by Jen via email 11-7-12.
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 web site 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.
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 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 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 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, 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 rates. 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#inabsentia](http://catalog.utdallas.edu/2012/undergraduate/policies/registration#inabsentia)).

**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](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 permit are non-refundable.

Parking decals permits 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 $205.00 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, or 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 that 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
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 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 the student has registered or is 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 provides 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;

• has 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 TASFA 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

4. Achievements in work experiences
5. Community service
6. Extracurricular activities; leadership
7. Surmounting obstacles to the further pursuit of higher education
8. Socioeconomic background
9. Educational level
10. 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 work Federal Work -sStudy 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

General
Callier Center for Communication Disorders
Career Center
Carolyn Lipsky Galerstein Women's Center
Child Care Center
Comet Card
Comet Center
Comet Families
Computer Facilities
CourseBook Tool
Dean of Students
Distance Education
Financial Literacy Training
Fraternity and Sorority Life
Intercollegiate Athletics
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 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 (syllabus), 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
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
ROTC, Detachment 835, Air Force ROTC, The University of North Texas, P.O. Box 305400, Denton, Texas 76203-5400, Telephone (940) 565-2074; or ARMY ROTC, Enrollment Officer, Army ROTC, The University of Texas at Arlington, P.O. Box 19188 Arlington, Texas 76019, Telephone (817) 272-3281 (metro).

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](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](http://www.utdallas.edu/healthcenter) 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).

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**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](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](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.

Comment [MJ79]: No changes per Ellen Safley, Director of Libraries, email on 10-22-12
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.
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 use 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
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. 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 literacy, 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 standards, 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, and 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](http://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...
proceed in the program.

- 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.

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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 contact 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 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 2.75 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.sbec.tea.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

11/12/2012 11:38 AM
### UNIV Courses - omitted from CatBook report submitted to CEP

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<td>2012-2013</td>
<td>univ1010 013606 univ1010.3</td>
<td>UNIV 1010 Freshman Seminar (0 semester hours) This course is a graduation requirement for all first time in college freshman. 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. This class or ECS 1200 is required of all first time in college freshman students. Credit/No Credit only. Corequisite: ARHM 1100 or BA 1100 or BIS 1100 or CGS 1100 or CLDP 1100 or EPPS 1110 or NATS 1100 or NSC 1100 or PSY 1100 or SPAU 1100 or UNIV 1100. (2-0) Y</td>
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<td>UNIV 1100 Freshman Seminar - Undeclared (1 semester hour) This course is designed to introduce students to the university and career/ major exploration. Corequisite: Corequisite: UNIV 1010. (1-0) Y</td>
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<td>UNIV 2V96 Special Topics I (1-3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit (6 hours maximum). (3-0) Y</td>
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<td>univ2v99 013737 univ2v99.6</td>
<td>UNIV 2V99 Collegium V Honors Readings I (1-3 semester hours) An interdisciplinary exploration of contemporary topics in the sciences, social sciences, humanities, and engineering. CV Honors approval needed. Course may be repeated for a maximum of 3 hours. (3 hours maximum). ([1-3]-0) S</td>
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<td>UNIV 3V99 Collegium V Honors Readings II (1-3 semester hours) An interdisciplinary exploration of contemporary topics in the sciences, social sciences, humanities, and engineering. CV Honors approval needed. Course may be repeated for a maximum of 3 hours. credit (3 hours maximum). ([1-3]-0) S</td>
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<td>UNIV 4V96 Special Topics II (1-3 semester hours) Subject matter will vary from semester to semester. May be repeated for credit (6 hours maximum). ([1-3]-0) S</td>
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<td>UNIV 4V99 Collegium V Honors Readings III (1-3 semester hours) An interdisciplinary exploration of contemporary topics in the sciences, social sciences, humanities, and engineering. CV Honors approval needed. Course may be repeated for a maximum of 3 hours. credit (3 hours maximum). ([1-3]-0) S</td>
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</tbody>
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2012-2014 GRADUATE CATALOG SUPPLEMENT

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Last Updated: August 2013

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Library & Facilities for Study and Instruction
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Graduation Requirements
Graduate Tuition and Required Fees
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Emerging Media and Communication
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Communication Disorders, Course Descriptions
Human Development & Early Childhood Disorders, Course Descriptions
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School of Economic, Political and Policy Sciences

Preface/Degrees Offered
Graduate Programs
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Doctor of Philosophy in Economics
Doctor of Philosophy in Geospatial Information Sciences
Doctor of Philosophy in Political Science
Doctor of Philosophy in Public Affairs
Doctor of Philosophy in Public Policy and Political Economy
Master of Arts in Political Science
Master of Arts in Political Science - Constitutional Law Studies
Master of Arts in Political Science - Legislative Studies
Master of Science in Applied Sociology
Master of Science in Criminology
Master of Science in Criminology (Online)
Master of Science in Economics
Master of Science in Geospatial Information Sciences
Master of Science in International Political Economy
Executive Master of Science in Justice Administration & Leadership (Previously Master of Science in Justice Administration & Leadership)
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Materials Science and Engineering, Course Descriptions
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Combination of Engineering and Management Graduate Degrees
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School of Interdisciplinary Studies

Preface/Degrees Offered
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Graduate Instruction in Education, Course Description
Teacher Development Center

Naveen Jindal School of Management

Preface/Degrees Offered
Graduate Programs
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Master of Business Administration
Master of Science in Finance
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Master of Science in Information Technology & Management
Master of Science Innovation and Entrepreneurship
Master of Science in International Management Studies
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Graduate Degrees
  Doctor of Philosophy
  Course Descriptions
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  Descriptions

School of Natural Sciences and Mathematics

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  Chemistry, Course Descriptions
  Geosciences, Course Descriptions
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  Science/Mathematics Education, Course
  Descriptions
  Interdisciplinary Programs in the School of
  Natural Sciences & Mathematics
  Biotechnology, Course Descriptions
  Bioinformatics and Computational Biology
  Doctor of Philosophy in Geospatial
  Information Sciences, Course Descriptions
  General Courses
The University of Texas at Dallas
2012-2014 Graduate Catalog
General Information

This catalog 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 withdraw courses at any time, to change fees or tuition, calendar, curriculum, 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 catalog will be updated periodically and will contain all major policy changes that occur during the 2013 supplemental catalog cycle. The official publication date of this catalog is August 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.
Graduate students can graduate either under the catalog in effect when they enter or the catalog in effect when they complete their degree.

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.
Accreditation

The University of Texas at Dallas is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (www.sacscoc.org) 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.
# Contact Us

**Address all correspondence to:**

The University of Texas at Dallas  
800 West Campbell Road  
Richardson, Texas 75080-3021  
Main Number: (972) 883-2111  
Admissions Information: 972-883-2270 or 1-800-889-2443  
Fax: (972) 883-6803  
http://www.utdallas.edu/

<table>
<thead>
<tr>
<th>For More Information About</th>
<th>Contact</th>
</tr>
</thead>
</table>
| Admissions/Enrollment Services | UT Dallas Welcome Center  
interest@utdallas.edu  
972-883-2270 or 1-800-889-2443  
http://www.utdallas.edu/enroll/ |
| Career Services and Internships | Career Center  
careercenter@utdallas.edu  
972-883-2943  
http://www.utdallas.edu/career/ |
| Counseling | Counseling Center  
972-883-2575  
http://www.utdallas.edu/counseling/ |
| Financial Aid Scholarships Work-Study Programs | Financial Aid Office  
financial-aid@utdallas.edu  
972-883-2941  
http://www.utdallas.edu/student/finaid/ |
| Health Services | Student Health Center  
healthcen@utdallas.edu  
972-883-2747  
http://www.utdallas.edu/healthcenter/ |
<table>
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<td>Housing</td>
<td>Residential Life&lt;br&gt;<a href="mailto:reslife@utdallas.edu">reslife@utdallas.edu</a>&lt;br&gt;972-883-5561 (Residence Hall Office) or 972-883-5361 (Apartment Office)&lt;br&gt;<a href="http://www.utdallas.edu/housing/">http://www.utdallas.edu/housing/</a></td>
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<tr>
<td>International Student Services Student Visas</td>
<td>International Student Services Office&lt;br&gt;<a href="mailto:ISSOcurrent@utdallas.edu">ISSOcurrent@utdallas.edu</a>&lt;br&gt;972-883-4189&lt;br&gt;<a href="http://www.utdallas.edu/isko">http://www.utdallas.edu/isko</a></td>
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<td>Registrar/Records</td>
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<td>Student AccessAbility Services</td>
<td>Office of Student AccessAbility&lt;br&gt;<a href="mailto:studentaccess@utdallas.edu">studentaccess@utdallas.edu</a>&lt;br&gt;972-883-2098&lt;br&gt;<a href="http://www.utdallas.edu/studentaccess/">http://www.utdallas.edu/studentaccess/</a> <a href="http://www.utdallas.edu/studentaccess/">http://www.utdallas.edu/studentaccess/</a></td>
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<td>Student Health Insurance</td>
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<td>Student Organizations</td>
<td>Student Organization Center&lt;br&gt;972-883-6551&lt;br&gt;<a href="http://www.utdallas.edu/soc">http://www.utdallas.edu/soc</a></td>
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</table>
UT System Board of Regents

OFFICERS

Wm. Eugene “Gene” Powell, Chairman
Paul L. Foster, Vice Chairman
R. Steven “Steve” Hicks, Vice Chairman
James D. Dannenbaum, P.E. Vice Chairman
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Terms Scheduled to Expire February 1, 2013*
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Paul L. Foster
Printice L. Gary

Terms Scheduled to Expire February 1, 2015*
R. Steven “Steve” Hicks
Wm. Eugene "Gene" Powell
Robert L. Stillwell

Terms Scheduled to Expire February 1, 2017*
Alex M. Cranberg
Wallace L. Hall, Jr.
Brenda Pejovich

*The actual expiration date of the term depends on the date the successor is appointed, qualified, and takes the oath of office.
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Executive Vice President and Provost
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James Marquart, Ph.D.

Emily A. Tobey, Ph.D.

John J. Wiorkowski, Ph.D.

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Sheila Amin Gutierrez de Pineres, Ph.D.

**Dean of Graduate Studies**

Austin J. Cunningham, Ph.D.

**Dean of Students**

Gene Fitch, Ed.D.

**University Registrar**

Jennifer McDowell, MPA

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Associate Dean of Graduate Studies
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Associate Dean of Undergraduate Studies
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Interim Associate Dean for Undergraduate Education
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Erik Jonsson School of Engineering and Computer Science

Dean

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Senior Associate Dean of Academic Affairs

Cyrus D. Cantrell, III, Ph.D., P.E.

Associate Dean for Undergraduate Education

Simeon Ntafos, Ph.D.

School of Interdisciplinary Studies

Dean

George W. Fair, Ph.D.

Associate Dean for Interdisciplinary Studies

Dachang Cong, Ph.D.

Naveen Jindal School of Management

Dean

Hasan Pirkul, Ph.D.

Senior Associate Dean

Varghese S. Jacob, Ph.D.

Associate Dean for Executive Education

Gerald Hoag, Ph.D.

Associate Dean, Graduate Programs
Monica Powell, Ph.D.

**Associate Dean, Undergraduate Programs**

Marilyn Kaplan, Ph.D.

**Associate Dean, Undergraduate Programs**

Matthew Polze, J.D.

**School of Natural Sciences and Mathematics**

**Dean**

Bruce M. Novak, Ph.D.

**Associate Dean of Graduate Studies**

Juan E. González, Ph.D.

**Associate Dean for Undergraduate Education**

Dennis Miller, Ph.D.
History of the University of Texas at Dallas

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’s 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.

In 1990, the Texas Legislature authorized UT Dallas to admit
lower division students. UT Dallas’s 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’s freshman class compares extremely well with those from many prominent national universities.

The Rise to National Prominence

The university’s ability to attract and retain these students has propelled UT 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 2013 article, “[100] Best Values in Public Colleges, 2013,” ranked UT Dallas 60th 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.

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, became a full-fledged institution, enhanced its areas of focused excellence, and became independently recognized as one of the top public universities in the nation.
The University’s 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.

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.

The Office of Graduate Studies coordinates graduate education across the seven schools. The Graduate Council, chaired by the Dean of Graduate Studies, oversees degree requirements and develops and implements educational policy.
Graduate Programs Available

Revised Listing
Default option by school level in alphabetical order with PhD degrees listed first then master’s degrees. Certificates listed separately. Will ask Simon Kane and the Provost’s Technology Group to create a second option for sorting by program level (PhDs, Masters, Certificates) within each school.

Graduate Programs Available

School of Arts and Humanities

Arts and Technology (PhD, MA, MFA)
Emerging Media and Communication (MA)
History (MA)
Humanities (PhD, MA)
Humanities – Aesthetic Studies (PhD, MA)
Humanities – History of Studies (PhD, MA)
Humanities – Studies in Literature (PhD, MA)
Latin American Studies (MA)

Holocaust Studies (Certificate)

School of Behavioral and Brain Sciences

Applied Cognition and Neuroscience (MS)
Audiology (AUD)
Cognition and Neuroscience (PhD)
Communication Disorders (MS)
Communication Sciences and Disorders (PhD)
Human Development and Early Childhood Disorders (MS)
Psychological Sciences (PhD, MS)

School of Economic, Political and Policy Sciences

Applied Sociology (MS)
Criminology (PhD, MS)  
Criminology – Online (MS)  
Economics (PhD, MS)  
Geospatial Information Sciences (PhD, MS)¹  
International Political Economy (MS)  
Justice Administration and Leadership (Executive, MS)  
Political Science (PhD, MA)  
Political Science - Constitutional Law Studies (MA)  
Political Science - Legislative Studies (MA)  
Public Affairs (PhD, MPA)  
Public Policy (MPP)  
Public Policy and Political Economy (PhD)  

City Planning (Certificate)  
Economic and Demographic Data Analysis (Certificate)  
Evaluation Research (Certificate)  
Geographic Information Systems Technologies (Certificate)  
Geospatial Intelligence (Certificate)  
Homeland Security (Certificate)  
Local Government Management (Certificate)  
Nonprofit Management (Certificate)  
Remote Sensing (Certificate)  

**Erik Jonsson School of Engineering and Computer Science**

Biomedical Engineering (PhD, MS)  
Combined Engineering and Management Graduate Degrees (MS)  
Computer Engineering (PhD, MS)  
Computer Science (PhD, MS)  
Computer Science - Software Engineering (MSCS)  
Electrical Engineering (PhD, MSEE)  
Geospatial Information Sciences (PhD, MS)¹  
Materials Science and Engineering (PhD, MS)  
Mechanical Engineering (PhD, MS)  
Software Engineering (PhD)  
Systems Engineering and Management (MS)²  
Telecommunications Engineering (PhD, MSTE)  

Information Assurance (Certificate)  
Infrared Technology (Certificate)  
Systems Engineering Management (Certificate)²  
Systems Management (Certificate)²
School of Interdisciplinary Studies

Interdisciplinary Studies (MA)
Graduate Instruction in Education (Teacher Certification)

Naveen Jindal School of Management

Accounting (MS)
Business Administration (MBA)
Combined Engineering and Management Graduate Degrees (MS)
Finance (MS)
Healthcare Management (MS)
Information Technology and Management (MS)
Innovation and Entrepreneurship (MS)
International Management Studies (PhD, MS)
Management and Administrative Sciences (MS)
Management Science (PhD)
Marketing (MS)
Supply Chain Management (MS)
Systems Engineering and Management (MS)

Business Intelligence and Data Mining (Certificate)
Enterprise Systems (Certificate)
Executive and Professional Coaching (Executive Education Certificate)
Financial Planning (Executive Education Certificate)
Healthcare Information Technology (Certificate)
Market Research and Marketing Analytics (Certificate)
Product Lifecycle/Supply Chain Management (Executive Education Certificate)
Product Management (Executive Education Certificate)
Project Management (Executive Education Certificate)
Systems Engineering (Executive Education Certificate)
Systems Management (Executive Education Certificate)

School of Natural Sciences and Mathematics

Bioinformatics and Computational Biology (MS)
Biology - Molecular and Cell Biology (PhD, MS)
Biotechnology (MS)
Chemistry (PhD, MS)
Geosciences (PhD, MS)
Geospatial Information Sciences (PhD, MS)
Mathematics (PhD, MS) with specializations in:
  Applied Mathematics
  Statistics
Mathematics (MS) with specializations in:
  - Bioinformatics and Computational Biology
  - Engineering Mathematics
  - Mathematics
Physics (PhD, MS)
Science/Mathematics
  - Mathematics Education (MAT)
  - Science Education (MAT)

Remote Sensing (Certificate) ¹
UTeach Dallas (Teacher Certification)

1. Program offered jointly by the School of Economic, Political and Policy Sciences, the Erik Jonsson School of Engineering and Computer Science, and the School of Natural Sciences and Mathematics.

2. Program offered jointly by the Erik Jonsson School Of Engineering and Computer Science and the Naveen Jindal School of Management.
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 graduate students 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, color, religion, national origin, gender, age, disability, citizenship, veteran status, or sexual orientation.

Graduate Admissions

For more detailed information, contact the Graduate department to which you are applying since each program has specific admission requirements listed at http://www.utdallas.edu/admissions/graduate/degrees/.

Graduate application deadlines and available terms of entry may vary by program. Please refer to the Application section in this catalog (see URL to be set up). International applicants may have different deadlines; please refer to both the Application section in this catalog and International Students (http://www.utdallas.edu/admissions/graduate/international) for more information.

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.

Admission Requirements for Graduate Study

Each program has specific admission requirements listed at http://www.utdallas.edu/admissions/graduate/degrees/.
At a minimum, all applicants must provide the following documentation:

**Master's Programs**

An earned UT Dallas baccalaureate degree or its equivalent from an accredited institution with a grade average of B or better is in upper-division (junior and senior level) work in the student’s major field and related fields is the minimum requirement for admission to any master’s degree program.

Applicants in their final year of undergraduate study may be admitted on the condition that their bachelor’s degree is awarded before enrollment at UT Dallas.

**Doctoral Programs**

The minimum requirement for admission to any doctoral program is an appropriate earned U. T Dallas master's degree or its equivalent, with an average of at least B+ or demonstrated comparable research competence. Applicants currently enrolled in post baccalaureate study may be admitted on the condition that their master’s degree is awarded before enrollment at UT Dallas.

Some departments admit directly to the doctoral program from a bachelor’s degree for highly qualified candidates.

**Graduate Certificate Programs**

UT Dallas offers a number of graduate level certificate programs that typically involve 9 to 15 hours of graduate course work in a focused area of study. Each certificate at UT Dallas consists of a subset of the courses from a current master’s degree program offering. For a full list of our current certificate offerings please refer to [http://www.utdallas.edu/academics/certificates.html](http://www.utdallas.edu/academics/certificates.html)

Each certificate provides specialized training to help expand a student's areas of expertise, teaches them about new developments in their field, augments their professional skills and provides credentials that help advance their careers. In addition the certificate offering enabling students to test the waters before deciding to pursue a master’s degree in that area. Students who are later accepted to the master’s program may be allowed to count all of their completed
certificate courses toward their degrees. Or a student may pursue the graduate certificate and master's degree concurrently.

Admission to graduate-level certificate programs requires a bachelor’s degree and an undergraduate record indicative of readiness for graduate work. Many certificate programs do not require admissions tests such as the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) unless or until a student seeks admission to a related master’s program.

Non-Degree Students

Must hold a bachelor's degree from an accredited university.

International Students

Applicants educated at non-U.S. institutions should note that their educational background will be assessed for equivalency with a UT Dallas degree as described above. International applicants from non-English speaking countries whose primary language is not English and who graduated from a non-U.S. university where the language of instruction and examination was not English, must demonstrate English proficiency. English proficiency requirements can be met by one of the following methods:

- Achieving a minimum score of 80 on the Test of English as a Foreign Language (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

This requirement should be met at the time the admission application is submitted. Applicants with lower scores will be considered but are advised to improve their test scores and reapply.

Applicants with an earned baccalaureate degree from an accredited college or university where the language of instruction and examination was in English are excused from this requirement. Scores must not be more than two years old, and an official copy must be sent
from the testing agency to:

Office of Enrollment Services, ROC11
The University of Texas at Dallas
800 W Campbell Rd
Richardson, TX 75080-3021

Higher scores may be required if the applicant is to succeed in the competition for teaching assistant openings.

**English Requirements for Teaching Assistants**

Students are required to be able to speak and write English clearly and well. State law and regulations of the Texas Higher Education Coordinating Board require that international students appointed as Teaching Assistants (TA's) be proficient in the use of the English language. An English Proficiency Interview conducted under the auspices of the office of the Dean of Graduate Studies will be used to screen for students requiring remedial help in the form of English as a Second Language (ESL) course. International students must satisfy the proficiency requirement upon appointment or pass the ESL course within two semesters to be eligible for consideration of continued appointment as a TA. Regardless of test scores, students must meet the language requirements of their programs.

**J-1 Exchange Visitor and Graduate Exchange Students**

Applicants wishing to attend UT Dallas as a Visiting Graduate Researcher (J-1 Exchange Visitor) should contact directly the academic unit where they want to pursue the program to obtain an invitation letter. This modality does not imply registration of credits, transcripts, and tuition. The J-1 Exchange Visitor is subject to the premises of the Human Resources Management Office. For more information regarding the flow-of-J1 exchange visitor process please consult [http://www.utdallas.edu/hrm/toolkits/foreign/J-1.php5](http://www.utdallas.edu/hrm/toolkits/foreign/J-1.php5).

Graduate students wishing to attend UT Dallas as an exchange student from one of our partner institutions should contact the UT Dallas Office of International Education (OIE) at
Specific Admission Documentation Requirements

As a Degree-Seeking Graduate Student

Official Transcripts

The term "Official Transcript" is understood to refer to the official recorded results of the student’s academic work in a sealed envelope signed and stamped by the registrar or by an authorized official of the issuing college or university. English translations of transcripts and documents that are in a language other than English are also required and should be sent to:

Office of Enrollment Services, ROC11
The University of Texas at Dallas
800 W Campbell Rd
Richardson, TX 75080-3021

All materials submitted in the process of applying to the University become the property of the University and will not be returned to the applicant. Section 4.29, 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 acceptance, cancellation of enrollment, and/or disciplinary actions.

Admission to a master’s degree requires that an official transcript demonstrating the completion of a bachelor’s degree with a grade average of B or better in upper-division (junior and senior level) work in the student’s major field and related fields from UT Dallas or another, equivalent, accredited university be submitted at the time of enrollment. An applicant who has earned a baccalaureate degree under the "academic
The "fresh start statute" (Texas Education Code, Section 51.931) will be evaluated only on the grade point average of the course work completed for that baccalaureate degree and the other criteria stated in this catalog.

An official transcript demonstrating the completion of a master's degree, submitted at the time of enrollment, is required for admission to a doctoral degree. Some departments admit highly qualified candidates directly to the doctoral program from a bachelor's degree.

Test Scores (GMAT, GRE)

Standardized test scores must be official and reported directly by the Educational Testing Service (ETS) should be sent to The University of Texas at Dallas, Code 6897. The Graduate Management Admissions Test (GMAT) is required if applying to the School of Management and the Graduate Record Examinations General Test (GRE) is required if applying to all other schools except the School of Arts and Humanities. Each degree program sets its own criteria for what constitutes a satisfactory score for degree-seeking admission see http://www.utdallas.edu/admissions/graduate/degrees/).

The information about the GRE and GMAT examinations given below was current at the time this catalog was published. Applicants should be advised that both examinations are undergoing changes in format and design.

Graduate Record Examination (GRE)

The GRE general test is offered on a year-round basis at regional testing centers in a computer-based testing (CBT) format. Information on regional CBT testing may be obtained directly from Graduate Record Examination, Educational Testing Service, P.O. Box 6000; Princeton, NJ 08541-6000; by phone 1-610-771-7670 or 1-866-473-4373, via e-mail through its email form; or on the World Wide Web at http://www.ets.org/gre. Applicants should specify by both institution and code that the test score be sent to The University of Texas at Dallas, Code 6897.

Graduate Management Admission Test (GMAT)
The GMAT is offered on a year-round basis at regional testing centers in a computer-based testing (CBT) format. Information on regional CBT testing sites may be obtained directly from Pearson VUE, Attention: GMAT Program, P.O. Box 581907, Minneapolis, MN 55458-1907; by phone 1-800-717-GMAT (4628); via e-mail at GMATCandidateServicesAmericas@pearson.com; or on the World Wide Web at . Applicants should specify by both institution and code that the test score be sent to The University of Texas at Dallas, Code 6897.

**Narrative**

A narrative is submitted by the applicant outlining academic interests, current or long-range interests in research, teaching or other professional objectives; describing publications or other scholarly endeavors; listing of academic and professional organizations and fellowships, scholarships, or other honors received (for additional information see http://www.utdallas.edu/admissions/graduate/degrees/).

**Request for Recommendation Forms**

Applicants must ask three individuals (employers, community leaders, teachers, etc.) who are able to judge their ability to complete the graduate study program and their probable success in graduate school by completing recommendation forms. These letters of recommendation may be sent directly to the contact listed for the degree program. The form is located at: http://www.utdallas.edu/admissions/graduate/documents/GradReqRecommendation.pdf

International applicants without Permanent Resident Visas must submit evidence of financial support (financial affidavit and original bank statement) before they can receive the I-20 or other required documents needed for visa application.

In accord with Chapter 51, of the Texas Education Code, decisions on admission to degree-granting graduate programs at UT Dallas are based on holistic considerations of all submitted information regarding the academic, career and personal histories of the applicants.
Standardized test scores and coursework GPA levels cited in the catalog descriptions of some degree programs are listed for advisory purposes only, to indicate the typical achievement levels of students enrolled and succeeding in the various programs. No single quantitative or qualitative measure; or any specific combination thereof, constitutes a definitive standard for admission. Rather, each application will be considered individually and each applicant's complete profile of strengths and prospects for successful completion of the program will be evaluated by the admissions committee. Applicants are encouraged to contact the graduate advisor in the degree program in which they expect to enroll to discuss specific admission requirements.

Applicants who satisfy all of the above criteria qualify for regular admission to the degree program. Students denied this admission status may qualify for admission under one of the following categories:

**as a Conditional Degree-Seeking Graduate Student**

Upon review of the credentials of an applicant seeking regular admission to a UT Dallas degree program, the graduate studies committee of that degree program may recommend, and seek concurrence of the Dean of Graduate Studies, that the applicant be admitted subject to specific conditions being satisfied over a specified time period. Such conditions might include requiring additional semester hours to be taken, and/or a specific grade point average to be maintained. A student satisfying the conditional requirements within the specified time period will then qualify for regular admission. The graduate advisor in the academic program will monitor compliance with the admissions conditions. A student who does not fulfill the specified conditions within the time period specified at the time of admission will be barred from continued registration in the degree program.

Normally a student cannot remain in conditional status for more than one calendar year. Exceptions to the one-year limitation can be granted only by the Dean of Graduate Studies upon recommendation of the graduate program. Under no circumstances will the student be allowed to remain enrolled under Conditional Status for more than 15 semester credit hours or two consecutive years, whichever comes first. Within these limits, specified graduate level coursework taken as a conditionally admitted student can be applied to the degree program.
as a Non-Degree Seeking Graduate Student

A student wishing to take graduate level coursework without becoming a candidate for a graduate degree may apply for admission to UT Dallas as a non-degree seeking graduate student. The applicant must satisfy the condition for admission to a master’s degree program at UT Dallas, but is not required to submit GRE or GMAT scores or letters of recommendation. Enrollment as a non-degree seeking graduate student is subject to annual review and approval by the Associate Dean of Graduate Studies in the school. Students admitted as non-degree seeking may not be eligible for financial aid and should consult the UT Dallas Office of Financial Aid regarding their status prior to submission of their application for admission.

A non-degree seeking graduate student in good academic standing who wishes to apply for admission to a degree program must submit a new application. No more than 15 semester credit hours taken as a non-degree seeking student at UT Dallas may be transferred to satisfy the coursework requirements of a graduate degree program, except with the permission of the Dean of Graduate Studies. A student not officially enrolled in a degree program requires the consent of the graduate advisor to enroll in graduate classes offered by that degree program.

NOTE: A student in the United States on an F1 or J1 Visa may only be admitted to a degree program at UT Dallas and is not eligible for non-degree seeking student status.

as a Graduate Student Taking Only Undergraduate Courses

Students holding a bachelor’s degree from an accredited college or university may elect to take or, based on their academic background, be restricted to taking only undergraduate leveling courses. The applicant need only provide an official transcript demonstrating the completion of a bachelor’s degree level and be in good academic standing. These students will be required to maintain the same scholastic standards as regularly admitted undergraduates and will receive academic guidance from the academic advisor in the school. Students restricted to taking undergraduate courses may not take graduate courses in a degree
program. Students admitted to take only undergraduate level courses may not be eligible for financial aid and should consult the UT Dallas Office of Financial Aid regarding their status prior to submission of their application for admission.
Application

To apply to UT Dallas, prospective graduate students should use a web-based application form that can be accessed using the "apply now" link for each degree listing at: http://www.utdallas.edu/admissions/graduate/degrees/.

Applicants are advised to carefully review the program information and the semester specific deadlines for domestic and international applications. 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.

Application Fees

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.

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

Application Deadline Dates
Domestic and international applicants are urged to plan ahead and apply as early as possible and to allow adequate time for review by the admissions committees. To ensure consideration for financial assistantships students are urged to submit a completed application nine months prior to anticipated enrollment. Applicants are advised to refer to http://www.utdallas.edu/admissions/graduate/degrees/ for additional information on specific admission deadlines for each degree program. 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.

Domestic applicants should have all necessary application materials to the Office of Enrollment Services prior to the following dates:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Application Deadline</th>
<th>Completed Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>July 1</td>
<td>August 1</td>
</tr>
<tr>
<td>Spring semester</td>
<td>November 1</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer semester</td>
<td>April 1</td>
<td>May 1</td>
</tr>
</tbody>
</table>

International applicants who are not citizens or permanent US residents should submit all necessary application materials to the Office of Enrollment Services by the following dates:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Application Deadline</th>
<th>Completed Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester</td>
<td>May 1</td>
<td>June 1</td>
</tr>
<tr>
<td>Spring semester</td>
<td>September 1</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer semester</td>
<td>March 1</td>
<td>April 1</td>
</tr>
</tbody>
</table>

Students seeking appointments as Teaching Assistants or Research Assistants should contact the academic advisor for the degree program and plan for earlier application submissions.

**Office of Enrollment Services**

The Office of Admission and Enrollment Services, located in the Student Services Building, can assist prospective students in exploring the possibility of graduate study at UT Dallas. For detailed admissions or academic advice, please contact the specific academic program by visiting http://www.utdallas.edu/admissions/graduate/degrees/.
Students' Degree Program
Graduate Policies

Detailed information on graduate policies can be found in the policy memorandum "Policy on Procedures for Completing a Graduate Degree." Faculty and students should be familiar with the policies contained in this memorandum. Copies are on file in the Office of the Dean of Graduate Studies and in the academic department and program offices.

Program of Studies/Degree Plan

Each student admitted to a graduate program will have a specific program of studies agreed upon in consultation with the Graduate Studies Committee or graduate advisor for that program, except in those Schools with standard degree plans. Students enrolled in master's degree programs must have a completed “Program of Studies/Degree Plan” filed in and approved by the Office of the Dean of Graduate Studies prior to the student’s registration for his/her 19th semester credit hour in the degree program. The form will be completed and revised, if necessary, each semester under the guidance of the student’s graduate advisor.

Milestones Agreement Form

For each student enrolled in a doctoral degree program, the academic advisor in consultation with the student, will prepare and submit a completed and updated “Milestones Agreement Form” annually to the Office of the Dean of Graduate Studies. 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.

Change of Program

A student must be in good academic standing to change from
his/her admitted graduate program to another one within the same graduate department. A student wishing to change programs within their same UTD School must see their advisor prior to registration and no later than the first day of classes of a semester/term. If the change of program 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 student and advisor will prepare a new degree plan.

Transfer of Credit

A degree-seeking student may petition to have graduate coursework taken at another institution be counted towards satisfying the master’s or doctoral degree requirements. To qualify for transfer of credit the student had to be enrolled in a graduate degree program at an accredited college or university and the grade earned in the course must be a B or better. Grades of B- are not transferrable and the course must not be a correspondence or extension course. Courses delivered in a distance learning format will be considered by the Graduate Dean on a case-by-case basis.

An official transcript and an official explanation of the course numbering system at the school where the credit was earned should accompany the transfer request that must be prepared by the student’s Graduate Program and submitted to the Dean of Graduate Studies for approval.

Transfer of credit petitions are subject to the following limitations:

- No more than 25% of the total requirement of a master’s degree may be transfer credits. Some degree programs have more restrictive transfer of credit requirements.

- Transfer of master’s level credit into a doctoral program is limited to a maximum of 36 hours.

- No more than 15 semester credit hours taken as a non-degree student at UT Dallas can be subsequently applied to a degree program at UT Dallas.

Exceptions to these transfer policies may be granted only on petition to the Dean of Graduate Studies.
All petitions for transfer of credit for coursework taken prior to enrolling at UT Dallas should be submitted to the student’s Program Graduate Advisor by the student prior to filing a Program of Studies; however, acceptance of transfer of credit hours will not occur until after the student has completed 9 semester credit hours at UT Dallas with a grade point average of at least 3.0. All petitions must be processed and approved no later than the semester prior to anticipated graduation. Accordingly, requests to take courses at another institution during the semester a student plans to graduate cannot be approved because the grades may not be received in time to certify the student for graduation.

**General Degree Requirements**

The student will be deemed to have completed the course work degree requirements when he or she completes the previously filed program of studies with acceptable grades.

**Required Semester Credit Hours**

The minimum semester credit hours required for the degree in a Program of Studies will be those shown in the catalog applicable to the student at the time of his or her admission or readmission to the program. In no case will a student be allowed to graduate with less than 30 approved graduate semester credit hours (including approved graduate transfer credit hours) for the master’s degree.

Enrollment in doctoral study at UT Dallas for a minimum of three, consecutive long terms and for a minimum of 18 doctoral semester hours are required for graduation with a doctoral degree. Additional requirements for the doctoral degree may be specified by the faculty of each program as described in the individual degree program sections of this catalog.

**Required Grade Point Average**

In order to qualify for graduation, students must maintain a minimum 3.0 grade point average in their degree program’s core courses. However, individual programs may have more stringent grade point requirements in selected courses, which must be satisfied for graduation.
The minimum acceptable University grade point average for graduation is 3.0 for all graduate courses taken in the student’s degree program at UT Dallas.

Registration Requirements
Examinations or Proposal Presentation

A student must be registered for at least three semester credit hours of graduate course work during the semester in which any major degree examination, such as the Qualifying Examination, Final Written Examination, or Final Oral Examination, is taken. A student must also be registered for at least three semester credit hours of graduate course work during the semester in which the Dissertation Proposal is submitted for approval.

Time Limits

All requirements for a graduate degree, including transfer credit, must be completed within the specified time period. Students exceeding the specified time limit will not be eligible for their degrees and will be dismissed from the graduate program. An approved leave of absence will not alter the time limits placed on graduate degrees.

All requirements for the master’s degree must be completed within one six-year period. All requirements for the doctoral degree must be completed within one ten-year period. Students whose master’s degrees are accepted for full credit toward a PhD must complete all requirements for the doctoral degree within one eight-year period. Work exceeding these limits, whether done at this university or elsewhere, will not count towards the degree.

Individual programs may set shorter time limits. Exceptions to time limit specifications must be approved by the Dean of Graduate Studies.

Additional Master's Degrees
Students are encouraged to pursue additional master’s degrees at The University of Texas at Dallas. To the extent that the requirements of some master’s degrees overlap, some of the credit hours taken in pursuit of previously earned master’s degrees at UT Dallas may be counted toward an additional master’s degree. The only limitation is that more than one-half of the credit hours for any master’s degree earned at UT Dallas must be satisfied by new course work. A student is required to develop an approved plan of studies through the department or program offering the master’s degree prior to enrolling in that degree. Similarly, a student wishing to earn two master’s degrees concurrently must develop an approved plan of studies through both relevant departments and programs. All coursework for any degree must meet the academic standards of that degree.

**Supervising Committee for Thesis and Dissertation**

A supervising committee will be appointed to approve a research topic, provide advice, and periodically assess progress and accomplishments for students pursuing degree options requiring a written master’s thesis, a doctoral dissertation or a research practicum report. The composition of the Supervising Committee must follow the guidelines contained in the UT Dallas policy memorandum, *Policy on Procedures for Completing a Graduate Degree (87-III.25-48)*, and must be submitted by the appropriate committee or administrator of the degree program to the Dean of Graduate Studies for approval. A student may obtain copies of this policy from their department or program office.

The Supervising Committee must meet at least once annually to assess the student’s progress, and send a written report to the Dean of Graduate Studies. This report should describe any problems which could delay the student’s research beyond its anticipated completion date. A copy of this report must also be sent to the student.

The student may request a meeting of the Supervising Committee through a written request to the appropriate committee or administrator of the degree program.

**Admission to Doctoral Candidacy**
The research potential and ability of each doctoral student to both understand and integrate previous coursework will be evaluated before a student can be formally admitted to doctoral candidacy. The format of this evaluation, hereafter referred to as a qualifying examination, varies amongst the degree programs and can be obtained from the student’s Graduate Program office. A student failing the Qualifying Examination is terminated as a doctoral student in that Graduate Program unless a two-thirds majority of the examining committee votes that a second examination be permitted. All committee members should have all evidence of the student’s academic record and Qualifying Examination performance prior to this vote. The second examination typically would be taken no sooner than three months after the first examination, and no later than one year. A student failing the second examination will not be allowed to pursue a doctoral degree in that program. Under no circumstances will a third examination be allowed. The student will have advanced to candidacy when she or he has:

- passed the Qualifying Examination;
- been assigned an approved Supervising Committee;
- satisfied any other program or school candidacy requirements.

Candidacy must be achieved before a student is eligible to enroll in dissertation or in the chemistry internship practicum courses.

**Doctoral Dissertation**

Each doctoral candidate must prepare and submit for examination a written dissertation meeting the guidelines specified in the "Guide for the Preparation of Master’s Theses and Doctoral Dissertations." A copy of the guide can be obtained from the office of the Dean of Graduate Studies or visit http://www.utdallas.edu/dept/graddean/.

The dissertation manuscript for the Doctor of Philosophy degree must demonstrate an independent research competence on the part of the candidate that substantially adds to knowledge in the candidate’s field with respect either to its intellectual substance or professional practice.

**Final Oral Examination for Doctoral**
Candidates

The presentation and defense of the Dissertation will constitute the Final Oral Examination for the doctoral candidate. Specifics on the scheduling and conduct of the examination are contained in the "Guide for the Preparation of Master’s Theses and Doctoral Dissertations." The initial phase of the examination will be open to the public. Following the public presentation, the candidate’s research will be examined by the members of the examining committee. This part of the examination is not open to the public. Depending upon the school’s policy, other members of the faculty may also attend that part of the examination. This portion of the examination will be chaired by the representative of the Dean of Graduate Studies. The examination will focus primarily on the candidate’s research contribution, although aspects of the general field in which the candidate’s research was conducted may also be covered.

One of five possible results of the examination will be reported: (1) passed the oral examination and manuscript accepted, (2) passed the oral examination and manuscript accepted pending specified revisions, (3) second oral examination required, but manuscript accepted or accepted with specified revisions, (4) major revisions of the manuscript and a second oral examination required, or (5) oral examination failed, manuscript not accepted and the committee recommends dismissal from the program.

If a recommendation for re-examination is made, the second Final Oral Examination must be taken between six months and one year after the first examination. In no cases will a third Final Oral Examination be given. See also Policy on Procedures for Completing a Graduate Degree (87-III.25-48), in the University’s Handbook of Operating Procedures and/or the "Guide for the Preparation of Master’s Theses and Doctoral Dissertation" or visit http://www.utdallas.edu/dept/graddean/.

Required Copies of Dissertation and Thesis

Three final, approved hard copies and one disk copy are required. After final, approved hard copies have been bound:
- one hard copy will be available to the public in the university library
- one hard copy will be sent to the Supervising Professor
- one hard copy will be sent to the program office
- one electronic copy will be sent to UMI

UMI will publish and make the dissertation/thesis available to the public for purchase both on the web and in hard copy.

**Intellectual Property Rights**

In order to protect patent or other intellectual property rights, the Dean of Graduate Studies may, upon request, delay for a period of up to one year the binding, distribution, and/or publication in microform of the thesis, dissertation, or research practicum report. This request must be supported by a written recommendation of the Supervising Professor.
Registration and Enrollment Requirements

Registration Required

Following the receipt of your admission letter, 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. 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.

A *graduate* student must be registered in any session:

- during which they are taking courses, or taking examinations, required in their degree program
- in which he/she requires guidance in the preparation of a thesis or dissertation required in their degree program. Additionally, a thesis/dissertation student must complete in a total of at least three thesis or dissertation hours prior to graduating.
- for at least one credit hour in the semester in which they plan to graduate. The graduating students may avail themselves of this rule only one time. Some programs may require additional semester hours.
- have paid all required fees in the semester in which he/she plans to graduate.

Continuous Enrollment

Unless on an approved leave of absence, a graduate student in a degree program must maintain continuous enrollment during the fall and spring (long session) semesters of each academic year. A graduate student who fails to register in any given long session will be permitted to
re-enroll through his/her program office in any two subsequent semesters provided the student was in good academic standing at the time of last enrollment.

Cooperative Arrangements
The University of Texas System

Concurrent Enrollment

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.

Visiting Student Program

The UT System Visiting Student Program is designed to allow a graduate or professional student 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 graduate student, who has been admitted to a degree program at UT Dallas, must have completed a minimum of 15 semester credit hours at UT Dallas and be in academic good standing in order to be eligible to participate in the visiting student program. Courses to be taken under this visiting student program must have prior approval of the student’s degree program advisor. An approved Leave of Absence also is required. A Visiting student registers and pays tuition and required fees at his/her home institution and is given normal privileges associated with available student services at the exchange institution. A visiting student is subject to the rules and regulations of both institutions. Each UT System institution has designated an individual to coordinate and approve graduate or professional visiting students. Interested UT Dallas students should contact the Office of the Dean of Graduate Studies for additional information (Phone 972-883-2234; World Wide Web
A student at other UT System schools wishing to take courses at UT Dallas under this visiting student program should contact and work through the graduate dean at the home institution.

Texas A&M University System

A cooperative arrangement between The University of Texas System and the Texas A&M University System allows a graduate student at one institution to use unique facilities or courses at the other institution with a minimum of administrative paperwork. The graduate student registers and pays tuition and fees at the home school.

Registration and Readmission Requirements

A continuing student in good academic standing may register in one of three ways:

- online, with the department or program office,
- with the Office of the Registrar during registration, or
- early to increase the probability of enrollment in available courses.

The Office of the Registrar informs the instructor of the names of all students who are officially registered and have paid all required tuition and fees in each class. It is recommended that the student confirm with the instructor that his/her registration has been properly recorded within the first week of classes. It is the student’s responsibility during his/her enrolled semester that he/she is attending the correct courses for which he/she is registered. A student may not attend classes in which he/she is not registered in the above manner unless the student has been approved to audit the course.

Leave of Absence
A student who formally requests and is granted a leave of absence will be exempt from the readmission requirements. A request for a leave of absence must be made through the department or program to the Dean of Graduate Studies and is recorded on the student's academic record by the Office of the Registrar. The leave of absence does not alter the time limits placed on graduate degrees.

**Religious Holy Days**

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

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

The student, so excused, will be allowed to take the exam or complete the assignment 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 his or her 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.

**Readmission**
A student in good academic standing who finds it necessary to suspend his/her academic activities or transfer to another institution for the duration of three long semesters (not including a summer session) must reapply to the program of intended degree. In that circumstance, a new review will be made to determine eligibility of enrollment under current standards for admission. An official transcript mailed directly by each institution attended after leaving The University of Texas at Dallas must be sent to the Office of Enrollment Services, including any transcript of attendance at another university during a summer session. If accepted, the readmitted student will be bound by the catalog in force at the time of readmission.

Beginning in the Fall 2009 semester, if a student was previously enrolled at UT Dallas, the student may be eligible to return to the University without reapplying through admissions.

To be eligible for the new policy, the student must have previously enrolled for at least one semester. A student is considered enrolled if he/she was enrolled in one or more courses after the census day for a semester. The student also must have left the University in good standing and must be in good standing with all institutions of higher education he/she formerly attended.

The following guidelines describe whether or not a student must apply or submit a re-entry form:

- Previously **graduate degree-seeking**, returning as **graduate degree-seeking**
  - If different programs and/or different plans, must reapply and waive fee unless filing premium application
  - If same program, same plan, and in good standing, must submit re-entry form

- Previously **graduate non-degree seeking**, returning as **graduate degree-seeking**
  - Must reapply and pay fee
☐ Previously **graduate degree-seeking**, returning as **graduate non-degree seeking**

☐ If in good standing, must submit re-entry form

☐ Previously **graduate taking undergraduate courses** (GRU), coming back as **graduate taking undergraduate courses** (GRU)

☐ Must submit re-entry form

If the student qualifies under the readmission policy, the student must submit a re-entry form and return it to the Office of the Registrar by the first day of class.

In addition, the student must submit official transcripts for all institutions of higher education he/she attended after last attending UT Dallas. If official transcripts are not received by Census Day, the student will be automatically dropped from any currently enrolled courses. The readmitted student may be required to submit bacterial meningitis vaccination necessary forms before being allowed to register.

**Dates of Early, Regular and Late Registration**

Registration dates and procedures are listed in the online Comet Calendar and the Academic Calendar. This online resource contains important dates and information that will be useful throughout the semester. Failure to consult and be aware of these dates and procedures does not excuse a student from information or regulations contained therein. **The University reserves the right to make changes to both calendars at any time.**

**Paying Fees as a Part of Registration**

A student is not registered or eligible to attend classes until all tuition and fees have been paid in full or until the student has arranged installment payments with the Bursar by the payment deadline in the online Comet Calendar or the Academic Calendar. If a student's registration has been canceled for nonpayment, a reinstatement fee and a late fee will be
charged (see online course schedule for current fees).

Auditing Courses

Auditing allows a student to observe the instruction of a course without earning credit. Computer Science and Engineering courses, Geoscience courses, Physical Education courses, Foreign Language courses, online courses, and any courses that charge a lab fee may not be audited. Participation and discussion is at the discretion of the instructor. Auditing grants only the privilege of hearing and observing and does not grant credit or access to online course tools.

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

All applicants for auditing graduate courses should have documentation indicating the completion of a baccalaureate degree. Exceptions to this policy may be granted only upon application to the Dean of Graduate Studies. Under no circumstances will a student be allowed to audit Studio/Ensemble courses.

Orientation

New student orientation sessions are designed to assist new students with an understanding of university rules and regulations and to provide information about registration procedures, academic programs, and student life. New student orientation programs are available for UT Dallas freshmen, undergraduate transfer students, graduate students, international students, and Teaching and Research Assistants. Attendance is strongly recommended for all new students as a means of efficient matriculation into the University. International Student Orientation is mandatory for all F and J status international students. TA orientation is mandatory for all newly appointed Teaching Assistants.
Undergraduate Registration for Graduate Courses

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.

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. Pass/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

A number of programs at The University of Texas at Dallas offer an
accelerated Fast Track option that allows qualified senior undergraduate students to take specified masters level 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. The student must declare at the time of graduation on a form provided by the Undergraduate Associate Dean, how each approved graduate course is to be applied (either Fast Track or towards undergraduate degree). Once applied, the options cannot be changed.

Course Numbering System

All courses are identified by a four-digit number preceded by the name (or abbreviation) of the program. Courses beginning with a number 5 or greater are graduate courses. The second digit of the course number identifies the credit hour value. Courses with a V in the second position are variable credit hour courses.

The number of lecture hours per week and the number of laboratory hours are given in brackets following the course description: (2-4) means two hours of lecture and four hours of laboratory each week.
Frequency of Course Offerings

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

S = at least once each long semester
Y = at least once a year
T = at least once every two years
R = based on student interest and instructor availability

Grades and Grade Point Average

The following grade scale is used in graduate course work at the university:

<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>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>*</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

*The grades P and I do not produce grade points.

Grade of I: Incomplete

An Incomplete grade of I may be assigned, at the discretion of the instructor, for work unavoidably missed at the semester's end. The student must obtain a Grade of Incomplete/Documentation Form in the office of the
student's degree program. The instructor assigning an incomplete grade must furnish a description of work required to complete the course. An incomplete must be completed eight (8) weeks from the first day of the subsequent long semester. The completed form must be signed by both the student and the instructor, and the appropriate Associate Dean, Graduate Advisor, or Department/Program Head, and must be retained with the student's academic record. If the required work to complete the course and to remove the grade of I is not submitted by the specified deadline, the grade of I is changed automatically to an F. Extension beyond the specified limit can be made only with the permission of the Dean of Graduate Studies. A student may not re-enroll in a course in which an I has already been assigned.

The instructor alone will be responsible for determining whether the requirements for completion are met and for assigning the grade in the course. If the instructor who assigned the incomplete is no longer associated with the University when the work is completed, the head of the department or program may assign a committee of appropriate faculty to evaluate the material and/or obtain any other information that may be required to assign the grade in the course. Upon completion of the evaluation of the required work, the symbol I must be converted into a letter grade (A through F or P) by the instructor, head of the department or program, or Graduate Advisor as indicated above.

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 Graduate Studies, and the School Dean. Such grade changes must be submitted by the end of the eighth week of the long semester after the grade was awarded. Any grade change initiated after this deadline requires the written approval of the instructor, the department or program head, the School Dean, and the Dean of Graduate Studies.

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, Appendix I”).

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

Pass/Fail Grading

The pass/fail option is intended to encourage a student to take courses in topics outside his/her major area where the student would be competing with a significant number of students who are majoring in these outside areas. Subject to the constraints stated below, a student may elect to take certain courses either by letter grade (A, B, C, F) or pass/fail grade (P/F). The pass/fail option should be exercised at the time of registration. In any courses in which letter grades are given to one or more students, any student wishing to take the course on a pass/fail basis must obtain the approval of the instructor and his/her graduate advisor on the Pass/Fail form. This completed form must be submitted to the Office of the Registrar no later than Census Day. No change of grade designation from grade to pass/fail or pass/fail to grade can be made after the Census Day designated in the online Comet Calendar and the Academic Calendar.

A student may not elect to take the following types of courses on a
pass/fail basis:

- core courses and their prerequisites required for the student's degree
- elective courses in the student's major area
- more than 20 percent of the hours earned at UT Dallas for any master's degree (excluding casebook, internship, practicum, independent study, research, reading, thesis or dissertation requirements)

Only pass/fail grades are given for independent study, research and reading courses, and for thesis and dissertation.

**Final Examinations**

If a final examination is given in a course, it must be given at the time scheduled by the Office of the Registrar during the final examination period. A final examination must not last more than 2 hours and 45 minutes. Students for whom three or more final examinations are scheduled in one day may petition to take the additional final examinations on different days.

**Academic Good Standing**

Registration in the graduate programs beyond the first semester (or summer session) is contingent on the student's being in good academic standing based on three main factors:

- Satisfactory progress in meeting admission conditions that were imposed at the time of admission.

- Maintenance of a 3.0 cumulative grade point average in graduate courses in the degree program.

- Satisfactory progress in meeting program degree requirements.

If, at the end of a semester, a student's cumulative grade point average is below 3.0, the student will be placed on academic probation.
The student must earn sufficient grade points during the next two semesters of registration to raise the cumulative grade point average to at least 3.0 exclusive of incomplete (I) grades. Failure to achieve this 3.0 cumulative grade point average will result in immediate dismissal from the University.

**Course Load**

During each long semester, the normal course load for a full-time graduate student including those supported as a Teaching or Research Assistant is 9 semester hours.

The maximum allowed graduate course load in any given semester is 18 hours.

Registration in excess of this maximum must have the recommendation of the graduate advisor and approval of the Dean of Graduate Studies and will be permitted only under exceptional circumstances.

Students who are appointed as teaching or research assistants should consult with the graduate advisor or supervisor about their combined course and work load each semester.

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

- Fall/Spring Full-time status - 9 semester credit hours
- Fall/Spring Half-time status - 5 semester credit hours
- Summer Full-time status - 6 semester credit hours*
- Summer Half-time status - 3 semester credit hours*

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

Students who receive a research assistantship or a teaching assistantship must comply with course load requirements determined by the graduate program offering the assistantship.

**Repeated Course Work**
A student who wishes to repeat a course must submit a Repeated Course Adjustment form to the Graduate Dean.

Up to three graduate courses may be repeated. However, no graduate course may be repeated more than once. When a course is repeated, both grades will remain in the student's record and will be included in any transcript. The higher grade will be used in computing the grade point average or credit hours for purposes of graduation. This policy does not apply to coursework specified in the catalog that can be repeated for credit. Students are advised to check with the Office of Financial Aid to determine how and if grades earned in repeated coursework impact their financial aid eligibility status.

**Schedule Changes: Dropping, Adding and Withdrawing From Courses**

Dates and time limits for schedule changes can be found in the online Comet Calendar and the Academic Calendar.

A new student seeking to drop or add courses to his/her schedule must obtain permission from his/her graduate advisor in the degree program. Drop/Add forms may be obtained from advising offices.

Drop/Adds may not be processed after Census Day. Any drops prior to and including Census Day will not show on the student's transcript. Withdrawals after Census Day will show as a W (withdraw) on the transcript.

After the last day indicated in the online Comet Calendar and the Academic Calendar for a graduate student to withdraw, the course withdrawal will be approved only on a documented emergency basis for reasons extrinsic to curricula matters. To secure such approval, the student must complete a Drop/Add form and obtain the signature of the instructor certifying that the student was passing at the time of the proposed withdrawal. The student should then submit the Drop/Add form and a written petition detailing the nature of the emergency with written documentation from employer or doctor, as appropriate, to the graduate advisor and then to the Dean of Graduate Studies. If the petition is
approved, the grade assigned by the instructor on the Drop/Add form will determine the grade which will appear on the student's transcript: a passing grade will appear as a W on the transcript; a failing grade will appear as an F. Students who cease to attend classes without securing approval in the manner prescribed above will receive the grade of F for that course. Courses may not be dropped after the last day of classes in the semester.

A student who habitually withdraws from a significant fraction of his/her schedules may lose the right to withdraw or may be dismissed from the university for failure to make adequate academic progress.

Any student on a Teaching/Research Assistantship wishing to drop a course at any time during the semester must secure the signature of the Dean of Graduate Studies.

The Office of the Registrar, upon recommendation of the instructor and with the approval of the Dean of Graduate Studies, may require a student to drop a course for which the student has not satisfied the prerequisite.

UTD operates multiple sessions with different academic calendar and Census dates. If a student registers in a shorter session, it is the student's responsibility to review the online Comet Calendar and deadlines that affect the drop/add/withdrawal procedures. The same holds true for the summer session.

**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.

**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.

Readmission

If otherwise eligible to register for classes at the University, a student called to active duty in the United States Armed Forces or the Texas National Guard (not including routine Texas National Guard training) shall be readmitted without reapplication or payment of additional application fees within one year of the "release from active duty" date on the student’s military orders. An eligible student will retain prior academic standing, course credits awarded and financial eligibility if the student meets current eligibility requirements other than continuous enrollment or other timing requirements.

Withdrawal (Resignation) from the University

A student who wishes to withdraw entirely from the University must complete the proper withdrawal form and procedures in the Office of the Registrar. The grade assigned by the instructor on the withdrawal form will determine the grade which will appear on the student's transcript:

- a passing grade will appear as a W on the transcript
- a failing grade will appear as an F.
Withdrawal after the final drop date requires the same procedures as listed in the previous paragraphs on Schedule Changes.

**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.
Graduation

Graduation under a Particular Catalog

General and specific requirements for degrees in graduate programs may be altered in successive catalogs. Provided the requisite courses continue to be offered, the student is bound by the course work requirements of the catalog in force at the time of admission.

The graduate student may instead elect to be bound by a subsequent catalog with the approval of:

- relevant Department Head
- Associate Dean
- Director of Graduate Studies
- Dean of Graduate Studies

This regulation applies only to the specific course work and the number of semester credit hours required for the academic degree. If there are any requisite courses not available, they will be substituted by the program with the approval of the Graduate Dean.

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

The student should be aware that operating regulations, procedures, tuition and fees can be changed at any time. These are not bound by any catalog.

Application for Graduation

A student must apply for graduation through his/her Department or Program Office by the date specified in the Comet Calendar and the
Academic Calendar in order to graduate at the end of a given semester. The student must complete a separate application for graduation for each semester in which an attempt to graduate is made. A student who expects to receive more than one degree in a single semester must complete a separate application for each degree. A late applicant for graduation will incur an additional fee (refer to the Comet Calendar).

In order to receive a diploma, a student must pay all accounts due the university.

**Graduation under In Absentia Registration**

In absentia registration for graduation (i.e., registration for no course work) may be arranged for the candidate who has completed all degree requirements including final oral examination, but has not yet submitted final approved copies of thesis, dissertation or other required reports. Such a candidate may, for a nominal fee and with the approval of his/her graduate advisor, the Dean of Graduate Studies, and submission of the approved in absentia registration form, register during the semester or summer session in which the degree will be received. If the final copies of the dissertation or thesis have not been approved by the supervisory committee and received and approved by the Dean of Graduate Studies before the Census day in a given semester, in absentia registration is not acceptable for that semester. This arrangement is not permissible for a candidate who is removing an incomplete (I) grade. All in absentia registration requests must be submitted for approval of the Graduate Dean prior to the Census Day in the semester for which it will apply and the degree will be received.

**Graduation Ceremonies**

**Commencement**

Commencement Ceremonies are held at the conclusion of each spring and fall semester. There is no summer commencement 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 details.) Students who graduate at the conclusion of the fall or spring semester may only participate in the respective graduation ceremony.

Any questions regarding the commencement ceremonies should be directed to the Office of the Registrar.

Doctoral Hooding Ceremony

The Doctoral Hooding Ceremony is held at the end of each semester. This event is different and separate from the Commencement ceremony. Any questions regarding the Doctoral Hooding Ceremony should be directed to the Office of Graduate Studies. See http://www.utdallas.edu/dept/graddean.
Tuition and Required Fees

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 census day 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 residency questionnaire and the provision of documents to support the claim of Texas residency, prior to the census day. The student will be charged tuition based on the residency in the student system until official changes have been made. Rules and regulations for determining residency are found at http://www.utdallas.edu/residency Final authority of appeal for review of residence decisions rests with the University 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 graduate 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 web site 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, graduate students enrolling at UT Dallas for the first time for the fall 2013, spring 2014 and summer 2014 semesters are charged for tuition and mandatory fees fixed at the fall 2013 rates for 12 consecutive semesters. 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. 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.

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 nonpayment, 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
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/student/registrar/calendar/ or the Tuition and Fees Schedule at http://www.utdallas.edu/finance/bursar/schedule-introduction.html for information regarding payment and refund deadlines.

Students will be given notice on their tuition bill, tuition receipt or an email in connection with tuition charges, of the amount of his/her tuition payment 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

A student enrolled a full term fall, spring or 11-week summer session may elect to pay tuition and fees under the installment payment plan (Section 54.007, Texas Education Code). The installment plan allows the student to pay their tuition and fee balance in three equal payments. A $25.00 fee per semester will be assessed to 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.

**Tuition for Excessive Doctoral Hours**

For a doctoral student enrolling for the first time in Fall 1999 or after, Section 54.012, *Texas Education Code*, establishes a maximum number of doctoral hours that a doctoral student may attempt while paying tuition at the rate provided for Texas residents. Attempted hours include all doctoral hours taken at a Texas 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. The maximum is 99 doctoral hours. A student who exceeds the maximum hours may be charged tuition at the rate charged nonresident doctoral students. The higher tuition rate applies only to those doctoral semester credit hours that exceed 99 hours.

**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.

http://www.utdallas.edu/dept/graddean/CAT2012/FIRST40/fee_schedule.htm

Fee Schedule (Tuition Tables)

Tuition tables for current semesters may be found on the Bursar Office website or through the Galaxy portal during registration.

Tuition and fees are subject to change by legislative or regental action. The Texas Legislature does not set the specific amount for any particular fee. The student fees assessed to students 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. Changes in tuition and 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 on the
Bursar Office website. 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.

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 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 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 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 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"), UT 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*, 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’s charges were paid by Title IV funds, a portion or all of the refund will be returned to these programs.
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 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"), 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 a student changing majors more than two times in an academic year.
Collin Higher Education 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 the cost of preparing a replacement or duplicate diploma. An additional $25.00 will be charged to mail a diploma to a foreign address.

Distance Learning Fee: A fee is assessed per semester credit hour to enroll in distance education courses offered over the Internet. Please refer to the online fee schedules at http://www.utdallas.edu/finance/bursar/schedule-introduction.html for fee rates. The rate varies by 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.

In Absentia Registration: A student who registers in absentia shall pay a nonrefundable/nontransferable registration fee of $100.00.

Installment Plan Handling Fee: A $25.00 fee to cover costs of providing a payment option for a student in full term fall or spring semester courses will be assessed. The plan is also available for a student enrolled in the 11-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 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: [www.utdallas.edu/library/help/policies/circpolicy.htm](http://www.utdallas.edu/library/help/policies/circpolicy.htm)

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

**Orientation Fees:** 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 purchasing permits may be found at the Parking and Transportation website under permits at [http://www.utdallas.edu/parking/regulations.html](http://www.utdallas.edu/parking/regulations.html) and [http://utdallas.edu/parking/permits.html](http://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:

- **E-Parking:** Allows students to park in 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, green, or extended parking spaces.
- Evening Orange: Allows students to park in orange marked spaces after 5pm or gold, green, or extended parking spaces anytime.
- Housing Only: Allows students to park in residential lots or green parking only at WSTC, ROC, and Callier-Dallas. A parking permit is required of all residents of the Waterview and University Village apartments.

**Note:** Only one housing permit may be sold per student residing in the on campus apartments or resident halls.

Parking permits are purchased for the academic year and are refundable on a prorated basis with the exception of the housing only 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 free transit passes from DART which are 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 Fees:** 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 of $5.00 - $15.00 (based on the size of the locker rented) 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 a 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 assessed, in addition to tuition and required fees, to enroll a student after Census Day.

Returned Check Fee: A student will be assessed a $25.00 fee for each returned check unless his/her bank provides written notification it was at fault. If a student writes bad checks to the university for tuition and fees the student’s registration will be canceled unless full payment is made by the census day listed in the Academic Calendar online.

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 UT Dallas student health insurance plan.

Student Identification Card Replacement Fee: A $25.00 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 of 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, or 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 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.
Student Financial Aid

Office of 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 loans, grants, and part-time employment or any combination of those programs. The total amount of aid the student receives depends on the level of financial need, submission of appropriate financial information and applications, academic records, 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 are also strongly encouraged to view the Office of Financial Aid web site 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 for Financial Aid

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 that they can provide toward their education and to compare it with the average cost of attending the University. Student cost of attendance budgets are reviewed annually in accordance with federally accepted guidelines. Federal guidelines outline what can be included in student budgets. The costs of tuition, fees, books, supplies, room and board, 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 defined as the difference between the cost of attending the University and the amount a student and family can reasonably provide. The amount of the expected family contribution is based on federal guidelines reflecting total family income, assets, household size and number of family members currently attending post-secondary educational institutions.

In determining whether a student is considered independent or self-supporting, the Office of Financial Aid adheres to the standards set by the Department of Education to establish an applicant’s dependency status. Graduate students are considered by these standards to be independent of their parents for the purpose of calculating a family contribution.

Students must submit a Free Application for Federal Student Aid (FAFSA) form in order that a determination can be made of the expected resources available to the applicants. 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.

**Selective Service**

Male students between the ages of 18 and 26 must be registered with Selective Service to qualify for federal student loans or grant programs. This includes Federal Work Study, Federal Stafford Loans, Graduate PLUS Loans, and Federal Perkins Loans. The Selective Service requirement also applies to Texas student loans and grant programs. Students may register with Selective Service by visiting their local postal office or online. Graduate students wanting to verify their Selective Service registration may do so online by visiting the Selective Service site.

Effective January 1, 1998, the selective service requirement is also applicable to students applying for financial assistance funded by State revenue.

**Required Course Load**
To be considered for federal financial aid a graduate student has to be enrolled for a minimum of five semester credit hours of graduate coursework during each long term and a minimum of three semester credit hours of graduate study during any summer session.

Satisfactory Academic Progress Policy for Federal Financial Aid

The University of Texas at Dallas has a “Satisfactory Academic Progress” policy for a student receiving student financial aid.

Generally, the student is 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. This completion rate may vary depending on the student’s academic level and credit hour load. In addition, graduate students must maintain a GPA of 3.0 or above. For online information on the Satisfactory Academic Progress policy, visit http://www.utdallas.edu/student/finaid/SAP.htm. For more detailed information the student should contact the Office of Financial Aid. A copy of the Satisfactory Academic Progress policy is made available to all recipients of financial aid and is available online on our web site.

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.

Revocation of Aid

Financial aid packages are reviewed by the Office of Financial Aid and canceled if the student fails to maintain a satisfactory record of academic progress or to enroll for and maintain the minimum number of course load hours. Aid packages may also be revoked because of changes in financial status. Partial or full repayment of awards may be required. In some
instances, immediate repayment may be required.

Students are responsible for reporting to the Office of Financial Aid any change in their financial situation, such as receipt or anticipation of additional scholarships, loans, or outside funding toward their educational expenses not represented on their award letter. The Office of Financial Aid is required, by federal and state regulations, to include as part of a student’s financial aid award package all sources of financial aid being received by the student. Receipt of scholarships, grants and loans from any source may require a revision of financial aid awarded by UT Dallas.

Information concerning student financial aid is accurate at the time of printing. Changes in regulations or policy on a federal, state, university, private lending, or donor level could affect the type and amount of programs available and/or program requirements. The Office of Financial Aid has detailed information available upon request.

**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 level of financial need, submission of appropriate financial information and applications, academic records, and the availability of funds.

**Types of Financial Aid**

Following is a summary of the types of assistance that are available to graduate 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.

**Texas Public Education Grant**

An act of the 64th Texas Legislature established a grant program to provide financial assistance to students. This program is funded through appropriation of a portion of the tuition charge for resident and nonresident students. Texas Public Education Grants may be awarded through the
Educational Assistance Grant

Funds through this program are made available through a set-aside of Designated Tuition. Graduate students demonstrating financial need, as determined through a completed FAFSA, will be considered for this program. Amount of the award will vary each year based on availability of funds.

International Education Fund Scholarship

Through the proceeds from the International Education fee, scholarships are available for study-abroad programs. These scholarships are open to both graduate and undergraduate students enrolled at least one-half time. Graduate students must be admitted to a degree program and have a minimum GPA of 3.0. While abroad, the recipient of this scholarship must be enrolled in a full-time course of study. Course work undertaken must apply to the student’s degree program.

Hazlewood Veteran Tuition Exemption

Certain veterans, who have served on active military duty, are eligible for exemption from the payment of tuition, general fee and laboratory fees. These exemptions may also apply to the children of those veterans who have served on active duty. Detailed information regarding this program is available at the College for All Texans website. Applications are available in the Office of Financial Aid or online at http://financial-aid.utdallas.edu.

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. Priority is given to those students who demonstrate exceptional need.
A graduate student may borrow up to a maximum amount of $30,000 which includes all undergraduate Federal Perkins loans.

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.

The application for this program is the Free Application for Federal Student Aid (FAFSA).

**Hinson-Hazlewood College Student Loan Program**

Texas residents who meet eligibility requirements may borrow funds to meet a portion of their school expenses. The loan carries a modest interest rate. Repayment begins six months after graduation or withdrawal from the university. The application for this loan is found at hhloans.com

**Federal Stafford Student Loan Program**

Funds from this program are made available to students through the Federal Direct Loan Program. As of July 1, 2012 all graduate Stafford Loans will be unsubsidized. Financial need is not a requirement for the unsubsidized loan. The unsubsidized Stafford Loan accrues interest while the student is in school; a student may choose to pay the accruing interest while in school.

The loans are made at a modest interest rate and there exists a maximum amount which can be borrowed for a given academic year. The borrower will be required to begin repayment of principal and interest upon graduation or after he or she ceases to be at least a half-time student. Repayment may extend over ten years, but the program requires a minimum monthly payment. See http://www.utdallas.edu/student/finaid/dirlending.htm or studentloans.gov for additional information.
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. 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.

Federal Work Study Program

Federal Work Study is awarded based on a student’s financial need and the availability of funds. Federal funds are used to subsidize the student’s hourly wages, making the eligible student more attractive to potential employers. Students are selected based on their demonstrated financial need as a result of submitting the Free Application for Federal Student Aid (FAFSA).

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, visit http://www.utdallas.edu/career/students/ or contact the Career Center at (972) 883-2943.

Other On-Campus Employment

Various programs and schools of the university employ students in positions that are not Federal Work Study positions and are not based on need. In accordance with appropriate guidelines, pay scales depend on the type of job, qualifications, and classification. Students interested in these positions should contact the Career Center at (972) 883-2943 or go online at www.utdallas.edu/career.
Information concerning student financial aid is accurate at the time of printing. Changes in regulations or policy on a federal, state, university, private lending, or donor level could affect the type and amount of programs available and/or program requirements. The Office of Financial Aid has detailed information available upon request.

Scholarship Programs

Information about a variety of scholarships awarded on the basis of academic merit and achievement is available from the Office of Financial Aid. The University of Texas at Dallas also offers a number of endowed scholarships that are administered by a school, department, 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 accord with Chapter 51, of the Texas Education Code, all applications for competitive academic scholarships for graduate study are reviewed by the Committee on Student Scholarships and/or the Graduate Scholarship Committee in the appropriate academic unit.

Please visit UT Dallas Scholarships for more information.

Graduate Scholarships Selection Criteria:

- Good academic standing
- Show academic promise
- Full or part-time
- Pursuing a program of study leading to a degree
- May show financial need but not required

Teaching and Research Assistantships

Teaching Assistantships are available on a limited basis in most graduate programs. Also, many faculty members have research projects which provide Research Assistantships. These Teaching and Research Assistantships normally involve half-time employment and are awarded on the basis of merit. Students holding these assistantships must be enrolled for a minimum of nine semester hours for each regular semester in which
the assistantship is awarded. The Dean of each school designates the minimum semester hours for a summer session. A student on a Teaching/Research Assistantship who is enrolled in the minimum number of hours and wishes to drop a course must obtain the signature of the Dean of Graduate Studies. Students on probation will not be supported on an assistantship. Applications should be made to the appropriate Graduate Program office at least 60 days prior to the date of registration.

Prior to their appointment as Teaching Assistants, international students must meet the English requirements described in the “English Requirements for Teaching Assistants” section. All TA’s are required to attend TA Orientation held immediately prior to fall and spring semesters.
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 suffer from any type of communication disorder. Acknowledged for meeting the assessment, treatment, education, and social service needs of individuals with communication disorders, the Center has programs in preschool deaf education, parent education, and child development. Its clinical services include pediatric and adult services in audiology, speech pathology, language development; its research activities include psychoacoustics, auditory neurophysiology, speech science, and audiology. Graduate classes are also 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: www.utdallas.edu/career, email: careercenter@utdallas.edu.

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 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 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 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 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.

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 across most of the institution. All holders of a UTD NetID may utilize the campus network using devices with the appropriate wireless network interface. Guest wireless access is also provided on request. 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.

**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 (syllabus), 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 student 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, SSB4.400, and can be contacted at 972-883-6391 or on the web at 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 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 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 www.utdallas.edu/international.

Internship Program

For Graduate Students, the Internship Program provides an
opportunity to gain professional work experience related to a particular field of study. An internship is meant to be educational in nature. Internships can be paid or unpaid, and in many cases can be completed for academic credit to be used toward a degree requirement. Completing an internship to add to a resume is a strong way to improve options for full-time employment after graduation.

The UT Dallas Career Center Internship Program provides students with the information and tools necessary to successfully navigate the internship process, from orientation to the program itself to evaluation at the end of the semester. Internship Coordinators provide information about eligibility, preparation, academic credit options, and assistance with the internship search. Students can also get information about the possibility of completing an internship at their current place of full-time employment.

To register for the internship program:

- register for a CareerWorks account at www.utdallas.edu/career
- attend an Internship Information Session or a CPT Information Session (required for students on a Visa)

Please note: Internships for students enrolled in ECS are handled by the Industrial Practice Program Office (IPP) in ECSS 2.502.

The Career Center recommends that a student begin searching for an internship one semester or more in advance of the desired starting semester. The Career Center also recommends that the student take advantage of other services, including resume critiques and mock interviews to be most successful in the internship search. For information on Internship or CPT Information Sessions and the program, contact the Career Center in SSB 3.300. (Phone: 972-883-2943, Web: www.utdallas.edu/career, Email: careercenter@utdallas.edu).

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/judicialaffairs or by
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 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 www.utdallas.edu/livinglearning.

Media Services

The Media Services office is responsible for classroom support, which includes the following:

- Supplying A/V equipment needed for classes and special events;
- Maintaining integrated A/V equipment in several rooms across campus.

Note: The UTD Library is responsible for maintaining the film, video, and audio collections. Some schools have their own media services staff and will utilize the central staff only as needed. You may check with the Dean’s Office in each school for more details.

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 www.utdallas.edu/newstudents.

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 fields and baseball fields. 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 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 www.utdallas.edu/housing.

**Spirit Squads**

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

**Student Affairs**

The Division of Student Affairs, under the direction of the Vice President for Student Affairs, offers a variety of student services and programs to enhance the educational experience of all enrolled students.

**Student AccessAbility**

The Office of 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, SSB 3.200 and can be contacted at 972-883-2098 or on the web at 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 www.utdallas.edu/counseling.

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 www.utdallas.edu/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
Immunization Requirements

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.

For additional information, please visit the Office of the Registrar’s website, [http://www.utdallas.edu/student/registrar/vaccine.html](http://www.utdallas.edu/student/registrar/vaccine.html).

**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 Service.**

**Health Service.** 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 Service 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.

**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.

**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 [www.utdallas.edu/healthcenter/immunizations/](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 www.utdallas.edu/healthcenter/insurance.

Student Media

The award-winning student newspaper of UT Dallas, The UTD Mercury, publishes bi-weekly on Mondays throughout the school year. The newspaper offers paid positions for writers, editors, page designers and photographers (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 (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 (www.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 (www.utd.tv).

Student Organization Center

The Student Organization Center (SOC) helps UT Dallas students become more connected to campus life. 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 (SU2.416) or on the web at 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. These groups include academic and honor groups, service clubs, religious groups, ethnic groups, and special interest groups. Detailed information on current groups and guidelines for forming new organizations are available on the web at utdallas.orgsync.com/, in the Student Organization Center (SOC) in the Student Union (SU2.416), or by calling (972) 883-6551.

Student Success Center

The Office of Student Success and Assessment 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 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, by e-mail at: ossa@utdallas.edu, or on the web at utdallas.edu/studentsuccess

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 (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/).

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, SSB3.500 and can be contacted at (972) 883-6393 or on the web at 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. Student Wellness programming is presented to students throughout the year on many health topics such as HIV, STD’s, nutrition, alcohol/drug abuse. The Student Wellness Center is located in the Student Services Building, SSB4.500, and can be contacted at 972-883-4275 or on the web at www.utdallas.edu/studentwellness.

Textbook Purchase

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, SSB3.500 and can be contacted at (972) 883-6171 or on the web at 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.

Graduate student housing is generally available through Waterview Park Apartments. Graduate students living on-campus must enroll in and complete a minimum of 3 hours each fall and spring semester.

For more information please visit 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 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 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, and 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 classroom 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.
Appendix I

Rules, Regulations, and Statutory Requirements

A. Student Conduct and Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the U.T. Dallas publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Series 50101, and in Title V, Rules on Student Services and Activities, Chapter 49 of the university’s Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff are available to assist students in interpreting the rules and regulations (SSB 4.400U 1.602s, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents’ Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

1. Academic Dishonesty

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree,
it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

2. Campus and Residence Hall Solicitations

“Solicitations,” as defined by the Rules and Regulations of the Board of Regents of The University of Texas System, means the sale, lease, rental of any property, product, merchandise, publication, or service, whether for immediate or future delivery; an oral statement or the distribution or display of printed material, merchandise, or product that is designed to encourage the purchase, use or rental of any property, product, merchandise, publication, or service; the oral or written appeal or request to join an organization other than a registered student, faculty, or staff organization; the receipt of or request for any gift or contribution; and/or the request to support or oppose or to vote for or against a candidate, issue, or proposition appearing on the ballot at any election pursuant to state or federal law or local ordinances. All solicitations on the U.T. Dallas campus must conform to the Regents’ Rules, copies of which are available in the offices of the President, Executive Vice President and Provost, Vice Presidents, and Deans, and in numerous other administrative offices and the library.

3. Hazing

Hazing, submission to hazing, or failure to report first-hand knowledge of the planning or occurrence of specific hazing incidents is prohibited by state law and, in addition to disciplinary actions, is punishable by fines up to $10,000 and confinement in county jail for up to two years. Moreover, any hazing offense that causes the death of another person is a state jail felony. Hazing is defined by state law as, “...any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization.” Any person who reports a
specific hazing incident involving a student to the Dean of Students is immune from civil or criminal liability that he/she might otherwise incur as a result of the report. Any persons who have further questions about hazing or activities that may be considered hazing should call the Dean of Students' office at (972) 883-6391.


Unauthorized distribution of copyrighted material may subject students to civil and criminal penalties. All UT Dallas syllabi are required to include, whether in text or a hyperlink, student conduct policies including a copyright notice. This notice directs students to UT Dallas' Policy Regarding Photocopying Copyrighted Materials (UTD PP 1043) and UT System's copyright website. Further, the Director of Information Security is identified as the University's contact for copyright questions or concerns. See www.utdallas.edu/copyright.

4. Other Disciplinary Situations

Any student organization as a group is subject to disciplinary action or revocation of registration as a student organization for violation of a rule or regulation of The University of Texas System or The University of Texas at Dallas.

B. Grievances Procedures

The University of Texas at Dallas is committed to a policy of nondiscrimination on the basis of age, color, disability, gender, race, religion, sexual orientation, national origin, 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. The dean will follow the procedures for student grievances that are found in Title V, Rules on Student Services and Activities, Chapter 51, summarized below.

Sexual harassment is a form of sex discrimination. Such harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Suggestions that academic or employment reprisals or rewards will follow the refusal or granting of sexual favors, also constitute sexual harassment. The full text of the University's “Sexual Harassment Policy and Procedure” may be
found in the *Administrative Policies and Procedures Manual*, Section D, D11-115.0.

Any student who perceives that he or she has been subject to any form of discrimination as defined above may file a written complaint with the Dean of Students using the following procedures:

1. The complaint must contain the nature of the alleged discrimination, the date on which the alleged discrimination occurred, and other appropriate information as required by the dean.

2. The dean will refer all complaints that name an employee of the university (including graduate assistants and other student employees) as the offender to the Office of Human Resources for investigation and resolution. When the nature of the complaint is discrimination on the basis of disability, the dean will refer the grievance or complaint to the ADA Coordinator who will investigate the complaint under the procedures given in the *Administrative Policies and Procedures Manual*, Vol. IIA, Section D, page D11-195.0, Americans With Disabilities Act Grievance Policy.

3. With the exceptions noted in subsection (2) above, the student discipline procedure outlined in Title V, Chapter 49 Student Discipline and Conduct will be utilized for complaints that name a student as an alleged offender. Such complaints will be investigated by the dean.

4. As a result of the investigation, the dean will, on the basis of the information presented, determine:
   a) that the charges of discrimination are without basis,
   b) that further investigation is required,
   c) that campus action shall be initiated to alleviate a discriminatory situation, or
   d) that a hearing will be held.

C. Academic Appeals Grievances

- Procedures for student grievances are found in university policy UTDSP5005, Title V, Chapter 51, Rules on Student Services and Activities, of the university’s Handbook of Operating Procedures. In
attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated (hereafter called "the respondent."). Individual faculty members retain primary responsibility for assigning grades and evaluations.

PROCEDURES TO APPEAL ACADEMIC DECISIONS

(a) The appeal procedures defined in this section apply to an unresolved grievance concerning some aspect of the student's academic standing at UT Dallas. The intent is to address the grievance of the student in a prompt and orderly fashion. A grievance means a dispute concerning some aspect of the student's academic standing arising from an administrative or faculty decision that the student regards as incorrect or unjust. Grievances include, but are not limited to, disputes over grades, application of degree plan, graduation/degree program requirements, and thesis and dissertation committee and/or adviser actions or decisions. Grievances, as defined in this section, do not include the right to appeal the termination of employment of a teaching assistant or research assistant during the term of the student's appointment. That appeal process is defined and described in UT Dallas Policy PP1075 University Policies Related to Graduate Student Teaching Assistants and Graduate Student Research Assistants.

(b) A grievance regarding academic concerns will be considered in the following manner:

(1) Initial Consideration of Grievance

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, falling within the scope of this policy, it is the obligation of the student first to make a serious and prompt effort to resolve the matter through discussion with the instructor, supervisor, administrator, or committee chair with whom the grievance originated (hereafter called “the respondent.”) within sixty (60) calendar days after the date on which the decision was first rendered. Individual faculty members retain primary responsibility for assigning grades and evaluations.

(2) Appeal to the Department/Program Head
• If the matter cannot be resolved in discussions between the student and the respondent, the student grievant can submit a written appeal to the respondent's department/program head with a copy to the respondent clearly specifying the basis of the appeal and stating the remedies the student is seeking. This written appeal MUST be submitted no later than the sixty-fifth day after the date on which the decision in dispute was first rendered by the respondent.

Within ten business days while classes are in session, the respondent will provide both the student and the department/program head with a written response. The department/program head will have 10 business days to review all submissions and provide a written response to the student and respondent (an extension to this timeline may be granted by the school dean for good cause). In determining the validity of the grievance, the department head should be guided by the principle that the burden is on the grievant to show that the decision is arbitrary and capricious. If the department/program head decides that the grievance be granted, he/she will also provide a decision on how to resolve the dispute.

All parties involved in an academic appeal will be informed about the final disposition of the appeal.

(3) Academic Appeals Panel

If the student is dissatisfied with the decision of the department/program head, the student may submit a written appeal via email or hard copy, within ten business days of the date the decision was sent, to the dean of the school hosting the course, comprehensive or oral examination with a copy to the department/program head (an extension to this timeline may be granted by the dean for good cause). The written appeal by the student to the school dean must clearly state the reasons for the appeal and remedy sought. The dean will appoint an appeals panel. The appeals panel composition will consist of an associate dean of the school in which the grievance originated, acting as chair, two faculty members from the school in which the grievance originated, an associate dean from another school, and a student. The student selected to serve on the panel will be an undergraduate when the grievance is from an undergraduate student and will be a graduate student when the grievance is from a graduate student. The academic panel will review all submissions, obtain additional information and opinions if
desired, and provide the student with a written response within twenty business days while classes are in session of the receipt of the student's appeal to the school dean. The appropriate dean of graduate or undergraduate studies will receive a copy of the panel's response. The findings and recommendation of the appeals panel are final.

All parties involved in an academic appeal will be informed about the final disposition of the appeal. Copies of these rules and regulations are available to students in the Office of the Dean of Students where staff are available to assist students in interpreting the rules and regulations.

D. Privacy Act: Student Records

The student’s university record is established and maintained to provide both the student and the university with information regarding the student’s progress while enrolled at the university. Any student enrolled in the university has access to and may inspect those records relating to his or her academic progress, to the extent allowed by the Family Educational Rights and Privacy Act and the Texas Public Information Act. The record is considered to be confidential and may be released only within the limitations clearly defined by university regulations and state and federal statutes or with the student's written permission.

The university may release directory information which is defined as public information and includes the student's name, local and permanent address, telephone number, E-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, photographs, weight and height of members of athletic teams, dates of attendance, degrees, awards and honors received, and the most recent educational agency or institution attended by the student, classification, and expected date of graduation. This information may be printed in various publications of the university such as the student directory, honors list, athletic programs, list of graduating students, or similar documents. Additionally, this information may be released upon request. A student may request that the university not release directory information by completing the appropriate forms during registration. The student must complete the forms each semester.
Student records which the university maintains include official university academic and personal records relating to scholastic, disciplinary and fiscal matters as well as records maintained by university agencies and agencies providing services sought voluntarily by students. Students may challenge the contents of educational records and request corrections to inaccurate or misleading information. Any request for correction or explanation of record contents should be presented in writing to the person in charge of the office where the record is maintained.

Detailed information pertaining to the content of and handling of student records is contained in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Students wishing more information about their rights established under the Family Educational Rights and Privacy Act should contact the Office of the Dean of Students/Registrar, Student Services Building 4.400, (972) 883-6394/2342.

The Family Educational Rights and Privacy Act does not extend to research papers and theses authored by students; these documents are available to interested members of the public.

E. The Student-Right-To-Know and Campus Security Act

In compliance with the Student-Right-to-Know and Campus Security Act, The University of Texas at Dallas collects specified information on campus crime statistics, campus security policies, and institutional completion or graduation rates. The university publishes an annual report of campus security policies and crime statistics and distributes copies during registration.

F. Emergency Response, Fire Safety, and Security

Emergency Response: In the event of an emergency or natural disaster the campus community will be notified as prominently as possible through several means of communication. This includes Campus Alert E-mail, the University’s website, campus and local media, text-messaging, Fire Alarm Systems, Indoor Warning System and Outdoor Warning System. For policies and procedures, and reporting requirements please visit http://www.utdallas.edu/ehs/emergency/.
**Fire Safety:** The entire UT Dallas campus fire alarm system is being monitoring 24-7 via a SimplexGrinnell Information management system. This IMS operates on a fiber optic loop connected to every building fire panel on the Richardson campus. All 30 of UTD’s buildings have primary reporting to the University Police and secondary reporting to EHS and EMS. For policies and procedures please visit http://www.utdallas.edu/ehs/firelifesafety/.

**Gang-free Zones:** Premises owned, rented or leaded by The University of Texas at Dallas, and areas within 1,000 feet of the premises are “gang-free” zones. Certain criminal offenses, including those involving gang-related crimes, will be enhanced to the next highest category of offense if committed in a gang-free zone by an individual 17 years or older. See Texas Penal Code, Section 71.028.

**Missing Student Notification:** The purpose of the UT Dallas Missing Persons Policy is to establish procedures for the University’s response to reports of missing students as required by the Higher Education Opportunity Act of 2008. This policy applies to students who reside in on-campus housing. For purposes of this policy, a student may be considered a “missing person” when he or she is absent from the University for more than 24 hours without any known reason. A student may also be deemed missing when his/her absence is contrary to his/her usual pattern of behavior and/or unusual circumstances may have caused the absence. Such circumstances could include, but not be limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, is drug dependent, or has been with persons who may endanger the student’s welfare.

All residential students will have the opportunity to designate a confidential contact to be notified by the University no more than 24 hours after the student is determined missing. Instructions will be provided on how to register that person’s contact information. Residential students’ contact information will be registered confidentially, will be accessible only to authorized UT Dallas officials, and may not be disclosed except to law enforcement personnel in furtherance of a missing person investigation.

All reports of missing students shall be directed to the UT Dallas Police Department, which shall investigate each report and make a determination about whether the student is missing. In addition, no later than 24 hours after a student is determined missing, UT Dallas will notify the Richardson Police Department, unless the Richardson Police Department was the entity that determined the student to be missing. At that time, NOTE: if a
the missing student is under the age of 18, and is not emancipated, the University of Texas at Dallas will also notify the student’s custodial parent or contact the designated confidential contact, but is also required to contact the legal guardian or parent.

G. Use of Facilities

Pursuant to the general authority of Texas Education Code Chapter 65, and the specific authority of Texas Education Code Chapter 51, the Board of Regents of The University of Texas System, in Series 80101-80110 of the Rules and Regulations, promulgates rules relating to the use of buildings, grounds, and facilities for purposes other than programs and activities related to the role and mission of the U–T System and the component institutions.

The property, buildings, or facilities owned or controlled by the U–T System or U–T, Dallas are not open for assembly, speech, or other activities as are the public streets, sidewalks, and parks. The responsibility of the Board of Regents to operate and maintain an effective and efficient system of institutions of higher education requires that the time, place and manner of assembly, speech, and other activities on the grounds and in the buildings and facilities of the U–T System or U–T, Dallas be regulated.

Complete copies of the regental and institutional rules and regulations are available to students in the Office of the Dean of Students where staff members are available to assist students in interpreting the rules.
Appendix II

Respective Responsibilities of Students and Faculty

A. Student Responsibility

Students are responsible for reading this catalog and understanding the programs, rules, and regulations affecting their academic progress. Further, students are responsible for fulfilling degree requirements and for enrolling in courses that fit into their degree programs.

Students are urged to plan their work with care, consulting their graduate advisers and those of the teaching staff under whom their work will be taken, and to bear in mind the requirements for the degree they seek. Students are responsible for developing a program of studies approved by their graduate adviser acting on behalf of the Graduate Studies Committee for the graduate program in which they are enrolled. The program of study must assure substantial mastery of the scholarly apparatus of the student’s chosen field as well as any languages or other research skills necessary to pursue the degree. The requirements for a particular degree are listed in this catalog under the name of the specific program.

In addition, all graduate students must visit their graduate advisers prior to registration for the semester in which they plan to graduate.

B. Faculty Responsibility

Faculty members are responsible for reading this catalog and understanding the programs, rules, and regulations so that they can effectively advise students.

Each graduate program has a Graduate Studies Committee that is responsible for the academic content of the programs of studies required for degrees, subject to certain administrative approvals. Each committee
has responsibility for the acceptance of graduate students and for the approval of the specific program of study for each student. Each committee also has the responsibility for naming graduate advisers to advise graduate students until the time of appointment of their thesis or dissertation supervising committees, if any. Supervising committees must meet at least once each year and file an annual report on students’ progress with the Dean of Graduate Studies.
CHAPTER 21. STUDENT SERVICES  
SUBCHAPTER B. DETERMINATION  
OF RESIDENT STATUS AND WAIVER  
PROGRAMS FOR CERTAIN  
NONRESIDENT PERSONS

Adopted January 2011

Section

21.22. Definitions.

21.23. Effective Date of Subchapter.


21.27. Reclassification Based on Additional or Changed Information.

21.28. Errors in Classification.

21.29. Waiver Programs for Certain Nonresident Persons.


Texas Education Code, Section 54.075, requires the Board to adopt rules.
to carry out the purposes of Texas Education Code, Subchapter B, concerning the determination of resident status for tuition purposes.

21.22. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

(1) Census date — The date in an academic term for which an institution is required to certify a person’s enrollment in the institution for the purposes of determining formula funding for the institution.

(2) Clear and Convincing Evidence — That degree of proof that will produce a firm conviction or a firm belief as to the facts sought to be established. The evidence must justify the claim both clearly and convincingly.

(3) Coordinating Board or Board — The Texas Higher Education Coordinating Board.

(4) Core Residency Questions — The questions promulgated by the Board to be completed by a person and used by an institution to determine if the person is a Texas resident. For enrollments prior to the 2008-2009 academic year, institutions may use the core questions developed and distributed by the Board in 1999 or later, including the core questions included in the Texas Common Application, or the core questions set forth in current Board rules or posted on the Texas Higher Education Coordinating Board web site. The core questions to be used for enrollments on or after the 2008-2009 academic year shall be the core questions in the Texas Common Application or core questions posted on the Board web site.

(5) Dependent — A person who:

(A) is less than 18 years of age and has not been emancipated by marriage or court order; or

(B) is eligible to be claimed as a dependent of a parent of the person for purposes of determining the parent’s income tax liability under the Internal Revenue Code of 1986.

(6) Domicile — A person’s principal, permanent residence to which the person intends to return after any temporary absence.
(7) Eligible for Permanent Resident Status—A person who has filed an I-485 application for permanent residency and has been issued a fee/filing receipt or notice of action by the United States Citizenship and Immigration Services (USCIS) showing that his or her I-485 has been reviewed and has not been rejected.

(8) Established domicile in Texas—Physically residing in Texas with the intent to maintain domicile in Texas for at least the 12 consecutive months immediately preceding the census date of the term of enrollment, allowing for documented temporary absences.

(9) Eligible Nonimmigrant—A person who has been issued a type of nonimmigrant visa by the USCIS that permits the person to establish and maintain domicile in the United States.

(10) Financial need—An economic situation that exists for a student when the cost of attendance at an institution of higher education is greater than the resources the family has available for paying for college. In determining a student’s financial need, an institution must compare the financial resources available to the student to the institution’s cost of attendance.

(11) Gainful employment—Employment intended to provide an income to a person or allow a person to avoid the expense of paying another person to perform the tasks (as in child care) that is sufficient to provide at least one-half of the individual’s tuition and living expenses or that represents an average of at least twenty hours of employment per week. A person who is self-employed or who is living off his/her earnings may be considered gainfully employed for purposes of establishing residency, as may a person whose primary support is public assistance. Employment conditioned on student status, such as work study, the receipt of stipends, fellowships, or research or teaching assistantships, does not constitute gainful employment.

(12) General Academic Teaching Institution—As the term is defined in Texas Education Code, Section 61.003.

(13) Institution or institution of higher education—Any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, Section 61.003(8).

(14) Legal guardian—A person who is appointed guardian under the
Texas Probate Code, Chapter 693, or a temporary or successor guardian.

(15) Maintain domicile — To physically reside in Texas such that the person intends to always return to the state after a temporary absence. The maintenance of domicile is not interrupted by a temporary absence from the state, as provided in subsection 21.22(27) of this section.

(16) Managing conservator — A parent, a competent adult, an authorized agency, or a licensed child-placing agency appointed by court order issued under the Texas Family Code, Title 5.

(17) Nonresident tuition — The amount of tuition paid by a person who does not qualify as a Texas resident under this subchapter unless such person qualifies for a waiver program under Section 21.29 of this title, (relating to Waiver Programs for Certain Nonresident Persons).

(18) Nontraditional secondary education — A course of study at the secondary school level in a nonaccredited private school setting, including a home school.

(19) Parent — A natural or adoptive parent, managing or possessory conservator, or legal guardian of a person. The term would not otherwise include a step-parent.

(20) Possessory conservator — A natural or adoptive parent appointed by court order issued under the Texas Family Code, Title 5.

(21) Private high school — A private or parochial school in Texas.

(22) Public technical institute or college — The Lamar Institute of Technology or any campus of the Texas State Technical College System.

(23) Regular semester — A fall or spring semester, typically consisting of 16 weeks.

(24) Residence — A person's home or other dwelling place.

(25) Residence Determination Official — The primary individual at each institution who is responsible for the accurate application of state statutes and rules to individual student cases.

(26) Resident tuition — The amount of tuition paid by a person who qualifies
as a Texas resident under this subchapter.

(27) Temporary absence—Absence from the State of Texas with the intention to return, generally for a period of less than five years. For example, the temporary absence of a person or a dependent’s parent from the state for the purpose of service in the U.S. Armed Forces, U.S. Public Health Service, U.S. Department of Defense, U.S. Department of State, as a result of an employment assignment, or for educational purposes, shall not affect a person’s ability to continue to claim that Texas is his or her domicile.

(28) United States Citizenship and Immigration Services (USCIS) — The bureau of the U.S. Department of Homeland Security that is responsible for the administration of immigration and naturalization adjudication functions and establishing immigration services policies and priorities.

21.23. Effective Date of this Subchapter.

Each institution shall apply these rules beginning with enrollments for the Fall Semester, 2006. Changes to these rules adopted in January 2011 are effective with residency decisions made for the Fall Semester, 2011.


(a) The following persons shall be classified as Texas residents and entitled to pay resident tuition at all institutions of higher education:

(1) a person who:

(A) graduated from a public or accredited private high school in this state or, as an alternative to high school graduation, received the equivalent of a high school diploma in this state, including the successful completion of a nontraditional secondary education, and

(B) maintained a residence continuously in this state for:

(i) the thirty-six months immediately preceding the date of graduation or receipt of the diploma equivalent, as applicable; and

(ii) the 12 months preceding the census date of the academic semester in which the person enrolls in an institution.
(2) a person who:

(A) established domicile in this state not less than 12 months before the census date of the academic semester in which the person enrolls in an institution; and

(B) maintained domicile continuously in the state for the 12 months immediately preceding the census date of the academic semester in which the person enrolls in an institution.

(3) a dependent whose parent:

(A) established domicile in this state not less than 12 months before the census date of the academic semester in which the person enrolls in an institution; and

(B) maintained domicile continuously in the state for the 12 months immediately preceding the census date of the academic semester in which the person enrolls in an institution.

(b) The student has the burden of proof to show by clear and convincing evidence that residence or domicile, as appropriate, has been established and maintained in accordance with subsections (a)(1), (a)(2), and (a)(3) of this section.

(c) The following non-U.S. citizens are eligible to establish and maintain domicile in this state for the purposes of subsection (a)(2) or (3) of this section:

(1) a Permanent Resident;

(2) a person who is eligible for permanent resident status, as defined in subsection 21.22(7) of this title (relating to Definitions);

(3) an eligible nonimmigrant who holds one of the types of visas posted on the Coordinating Board’s web site;

(4) a person classified by the USCIS as a Refugee, Asylee, Parolee, Conditional Permanent Resident, or Temporary Resident;

(5) a person holding Temporary Protected Status, and Spouses and Children with approved petitions under the Violence Against Women Act.
(VAWA), an applicant with an approved USCIS I-360, Special Agricultural Worker, and a person granted deferred action status by USCIS;

(6) a person who has filed an application for Cancellation of Removal and Adjustment of Status under Immigration Nationality Act 240A(b) or a Cancellation of Removal and Adjustment of Status under the Nicaraguan and Central American Relief Act (NACARA), Haitian Refugee Immigrant Fairness Act (HRIFA), or the Cuban Adjustment Act, and who has been issued a fee/filing receipt or Notice of Action by USCIS; and

(7) a person who has filed for adjustment of status to that of a person admitted as a Permanent Resident under 8 United States Code 1255, or under the “registry” program (8 United States Code 1259), or the Special Immigrant Juvenile Program (8 USC 1101(a)(27)(J)) and has been issued a fee/filing receipt or Notice of Action by USCIS.

(d) The domicile of a dependent’s parent is presumed to be the domicile of the dependent unless the dependent establishes eligibility for resident tuition under subsection (a)(1) of this section.

(e) Although not conclusive or exhaustive, the following factors occurring throughout at least 12 consecutive months immediately preceding the census date of the semester in which a person seeks to enroll may lend support to a claim regarding his/her intent to establish and maintain domicile in Texas:

(1) sole or joint marital ownership of residential real property in Texas by the person seeking to enroll or the dependent’s parent, having established and maintained domicile at that residence;

(2) ownership and customary management of a business, by the person seeking to enroll or the dependent’s parent, in Texas which is regularly operated without the intention of liquidation for the foreseeable future;

(3) gainful employment in Texas by the person seeking to enroll or the dependent’s parent;

(4) marriage, by the person seeking to enroll or the dependent’s parent, to a person who has established and maintained domicile in Texas.

(f) An individual whose initial purpose for moving to Texas is to attend an institution of higher education as a full-time student will be presumed not to
have the required intent to make Texas his or her domicile; however, the presumption may be overruled by clear and convincing evidence.

(g) An individual shall not ordinarily be able to establish domicile by performing acts which are directly related to fulfilling educational objectives or which are required or routinely performed by temporary residents of the State.


(a) To initially establish resident status under section 21.24 of this title (relating to Determination of Resident Status),

(1) a person who qualifies for residency under section 21.24 (a)(1) shall provide the institution with:

(A) a completed set of Core Residency Questions; and

(B) if the person is not a Citizen of the United States or a Permanent Resident of the U.S., the person shall, in addition to the other requirements of this section, provide the institution with a signed affidavit (in the form provided in Chart I, which is incorporated into this subchapter for all purposes), stating that the person will apply to become a Permanent Resident of the U.S. as soon as the person becomes eligible to apply.

(2) a person who qualifies for residency under section 21.24 (a)(2) or (a)(3) shall provide the institution with a completed set of Core Residency Questions.

(b) An institution may request that a person provide documentation to support or clarify the answers to the Core Residency Questions. Appropriate documents are not limited to those listed in Chart II, which is incorporated into this subchapter for all purposes. In addition, the institution may request documents that support the information the student may provide in the Core Residency Questions, Section H.

(c) An institution shall not impose any requirements in addition to the requirements established in this section for a person to establish resident status.

(a) Except as provided under subsection (c) of this section, a person who was enrolled in an institution for any part of the previous state fiscal year and who was classified as a resident of this state under Subchapter B, Chapter 54, Texas Education Code, in the last academic period of that year for which the person was enrolled is considered to be a resident of this state for purposes of this subchapter, as of the beginning of the following fall semester. If an institution acquires documentation that a person is a continuing student who was classified as a resident at the previous institution, no additional documentation is required. The person is not required to complete a new set of Core Questions.

(b) Except as provided by subsection (c) of this section, a person who has established resident status under this subchapter is entitled to pay resident tuition in each subsequent academic semester in which the person enrolls at any institution.

(c) A person who enrolls in an institution after two or more consecutive regular semesters during which the person is not enrolled in a public institution shall submit the information required in Section 21.25 of this title, (relating to Information Required to Establish Resident Status), and satisfy all the applicable requirements to establish resident.

21.27. Reclassification Based on Additional or Changed Information.

(a) If a person is initially classified as a nonresident based on information provided through the set of Core Residency Questions, the person may request reclassification by providing the institution with supporting documentation as described in Revised Chart III, which is incorporated into Section 21.25(b) of this title (relating to Information Required to Initially Establish Resident Status).

(b) A person shall provide the institution with any additional or changed information which may affect his or her resident or nonresident tuition classification under this subchapter.

(c) An institution may reclassify a person who had previously been classified as a resident or nonresident under this subchapter based on additional or changed information provided by the person.

(d) Any change made under this section shall apply to the first succeeding semester in which the person is enrolled, if the change is made on or after the census date of that semester. If the change is made prior to the census date, it shall apply to the next succeeding semester.
date, it will apply to the current semester.

21.28. Errors in Classification.

(a) If an institution erroneously permits a person to pay resident tuition and the person is not entitled or permitted to pay resident tuition under this subchapter, the institution shall charge nonresident tuition to the person beginning with the semester following the date that the institution discovers the error.

(b) Not later than the first day of the following semester, the institution may notify the person that he or she must pay the difference between resident and nonresident tuition for each previous semester in which the student should not have paid resident tuition, if:

(1) the person failed to provide to the institution, in a timely manner after the information becomes available or on request by the institution, any information that the person reasonably should know would be relevant to an accurate classification by the institution under this subchapter information; or

(2) the person provided false information to the institution that the person reasonably should know could lead to an erroneous classification by the institution under this subchapter.

(c) If the institution provides notice under subsection (b) of this section, the person shall pay the applicable amount to the institution not later than the 30th day after the date the person is notified of the person’s liability for the amount owed. After receiving the notice and until the amount is paid in full, the person is not entitled to receive from the institution a certificate or diploma, if not yet awarded on the date of the notice, or official transcript that is based at least partially on or includes credit for courses taken while the person was erroneously classified as a resident of this state.

(d) If an institution erroneously classified a person as a resident of this state under this subchapter and the person is entitled or permitted to pay resident tuition under this subchapter, that person is not liable for the difference between resident and nonresident tuition under this section.

(e) If an institution erroneously classifies a person as a nonresident and the person is a resident under this subchapter, the institution shall refund the difference in resident and nonresident tuition for each semester in
which the student was erroneously classified and paid the nonresident tuition rate.

21.29. Waiver Programs for Certain Nonresident Persons.

A person who is classified as a nonresident under the provisions of this section shall be permitted to pay resident tuition, if the person qualifies for one of the following waiver programs:

(1) Economic Development and Diversification Program.

(A) A nonresident person, (including a Citizen, a Permanent Resident of the U.S., a person who is eligible to be a Permanent Resident of the U.S., and an eligible nonimmigrant) whose family has been transferred to Texas by a company established as part of the state’s Economic Development and Diversification Program not earlier than five years before the relevant enrollment date, and a person’s spouse and children, shall pay resident tuition as soon as they move to Texas, if the person provides the institution with a letter of intent to establish Texas as his/her home. A person who moves to Texas to attend an institution before his/her family is transferred is permitted to pay the resident tuition beginning with the first semester or term after the family moves to the state.

(B) After the family has maintained a residence in Texas for 12 months, the person may request a change in classification in order to pay resident tuition.

(C) A current list of eligible companies is maintained on the Coordinating Board website at www.collegeforalltexans.com.

(2) Program for Teachers, Professors, their Spouses and Dependents.

(A) A nonresident person (including a Citizen, Permanent Resident of the U.S., a person who is eligible to be a Permanent Resident of the U.S., and an eligible nonimmigrant) employed as a teacher or professor at least half time on a regular monthly salary basis (not as hourly employee) by an institution shall pay resident tuition at any institution in the state and the spouse and dependent children of the nonresident person shall also pay resident tuition.

(B) This waiver program is applicable only during the person’s periods of employment.
(C) If a spouse or dependent child of the teacher or professor attends an institution other than the employing institution, the employing institution shall provide a letter to the spouse or child’s institution verifying the employment of the teacher or professor.

(3) Program for Teaching Assistants and Research Assistants, their Spouses and Dependents.

(A) A nonresident person (including a Citizen, Permanent Resident of the U.S., a person who is eligible to be a Permanent Resident of the U.S., and an eligible nonimmigrant) employed by an institution as a teaching or research assistant on at least a half-time basis in a position related to his/her degree program shall pay resident tuition at any institution in this state and the spouse and dependent children of the nonresident person shall also pay resident tuition.

(B) The employing institution shall determine whether or not the person’s employment relates to the degree program.

(C) If a spouse or dependent child of the teacher or professor attends an institution other than the employing institution, the employing institution shall provide a letter to the spouse or child’s institution verifying the employment of the teaching or research assistant.

(D) This waiver program is applicable only during the person’s periods of employment.

(4) Program for Competitive Scholarship Recipients.

(A) A nonresident person (including a Citizen, Permanent Resident of the U.S., a person who is eligible to be a Permanent Resident of the U.S., and an eligible nonimmigrant) who receives a competitive scholarship from the institution may be allowed to pay resident tuition.

(B) In order for the person to be eligible for this waiver program, the competitive scholarship must:

(i) total at least $1,000 for the period of time covered by the scholarship, not to exceed 12 months; and

(ii) be awarded by a scholarship committee authorized in writing by the institution’s administration to grant scholarships that permit this waiver of
nonresident tuition; and

(iii) be awarded according to criteria published in the institution’s paper or electronic catalog, available to the public in advance of any application deadline; and

(iv) be awarded under circumstances that cause both the funds and the selection process to be under the control of the institution; and

(v) permit awards to both resident and nonresident persons.

(C) The scholarship award shall specify the semester or semesters for which the scholarship is awarded and a waiver of nonresident tuition under this provision shall not exceed the semester or semesters for which the scholarship is awarded.

(D) If the scholarship is terminated for any reason prior to the end of the semester or semesters for which the scholarship was initially awarded, the person shall pay nonresident tuition for any semester following the termination of the scholarship.

(E) The total number of persons receiving a waiver of nonresident tuition in any given semester under this provision shall not exceed 5 percent of the students enrolled in the same semester in the prior year in that institution.

(F) If the scholarship recipient is concurrently enrolled at more than one institution, the waiver of nonresident tuition is only effective at the institution awarding the scholarship. An exception for this rule exists for a nonresident person who is simultaneously enrolled in two or more institutions of higher education under a program offered jointly by the institutions under a partnership agreement. If one of the partnership institutions awards a competitive scholarship to a person, the person is entitled to a waiver of nonresident tuition at the second institution.

(G) If a nonresident person is awarded a competitive academic scholarship or stipend under this provision and the person is accepted in a clinical biomedical research training program designed to lead to both a doctor of medicine and doctor of philosophy degree, he or she is eligible to pay the resident tuition rate.

(H) A student awarded a competitive scholarship prior to fall 2009 that entitled him or her to pay resident tuition in the 2009-2010 academic year
is entitled to continue paying resident tuition in subsequent semesters if awarded competitive scholarships in keeping with subsection (4) of this section and if the student remains enrolled in the same certificate or degree program. This provision expires August 1, 2014.

(5) Programs for Lowered Tuition for Individuals from Bordering States or Mexico.

(A) Programs that Require Reciprocity. Waivers of nonresident tuition made through each of the following three programs for persons from states neighboring Texas must be based on reciprocity and the institution shall not grant these waivers unless the institution has been provided with a current written agreement with a similar institution in the other state, agreeing to lower tuition for Texas students attending that institution. A participating Texas institution shall file a copy of such agreements with the Board and the agreements shall not be more than 2 years old. The amount of tuition charged shall not be less than the Texas resident tuition rate.

(i) Persons residing in New Mexico, Oklahoma, Arkansas or Louisiana may pay a lowered nonresident tuition when they attend Texas A&M-Texarkana, Lamar State College-Port Arthur, Lamar State College-Orange or any public community or technical college located in a county adjacent to their home state.

(ii) Persons residing in New Mexico and Oklahoma may pay a lowered nonresident tuition when they attend a public technical college located within 100 miles of the border of their home state.

(iii) Persons residing in counties or parishes of New Mexico, Oklahoma, Arkansas or Louisiana adjacent to Texas may pay a lowered nonresident tuition at any institution.

(iv) If a person or a dependent child’s family moves to Texas from a bordering state after the person or dependent child has received a waiver of nonresident tuition based on reciprocity as described in this section, the person is eligible for a continued waiver of nonresident tuition for the 12-month period after the relocation to Texas.

(B) Programs That Do Not Require Reciprocity. Persons who reside in another state may pay a lowered nonresident tuition not less than $30 per semester credit hour above the current resident tuition rate when they attend a general academic teaching institution located within 100 miles of
the Texas border if:

(i) the governing board of the institution approves the tuition rate as in the best interest of the institution and finds that such a rate will not cause unreasonable harm to any other institution; and

(ii) the Commissioner approves the tuition rate by finding that the institution has a surplus of total educational and general space as calculated by the Board’s most current space projection model. This obligation to obtain the approval of the Commissioner is continuing and approval to participate in this waiver program must be obtained at least every two years.

(C) Programs for Residents of Mexico. Subject to the following provisions, persons who are currently residents of Mexico and those persons who are temporarily residing outside of Mexico but with definite plans to return to Mexico shall pay resident tuition.

(i) An unlimited number of residents of Mexico who have demonstrated financial need and attend a general academic teaching institution or a component of the Texas State Technical College System, if the institution or component is located in a county adjacent to Mexico, Texas A&M University–Corpus Christi, Texas A&M University–Kingsville, the University of Texas at San Antonio, or Texas Southmost College shall pay resident tuition.

(ii) A limited number of residents of Mexico who have financial need may attend a general academic teaching institution or campus of the Texas State Technical College System located in counties not adjacent to Mexico and pay resident tuition. This waiver program is limited to the greater of two students per 1000 enrollment, or 10 students per institution.

(iii) An unlimited number of residents of Mexico who have demonstrated financial need and register in courses that are part of a graduate degree program in public health conducted by an institution in a county immediately adjacent to Mexico shall pay resident tuition.

(6) Program for the beneficiaries of the Texas Tomorrow Fund. A person who is a beneficiary of the Texas Tomorrow Fund shall pay resident tuition and required fees for semester hours paid under the prepaid tuition contract. If the person is not a Texas resident, all tuition and fees not paid under the contract shall be paid at the nonresident rate.
(7) Program for Inmates of the Texas Department of Criminal Justice. All inmates of the Texas Department of Criminal Justice shall pay resident tuition.

(8) Program for Foreign Service Officers. A Foreign Service officer employed by the U.S. Department of State and enrolled in an institution shall pay resident tuition if the person is assigned to an office of the U.S. Department of State that is located in Mexico.

(9) Program for Registered Nurses in Postgraduate Nursing Degree Programs. An institution may permit a registered nurse authorized to practice professional nursing in Texas to pay resident tuition and fees without regard to the length of time that the registered nurse has resided in Texas, if the nurse:

(A) is enrolled in a program designed to lead to a master's degree or other higher degree in nursing; and

(B) intends to teach in a program in Texas designed to prepare students for licensure as registered nurses.

(10) Programs for Military and Their Families. Members of the U.S. Armed Forces, Army National Guard, Air National Guard, Army, Air Force, Navy, Marine Corps or Coast Guard Reserves and Commissioned Officers of the Public Health Service, and their Spouses or Dependent Children.

(A) Assigned to Duty in Texas. Nonresident members of the U.S. Armed Forces, members of Texas units of the Army or Air National Guard, Army, Air Force, Navy, Marine Corps or Coast Guard Reserves and Commissioned Officers of the Public Health Service who are assigned to duty in Texas, and their spouses, or dependent children, shall pay resident tuition. To qualify, the person shall submit during his or her first semester of enrollment in which he or she will be using the waiver program, a statement from an appropriately authorized officer in the service, certifying that he or she (or a parent) will be assigned to duty in Texas on the census date of the term he or she plans to enroll and that he or she, if a member of the National Guard or Reserve, is not in Texas only to attend training with Texas units. Such persons shall pay resident tuition so long as they reside continuously in Texas or remain continuously enrolled in the same degree or certificate program. For purposes of this subsection, a person is not required to enroll in a summer semester to remain continuously enrolled.
(B) After Assignment to Duty in Texas. A spouse and/or dependent child of a nonresident member of the U.S. Armed Forces, or of a Commissioned Officer of the Public Health Service who has been reassigned elsewhere after having been assigned to duty in Texas shall pay resident tuition so long as the spouse or child resides continuously in Texas. For purposes of this subsection, a person is not required to enroll in a summer semester to remain continuously enrolled.

(C) Out-of-State Military. A spouse and/or dependent child of a member of the U.S. Armed Forces, or of a Commissioned Officer of the Public Health Service who is stationed outside of Texas shall pay resident tuition if the spouse and/or child moves to this state and files a statement of intent to establish residence in Texas with the institution that he or she attends.

(D) Survivors. A spouse and/or dependent child of a member of the U.S. Armed Forces, or of a Commissioned Officer of the Public Health Service who died while in service, shall pay resident tuition if the spouse and/or child moves to Texas within 60 days of the date of death. To qualify, a person shall submit satisfactory evidence to the institution that establishes the date of death of the member and that the spouse and/or dependent child has established domicile in Texas.

(E) Spouse and Dependents who Previously Lived in Texas. A spouse and/or dependent child of a member of the U.S. Armed Forces, or of a Commissioned Officer of the Public Health Service who previously resided in Texas for at least six months shall pay resident tuition if the member or commissioned officer, at least 12 months prior to the census date of the spouse’s or dependent child’s enrollment in an institution:

(i) filed proper documentation with the military or Public Health Service to change his/her permanent residence to Texas and designated Texas as his/her place of legal residence for income tax purposes; and

(ii) registered to vote in Texas, and

(iii) has satisfied at least one of the following requirements for the 12 months prior to the first day of the relevant semester:

(I) ownership of real estate in Texas with no delinquent property taxes;

(II) registration of an automobile in Texas, or
(F) Honorably Discharged Veterans. A former member of the U.S. Armed Forces or Commissioned Officer of the Public Health Service and his/her spouse and/or dependent child shall pay resident tuition for any semester beginning prior to the first anniversary of separation from the military or health service, if the former member:

(i) had, at least one year preceding the census date of the term or semester, executed a document with U.S. Armed Forces or Public Health Service that is in effect on the census date of the term or semester and that changed his/her permanent residence to Texas and designated Texas as his/her place of legal residence for income tax purposes; and

(ii) had registered to vote in Texas for at least 12 months prior to the census date of the term or semester; and

(iii) provides documentation that the member has, not less than 12 months prior to the census date of the term in which he or she plans to enroll, taken 1 of the 3 following actions:

(I) purchased real estate in Texas with no delinquent property taxes;

(II) registered an automobile in Texas, or

(III) executed a currently-valid will that has been deposited with a county clerk in Texas that indicates he/she is a resident of Texas.

(G) NATO Forces. Non-immigrant aliens stationed in Texas under the agreement between the parties to the North Atlantic Treaty regarding status of forces, their spouses and dependent children, shall pay resident tuition.

(H) Radiological Science Students at Midwestern State University. Members of the U.S. Armed Forces stationed outside the State of Texas who are enrolled in a bachelor of science or master of science degree program in radiological sciences at Midwestern State University by instructional telecommunication shall pay resident tuition and other fees or charges provided for Texas residents, if they began the program of study while stationed at a military base in Texas.
(I) Persons Eligible for Federal Education Benefits for Veterans, their Spouses and Children. Persons eligible for benefits under the federal Post 9/11 Veterans Educational Assistance Act of 2008 or any other federal law authorizing educational benefits for veterans are eligible to pay the resident tuition rate without regard to the length of time they have been in the state, as are their spouses and children (including stepchildren), if they meet the following conditions:

(i) file a letter of intent with their institution to establish residency in Texas;

(ii) reside in this state while enrolled in the institution; and,

(iii) if qualifying as a child, be 25 years of age or younger on the first day of the term in which the person is registering unless meeting the hardship provisions described in clause (iv) of this subparagraph.

(iv) If the child applying for an exemption under this provision is 25 years of age or older but can provide proof to the institution of severe illness or other debilitating condition that affected the person’s ability to use the benefit before reaching that age, the child’s period of eligibility to use the waiver shall be extended for a length of time equal to the period of illness or incapacity.

(11) Program for the Center for Technology Development and Transfer. Under agreements authorized by Texas Education Code, Section 65.45, a person employed by the entity with whom the University of Texas System enters into such an agreement, or the person’s spouse or child, may pay resident tuition when enrolled in a University of Texas System institution.


Each institution shall designate an individual that is employed by the institution as a Residence Determination Official who shall be knowledgeable of the requirements set out in these rules and the applicable statutes.

Chart I. Affidavit. Eligible Nonimmigrants – Persons with Visas that Allow them to Domicile in the United States.

view Chart I here.

http://www.utdallas.edu/dept/graddean/CAT2012/APPENDICES/Chart%20
Chart I—AFFIDAVIT.

STATE OF TEXAS—COUNTY OF ____________________ §

Before me, the undersigned Notary Public, on this day personally appeared
___________________________________________________,
known to me, who being by me duly sworn upon his/her oath,
deposed and said: 1. My name is _______________________________________________________. I am___ years of age. I have personal knowledge of the facts stated herein and they are all true and correct. 2. I graduated or will graduate from a Texas high school or received my GED certificate in Texas. 3. I resided in Texas for three years leading up to graduation from high school or receiving my GED certificate. 4. I have resided or will have resided in Texas for the 12 months immediately preceding the census date of the semester in which I will enroll in __________________________________________________________ (college/university). 5. I have filed or will file an application to become a permanent resident of the United States as soon as I am eligible to do so. In witness whereof, this _______________ day of ______________________, ________________
___________________________________ (Signature)
___________________________________ (Printed Name)
___________________________________ (Student I.D. #)
___________________________________ (Student Date of Birth)
SUBSCRIBED TO AND SWORN TO BEFORE ME, on the _____________________ day of ________________, 20____________, to certify which witness my hand and official seal.

__________________________________ Notary Public in
and for the State of Texas

Chart II. Documentation to Support Establishing and Maintaining Domicile in Texas

The following documentation may be requested by the institution regarding a person’s responses to the Core Residency Questions. Documents that may be used as proof that:

(1) The person or the dependent’s parent established domicile in Texas, and

(2) The person or the dependent’s parent has maintained domicile in Texas continuously for at least 12 consecutive months immediately preceding the census date of the term

view Chart II here: http://www.utdallas.edu/dept/graddean/CAT2012/APPENDICES/Chart%20II.htm
in which the person enrolls, include but are not limited to the following:

**Part A**

**Documents that may Support the Establishment of a Domicile in Texas and Maintenance of Domicile in Texas**

1. **SIGNIFICANT GAINFUL EMPLOYMENT**

   a. An employer’s statement of dates of employment in Texas (beginning and current or ending dates) that encompass at least 12 consecutive months immediately preceding the census date of the term in which the person enrolls.

   b. Other documents that show the person or the dependent’s parent, for at least 12 consecutive months immediately preceding the census date of the term in which the person enrolls:

      1) has been engaged in employment intended to provide an income to the person or allow the person to avoid the expense of paying another to perform tasks (as in child care) that is sufficient to provide at least one-half of the individual’s tuition and living expenses or represents an average of at least 20 hours per week; or

      2) is self-employed in Texas or is living off his/her earnings; or

      3) is primarily supported by public assistance in Texas.

   c. For a homeless person, written statements from the office of one or more social service agencies located in Texas that
attest to the provision of services to the homeless person for
the 12 consecutive months immediately preceding the
census date of the term in which the person enrolls.

2. SOLE OR JOINT MARITAL OWNERSHIP OF
RESIDENTIAL REAL PROPERTY

Title to residential real property in Texas with documentation
to verify 12 consecutive months of ownership immediately
preceding the census date of the term in which the person
enrolls, such as a Warranty Deed, with the person or the
dependent’s parent having established and maintained
domicile at that residence.

3. MARRIAGE TO A PERSON WHO HAS ESTABLISHED
AND MAINTAINED DOMICILE IN TEXAS

Marriage Certificate or Declaration of Registration of Informal
Marriage with documentation to support that spouse has
established and maintained domicile in Texas for the 12
consecutive months preceding the census date of the term in
which the person enrolls.

4. OWNERSHIP OF A BUSINESS ENTITY

Documents that evidence the organization of the business in
Texas that reflect the ownership interest of the person or
dependent’s parent, and the customary management of the
business by the person or dependent’s parent without the
intention of liquidation for the foreseeable future.

Part B

Documents that May Provide Support to a
Claim of Residence in Texas for the 12
Consecutive Months Immediately Preceding the Census Date of the Term in which the Person Enrolls

1. Utility bills for the 12 consecutive months preceding the census date;

2. A Texas high school transcript for full senior year immediately preceding the census date;

3. A transcript from a Texas institution showing presence in the state for the 12 consecutive months preceding the census date;

4. A Texas driver’s license or Texas ID card that has not expired and, if it reflects an origination date, shows an origination date at least 12 months prior to the census date;

5. Cancelled checks that reflect a Texas residence for the 12 consecutive months preceding the census date;

6. A current credit report that documents the length and place of residence of the person or the dependent’s parent to be in Texas and the length of residence to be at least 12 consecutive months preceding the census date.

7. Texas voter registration card that was issued at least 12 months prior to the census date.

8. Pay stubs for the 12 consecutive months immediately preceding the census date, reflecting significant gainful employment in Texas;

9. Bank statements reflecting a Texas address for the 12 consecutive months immediately preceding the census date;
10. Written statements from the office of one or more social service agencies, attesting to the provision of services for at least the 12 consecutive months immediately preceding the census date.

11. Lease or rental of residential real property in the name of the person or the dependent’s parent for the 12 consecutive months immediately preceding the census date.

**Part C**

**Other Documents that May be Used to Lend Support To or Clarify an Individual’s Claim of Domicile or Residence, as Appropriate, in Texas**

Among other documents that may be used to lend support to or clarify an individual’s claim of having established and maintained domicile or residence, as appropriate, in Texas are the following:

1. Tax return of the student or parent(s).

2. Visa, passport or other pertinent immigration documents.

3. Leave and Earnings Statements (LES).

4. Documents or statements to clarify answers to Core Residency Questions.

5. A Texas high school transcript to verify thirty-six months’ presence in the state and graduation from a Texas high school.
6. State or local licenses to conduct a business or practice a profession in this state.
Appendix IVIII

Travel and Risk-Related Activities

Release Forms

The University's Release and Indemnification Agreement and Medical Information Release forms must be completed and signed by each student or member of the public prior to participating in University-sponsored travel or a risk-related activity (see Exhibits B4 through B4-E). There are separate forms for adults and minors and for foreign travel. In the case of a minor, the parent or guardian must sign the forms. A minor is any person who has not yet attained the age of eighteen (18). A student is any person presently enrolled in The University of Texas at Dallas.

A designated contact person in the academic or student affairs unit that is sponsoring the travel or activity must maintain the completed forms for a period of two years. When travel is involved, a Student Travel/Off-Campus Activity Checklist form (page 3 of Exhibit B14-D or B14-FA), indicating that the required Release and Indemnification Agreements have been completed, should be attached to the unit's copy of Student/Team/Group Travel Authorization (Exhibit B14D or B14-F) and must be provided to the Office of Procurement Management. (NOTE: If the travel is to a foreign country, Exhibit B14-F must be approved by the President.)

In those cases where participants in the travel/activity have multiple events and the persons participating do not change, each participant may complete the Medical Information and Release form once at the beginning of a semester. Participants must update information on the form, as necessary, prior to each trip/activity.

Applicability

These policies and procedures apply to all University sponsored travel and other activities associated with high risks that involve one or more students and members of the public. In general, the applicable travel/activities may
be categorized as follows:

Activities associated with organized courses or officially recognized independent study, either for credit (e.g., field trip courses) or non-credit.
Activities associated with individual work or research off-campus; e.g., co-ops, internships, student teaching, and practica.
Extracurricular activities including, but not limited to intramural sports, intercollegiate athletics, and similar activities.

NOTE: This policy also applies to registered student organizations if the activity or event is organized and sponsored by UTD and if travel to the activity or event is funded and undertaken using a vehicle owned or leased by UTD. Registered student organizations may not require members to travel beyond 25 miles from UTD.

Activities sponsored by an academic unit are under the purview of the Office of the Executive Vice President and Provost. Questions regarding the policies, procedures, or forms should be directed to the Vice Associate Provost at extension 27946742.

Activities sponsored by Student Affairs are under the purview of the Office of the Assistant Vice President for Student Affairs and Dean of Students. Questions regarding those activities should be directed to the Office of the Assistant Vice President for Student Affairs and Dean of Students at extension 6391.

Notifications

Students should be thoroughly informed through the catalog, the class schedule, and the course syllabus about all travel and other risk-related activities required by or associated with a credit course. For non-credit courses or programs, the course or program materials should provide this information.

Students and members of the public engaged in travel or other high-risk activities associated with the University should be informed of the nature of such risks prior to participating in the activity. An attachment to the Release and Indemnification Agreement that would be referenced on the form may be appropriate for this purpose.
The faculty or staff member in direct charge of the travel or other high-risk activity associated with the University may consult the Dean of Students to determine whether any participating student has been referred or disciplined for non-academic behavior.

The faculty or staff member in direct charge of the travel or other high-risk activity associated with the University may for good reason refuse to allow any student to participate in the activity if an academically equivalent alternative is provided.

Prior to each travel of other risk-related activity, the administrator of the unit sponsoring the activity must provide the Police Chief with the name of the faculty or staff member in direct charge of the activity, the name of a member of the unit not participating in the activity who can be contacted if needed, and, for travel-related activity, the names of the students and members of the public who are traveling. For the risk-related activities not involving travel, the administrator must notify the Police Chief regarding the site of the activity and the approximate number of participants. The Student/Team/Group/Travel Authorization form (Exhibit B14-D or B14-F) and the Student Travel/Off-Campus Activity Checklist (Exhibit B14-A) are used for these notifications.

Incidents of a serious nature should be reported immediately to the administrator in charge of the sponsoring unit. If an incident of a serious nature occurs during travel and involves inappropriate behavior by a student, the faculty or staff member may immediately end the student's participation in the travel or other high-risk activity by making a reasonable effort to provide the student (at the student's expense) access to public transportation for an unaccompanied return to the University.

Safety Issues and Modes of Travel

General

Circumstances such as terrain, road conditions, length of trip, etc., may make it prudent that students and/or members of the public go with available group transportation rather than travel by personal vehicle. In some situations, it may be that travel with the group should be required. The faculty, staff member, and/or supervisor in charge of the travel should consider this issue as he or she would any safety matter. As with all of these issues, the use of caution and common sense are an important part.
of this process.

In all cases where an adult participant is permitted to choose to drive/ride in private transportation, that circumstance should be described in the Mode of Transportation line on the Release and Indemnification Agreement.

For minor participants, the key issue is giving notice to parents/guardians exactly how their child is to be transported to/from the activity. The Mode of Transportation information should provide notice. It would be best to limit the transportation of minors who are not accompanied by a parent/guardian to UTD owned/leased/rented vehicles, or vehicle driven by UTD employees acting within the scope of their employment. Such a requirement should be stated on the Release and Indemnification Agreement.

**All Motor Vehicle Travel**

The administrator of the unit sponsoring an activity involving travel for students or members of the public must ensure that the following safety precautions are followed:

- **Seat Belts:** Occupants of motor vehicles shall use seat belts or other approved safety restraint devices as required by law at all times when the vehicle is in operation.

- **Weapons, alcohol, and illegal substances prohibited:** Occupants of motor vehicles shall not consume, possess, or transport any weapons, alcoholic beverages, or illegal substances at any time when the vehicle is in operation.

- **Passenger Capacity and Hours of Driving:** The total number of passengers, including the driver, in any vehicle at any time it is in operation shall not exceed the manufacturer’s recommended capacity.

The distance to the destination and/or the number of participants needing transportation should determine the type of transportation to be used. On long trips, each vehicle should have a minimum of two drivers certified by the UTD Safety Officer. Drivers should rotate periodically, and no more than 10 hours of driving should be completed during any one day. Trips requiring more than 10 hours driving to reach the destination will require overnight lodging. There should be no
driving between the hours of 11:00 p.m. and 6:00 a.m. without prior approval of the appropriate administrative official. Van drivers must take a thirty-minute rest break every four hours.

For trips scheduled for longer than 2 hours, a navigator must be assigned to assist the driver. The navigator must stay awake while on duty.

No more than nine (9) people, including the driver plus gear, should be loaded on any one 15-passenger van. The weight of the passengers and their gear should be distributed evenly throughout the van. Luggage should be placed in the rear behind the last seat and is not allowed on the roof when the van is being operated.

On trips where the number of participants exceeds that which can comfortably fit in two or three vans, a chartered bus should be considered. All vehicles should have access to a cellular phone, and the number should be indicated in the notification to the Police Chief.

**Medical Insurance:** Students traveling on a University-sponsored overnight trip must have medical insurance. Student health insurance is available at minimal cost through the University of Texas System health insurance provider which Student Insurance Division of UICI, a local company that provides tailored health insurance programs for students enrolled in universities. Contact the representative for UT Dallas at the Student Health Center, 972-883-2749 or 229-6700 for information on insurance for special events such as field trips and off-campus activities. Insurance may be provided by the sponsoring office as part of the cost of the activity, or may be purchased by individual students.

**Driver Authorization:** All University employees who drive University owned vehicles or who drive a rental vehicle that is used to transport students must be certified by the UTD Safety Officer as having met the requirements for the authorization of drivers in this policy and The U.T. System Business Procedure Memorandum No. 16-05-02. This does not apply to employees who are driving rental vehicles on University business but are not transporting students. Requirements for being an authorized driver include a 36-month Motor Vehicle Record score of 2 or less, as well as appropriate driver training. Van-specific training, including on-the-road training, is required for drivers of 15-passenger vans.

**Insurance Coverage:** The U.T. System Business Procedure
Memorandum No. 16-05-02 includes information, policies, and procedures regarding insurance policies covering the authorized use of owned, hired and non-owned vehicles; requirements for the safe use of vehicles; requirements for authorization of drivers; and procedures for reporting vehicle accidents or occurrences which may lead to claims. This Memorandum may be found at http://www.utsystem.edu/policy/policies/uts157.html http://www.utsystem.edu/bpm/16.htm.

Valid Driver’s License: An employee who operates a University-owned, rented, leased, or personal vehicle for official University business at a time when his or her license was suspended or revoked shall be subject to disciplinary action up to and including dismissal.

Emergency Procedures. Important: Copies of participant Medical Information Release forms and the Emergency Procedures Checklist must accompany the responsible faculty or staff member assigned to each vehicle for University-sponsored travel.

For University-Owned or Rental Vehicles:

Accident:

Notify local authorities @ 911.
Notify UTD Police @ 972-883-2331 who will notify the Safety Officer, the automobile insurance contact, the Risk Manager, and the administrator in charge of the sponsoring unit. The need for follow-up with the participants’ emergency contact persons or others is discussed at this time.

Leave a cellular phone number with the University Police dispatcher. For rentals, call the 800 number provided by the rental company.

While at the scene of the accident, authorized drivers must attempt to obtain as much information as possible, including:
- The license plate number of any vehicles at the scene;
- The names and telephone numbers of the other parties;
- Insurance information from the other parties involved in the accident;
As soon as possible, the authorized driver will provide this information to the fleet contact at 972-883-2249.

Authorized drivers of the University-owned vehicles should advise other parties involved in the accident that the accident will be reported to the University’s insurance company who will be in contact with the claimant.

In the case of rental vehicles, the University has an insurance policy that becomes applicable if the cost exceeds what is covered by the rental agency’s insurance policy. Authorized drivers of the University-owned vehicles should advise other parties involved in the accident that the accident will be reported to the rental agency and to the University’s insurance company.

Authorized drivers should not make any representations regarding insurance coverage to other parties involved in the accident, because the insurance company’s adjuster will make the determination of coverage available under the insurance policy. Should the other party require some type of insurance information, a copy of UTD’s insurance policy is in the glove compartment (University-owned vehicles only) or they may contact UTD’s fleet contact at 972-883-2249 for assistance.

Upon returning to campus, the fleet contact will provide you with insurance claim forms to be filled out with all pertinent information about the accident. The fleet contact will then forward the claim form to the insurance company for handling.

**Mechanical Breakdown (University-Owned Vehicles):**

- Notify the dispatcher in the UTD Police Department @ 972-883-2331 who will the supervisor of the authorized driver.
- Contact some form of roadside assistance (local auto dealer service department, garage, etc.)
- Leave a cellular phone number for someone to call you back.
- Do not attempt to make repairs, including changing a tire. Wait for roadside assistance.

**Mechanical Breakdown (Rental Vehicles):**

Call the 800 number provided by the rental company.
## Graduate Catalog 2013 - Course Change Requests

### School of Arts and Humanities

<table>
<thead>
<tr>
<th>Year</th>
<th>Req Address crse_id</th>
<th>Catalog Course Description</th>
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<tr>
<td>2012-2013</td>
<td>atec6372 000857 atec6372.4</td>
<td>ATEC 6372 (EMAC 6372) Approaches to Emerging Media and Communication (3 semester hours) This course focuses on the conceptual study of emerging media. Course may explore the theoretical, political, technological, cultural, cognitive, and historical forces which inform the way media and communication develop. (3-0) T</td>
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<td>2012-2013</td>
<td>atec6381 014027 atec6381.2</td>
<td>-- request to remove this course from catalog -- ATEC 6381 Special Topics in Emergent Communication (3 semester hours) Explores current theories informing research on and practices in digital media and communication, such as distributed, mobile, time-shifted, interactive and personal media. (May be repeated for credit as topics vary to a maximum of 9 credit hours.) (0-3) T</td>
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<td>2012-2013</td>
<td>atec6385 013217 atec6385.3</td>
<td>ATEC 6385 Special Topics in Animation (3 semester hours) Advanced research in animation, including concept development, character development, advanced techniques and methods in 2D 3D animation, and animation production techniques. (May be repeated for credit to a maximum of 9 credit hours.) (0-3) R</td>
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<td>2012-2013</td>
<td>emac6300 013183 emac6300.4</td>
<td>EMAC 6300 Interdisciplinary Studies in of Emerging Media and Communication (3 semester hours) This course is an interdisciplinary study of the implications of interactive technology for the creation, dissemination and impact of communication. Establishes basic theoretical concepts and principles underlying the graduate program in Emerging Media and Communication. (3-0) Y</td>
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<td>2012-2013</td>
<td>emac6372 012788 emac6372.5</td>
<td>EMAC 6372 (ATEC 6372) Approaches to Emerging Media and Communication (3 semester hours) This course focuses on the conceptual study of emerging media. Course may explore the theoretical, political, technological, cultural, cognitive, and historical forces which inform the way media and communication develop. (3-0) T</td>
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<tr>
<td>2011-2013</td>
<td>huas7349 007169 huas7349.3</td>
<td>HUAS 7349 Advanced Topics in Creative Writing (3 semester hours) Advanced investigation of the theory, history, aesthetics, art, and creation of creative writing in a workshop environment. The course may focus on poetry, short stories, scripts or other genres. Permission of instructor and completion of 6 hours of graduate creative writing is required. (May be repeated as topics vary for credit to a maximum of 9 credit hours.) (3-0) T</td>
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<td>2011-2013</td>
<td>huma6300 012997 huma6300.5</td>
<td>HUMA 6300 Interdisciplinary Approaches to the Arts and Humanities (3 semester hours) Introduction to interdisciplinary approaches to the arts and humanities, including concepts of inquiry and interpretation that form the theoretical bases of the graduate programs, seminars, workshops, and studios. Required of all degree candidates for the Master of Arts, Master of Arts in Teaching, and Doctor of Philosophy in Humanities. (3-0) S</td>
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### ACN 6316 (HCS 6316, PSYC 6316) Research Methods in Behavioral and Brain Sciences - Part III (3 semester hours)

Applying, understanding, and interpreting various advanced multivariate statistical techniques in brain and behavioral science contexts. Includes principal component analyses, simple and multiple correspondence analyses, partial least square regression, methods, multi-table analyses, discriminant analyses, and structural equation modeling. (May be repeated for credit) (3-0) R

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<td>2012-2013</td>
<td>acn6316 013151 acn6316.4</td>
<td>ACN 6316 (HCS 6316, PSYC 6316) Research Methods in Behavioral and Brain Sciences - Part III (3 semester hours) Applying, understanding, and interpreting various advanced multivariate statistical techniques in brain and behavioral science contexts. Includes principal component analyses, simple and multiple correspondence analyses, partial least square regression, methods, multi-table analyses, discriminant analyses, and structural equation modeling. (May be repeated for credit) (3-0) R</td>
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<td>2012-2013</td>
<td>aud6113 014044 aud6113.2</td>
<td>AUD 6113 Grand Rounds (1 semester hour) Case staffing, presentations and discussion of patient audiological diagnostic and rehabilitation and selected topics in a group session attended by students and faculty. (May be repeated for credit.) (3-0) (1-0) Y</td>
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<td>2012-2013</td>
<td>aud6310 000871 aud6310.5</td>
<td>AUD 6310 Advanced Clinical Audiology (3 semester hours) Instrumentation and calibration standards for audiology practice. The development, application and interpretation of standard and advanced diagnostic audiological procedures. (3-0) Y</td>
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<td>2012-2013</td>
<td>aud6311 000872 aud6311.5</td>
<td>AUD 6311 Diagnostic Audiology (3 semester hours) Diagnostic procedures for audiological diagnosis including behavioral and electrophysiological functional measures (ABR and OAE). Administration Emphasis on administration and interpretation of diagnostic audiological tests. (3-0) Y</td>
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<td>2010-2013</td>
<td>aud6318 000874 aud6318.5</td>
<td>AUD 6318 Pediatric Audiology (3 semester hours) Etiological, medical and genetic considerations relevant to the pediatric population. Emphasis on current diagnostic options with infants and young children, including those having mental retardation developmental delays from cognitive deficits or multiple physical disabilities. (3-0) Y</td>
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<td>2012-2013</td>
<td>aud7210 014053 aud7210.2</td>
<td>AUD 7210 Professional Issues in Audiology (2 semester hours) Ethics and professional issues in various practice settings, including multicultural considerations, licensure, certification, outcome measures, liability, malpractice, and practice management. (3-0) (2-0) Y</td>
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<tr>
<td>2012-2013</td>
<td>aud7228 014056 aud7228.3</td>
<td>AUD 7228 Hearing Loss Prevention (2 semester hours) Identification and prevention of hearing loss in children and adults through screening programs. Includes school, community, adults. Focuses on industrial and industrial-based military hearing conservation programs. Includes hearing loss prevention in children, noise measurement techniques, and hearing protection. (0-0) (2-0) Y</td>
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<tr>
<td>2012-2013</td>
<td>aud7240 014057 aud7240.2</td>
<td>AUD 7240 Auditory Processing Disorders (2 semester hours) Auditory processing disorders with respect to underlying etiologies and behavioral and electrophysiologic procedures for diagnosis and therapeutic management. (3-0) (2-0) Y</td>
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<tr>
<td>Department</td>
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<tr>
<td>Audiology</td>
<td>aud8v97</td>
<td>Doctoral Internship in Audiology</td>
<td>Intensive, full-time, clinical audiology practicum in a work setting that provides exposure to a diverse clinical population and a wide breadth of audiologic services. Completed during the fourth year of the Au.D. AuD Program. (May be repeated for credit.)</td>
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<tr>
<td>Speech Sci.</td>
<td>comd6305</td>
<td>Speech Science</td>
<td>Anatomy, physiology and functional organization of speech. Mechanisms of normal speech production and perception with applications to the clinical setting. Pass/Fail only.</td>
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<td>Literacy Development</td>
<td>comd7308</td>
<td>Preliteracy Development</td>
<td>Historical, cultural, theoretical, developmental, and pedagogical perspectives on the foundation for literacy in early childhood.</td>
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<tr>
<td>Cognition</td>
<td>comd7309</td>
<td>Neural Correlates of Human Cognition: Lesion-Deficit Models</td>
<td>A framework of how the correlation of brain lesions with behavioral cognitive deficits provides a key map associating cognitive functions with specific human brain regions in humans. These findings provide a key model to combine with the findings of functional neuroimaging (fMRI, PET) in understanding how humans think. The essential anatomic underlying specific cognitive functions. The areas of cognition to be covered using this model include language, episodic memory, semantic memory, working memory, aspects of visuospatial functions, and higher-order motor planning. This knowledge base provides a key framework to combine with the findings of functional neuroimaging (fMRI, PET) in understanding how humans think.</td>
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<tr>
<td>Bilingual</td>
<td>comd7v56</td>
<td>Assessment and Intervention with Bilingual Language Populations</td>
<td>Evaluation procedures and intervention strategies of culturally and linguistically diverse populations. Second Demographics, second language acquisition, acculturation, bilingual education models and differentiating between language difference vs. language disorders.</td>
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<tr>
<td>Behavioral</td>
<td>hcs6316</td>
<td>Research Methods in Behavioral and Brain Sciences - Part III</td>
<td>Applying, understanding, and interpreting various advanced multivariate statistical techniques in brain and behavioral science contexts. Includes principal component analyses, simple and multiple correspondence analyses, partial least square regression, methods, multi-table analyses, discriminant analyses, and structural equation modeling. (May be repeated for credit)</td>
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<td>Child</td>
<td>hcs6357</td>
<td>The Developing Child: Infants and Toddlers</td>
<td>Relevant developmental theories and processes as well as skills acquired Theories of infant development in motor, sensory-perception, cognitive, and social multiple content domains (cognitive, social, motor, language, physical) from conception to 24 months. Milestones of development and the prenatal period through two years understanding of age, relationship across domains and viewing the child as a &quot;system&quot; within the relationships.</td>
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<tr>
<td>hcs6372</td>
<td>HCS 6372 (ACN 6372) The Neuroscience of Pain (3 semester hours) A systems-oriented course covering the anatomical and physiologic basis of pain. The course emphasizes the similarities and differences between the different forms of pain and describes the basic features of neural processing of pain signals in the spinal cord and brain, the anatomy and the function of the descending systems that can control transmission of pain signals, and peripheral and central sensitization. The physiological and molecular basis for treatment of pain is discussed. (3-0) Y</td>
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| hcs7309  | HCS 7309 (COMD 7309) Neural Correlates of Human Cognition: Lesion-Deficit Models (3 semester hours) A framework of how the correlation Correlation of brain lesions with behavioral cognitive deficits provides a key map associating cognitive functions with specific human brain regions in humans. These findings provide a key model to combine with the findings map of functional neuroimaging (fMRI, PET) in understanding how humans think. the essential anatomic underlying specific cognitive functions. The areas of cognition to be covered using this model include language, episodic memory, semantic memory, working memory, aspects of visuospatial functions, and higher-order motor planning. This knowledge base provides a key framework to combine with the findings of functional neuroimaging (fMRI, PET) in understanding how humans think. Cognitive deficits in patients (e.g., amnesia, aphasia, etc.) will be explained within this framework. (3-0) Y
| hcs7313  | HCS 7313 Family Psychology (3 semester hours) Theory and research on family systems, including topics related to family interactions and relationships within the family. (3-0) R                                                                 |       |         |           |
| hcs7316  | HCS 7316 Statistical Analysis of Brain Imaging Data (3 semester hours) Covers analysis of brain imaging data obtained from diverse techniques such as PET, SPECT, fMRI, or EEG. Includes standard analysis analyses with packages such as SPM02 or AFNI as well as pattern analysis approaches (e.g., partial least squares methods, regression, correspondence, discriminant, and principal component analysis), analyses. (3-0) R
<p>| hcs7372  | HCS 7372 Seminar in Cognition and Neuroscience (3 semester hours) Selected topics and current research in cognition and neuroscience. (May be repeated for credit.) (3-0) R                                                                 |       |         |           |
| hdcd6312 | HDCD 6312 Atypical Development (3 semester hours) Disorders of development from conception to age five, emphasizing etiology, diagnosis and treatment. Impact of delays in the acquisition and integration through preschool. Effects of various developmental skills as they relate to specific disorders of personality and socialization, sensory impairments on the child, family, and motor skills, the environment and language prognosis and cognition, treatment options. (3-0) Y |       |         |           |</p>
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<tr>
<td>hdcd6316</td>
<td>HDCD 6316 Developmental Assessment (3 semester hours) Play-based, curriculum-based, authentic assessment, family assessment protocols and the Functional Emotional Assessment Scale (FEAS). Consider Use of Zero-to-Three diagnostic classification system (DC: 0-3) through differential diagnosis decision-making based on the results from the FEAS. Emphasis on clinical judgment/observation, interpretation and integration with assessment results. Prerequisites: HDCD 6319, 6315. (3-0) Y</td>
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<tr>
<td>hdcd6319</td>
<td>HDCD 6319 (HCS 6357, PSYC 6357) The Developing Child: Infants and Toddlers (3 semester hours) Relevant developmental theories and processes as well as skills acquired Theories of infant development in motor, sensory-perceptual, cognitive, and social multiple content domains (cognitive, social, motor, language, physical) from conception to 24 months. Milestones of development and the prenatal period through two years understanding of age. relationship across domains and viewing the child as a &quot;system&quot; within the relationships. (3-0) Y</td>
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<tr>
<td>hdcd6325</td>
<td>HDCD 6325 Service Coordination of Community Resources (3 semester hours) Policies and procedures pertinent to service coordination of community resources in early intervention and family centered practices that help families become more independent. Identifying and screening relevant resources for children with special needs and their families. (3-0) Y</td>
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<tr>
<td>hdcd6330</td>
<td>HDCD 6330 Families and Culture (3 semester hours) Child growth and development in the context of diverse families and cultures. Respect for cultural variations in family values and practices. Emphasizes the impact of the students' own culture, attitudes, and beliefs in working with families from diverse backgrounds. (3-0) R</td>
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<tr>
<td>hdcd6335</td>
<td>HDCD 6335 Intervention Paradigms (3 semester hours) Historical, theoretical, political, practice, and research bases for principles of approaches to early intervention with at-risk and handicapped infants, toddlers, and preschoolers and their families. Includes research methodology for evaluating paradigms. Research methods to evaluate the effectiveness of early intervention programs and an emphasis on determine evidence-based practice. (3-0) Y</td>
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<tr>
<td>hdcd6355</td>
<td>HDCD 6355 Advanced Seminar: Family Outreach and Assessment (3 semester hours) This practicum is designed to provide students, as part of a 2-3 person team, supervised experiences with young children from diverse backgrounds, at selected off-campus sites. Emphasis is on assessment, professional report writing, communicating assessment results orally to the families and other professionals, the referral process, and working together in 2-3 student teams. Pass/Fail only. (May be repeated for credit.) (3-0) Y</td>
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<tr>
<td>hdcd6390</td>
<td>HDCD 6390 Infant Mental Health (3 semester hours) Theoretical foundations of infant mental health. The How children's healthy development is impacted by the attachment-separation process in healthy and social-emotional development. The impact of illness, disability, maltreatment, deprivation; Theoretical foundations for current practice. Addresses contributing factors, including brain development, temperament, trauma, foster-care, multiple separations, and adoption on infant mental health, parent attachment styles. Overview of intervention programs that address relationship disruptions or disorders. (3-0) Y</td>
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### 2012-2013 courses

#### HDCD 6395 Medical and Biobehavioral Factors in Early Childhood Disorders (3 semester hours)
The normal functioning of organ systems and the most common malformations, dysfunction, and diseases. Effects of these disorders on the child and family are studied.

**Credits:** 3-0

#### HDCD 7V80 Independent Research (1-6 semester hours)
Individualized program of study which includes research and/or other designated activities. Permission of supervising instructor is required. May be repeated for credit.

**Credits:** [1-6]-0

#### PSYC 6316 (HCS 6316, ACN 6316) Research Methods in Behavioral and Brain Sciences - Part III (3 semester hours)
Applying, understanding, and interpreting various advanced multivariate statistical techniques in brain and behavioral science contexts. Includes principal component analyses, simple and multiple correspondence analyses, partial least square regression, methods, multi-table analyses, discriminant analyses, and structural equation modeling. (May be repeated for credit)

**Credits:** 3-0

#### PSYC 6357 (HCS 6357, HDCD 6319) The Developing Child: Infants and Toddlers (3 semester hours)
Relevant developmental theories and processes as well as skills acquired. Theories of infant development in motor, sensory perception, cognitive, and social multiple content domains (cognitive, social, motor, language, physical) from conception to 24 months. Milestones of development and the prenatal period through two years understanding of age. Relationship across domains and viewing the child as a "system" within the relationships.

**Credits:** 3-0
### CRIM 5310 (POEC 5310) Research Design I (3 semester hours)

This course is the first in a two course sequence devoted to the research enterprise and the study of data development strategies and techniques to facilitate effective statistical analysis. Topics generally covered include: (1) issues and techniques in social science research with emphasis on philosophy of science, theory testing, and hypothesis formulation, (2) measurement and data collection strategies, reliability and validity of measures and results, sampling, surveys, and (3) examination of qualitative versus quantitative research techniques working with observational data, field research issues, and triangulation. (3-0) Y

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### CRIM 6300 Proseminar in Criminology (3 semester hours)

Introduction to graduate study in criminology through exposure to issues surrounding concepts topics such as academic publishing, formulation of crime, criminals and societal response. Students learn to examine critically the theoretical, methodological and policy issues research questions, writing of literature reviews, career options in criminology the discipline, professional ethics, data literacy, and criminal justice. (3-0) Y

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### CRIM 6303 Etiology of Crime and Criminality (3 semester hours)

This course examines the history of criminological thought incorporating the major works of such theorists as Bentham, Beccaria, Marx, Durkheim, Lombroso, Shaw and McKay, Sutherland, Becker, and Merton. (3-0) Y

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### CRIM 6307 Extent of Crime and Measurement (3 semester hours)

This course will address problems in criminology and examine criminology. Examines the major data sources available on crimes, criminals and criminals who commit them and the limitations of such data. Topics also include measurement issues and problems concerning research on the nature and extent of criminal behavior. (3-0) R

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### CRIM 6308 Victimology (3 semester hours)

This course examines risks and consequences of crime for its victims. Issues considered include victim-offender relationships, characteristics of victims, the nature of the injuries they experience, and criminal justice procedures that involve them. (3-0) R

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### CRIM 6309 Communities and Crime (3 semester hours)

This course examines the trends and sources of crime and social disorder across communities. The course emphasizes relationships among crime, fear of crime, neighborhood changes and the resulting affect, responses, relationships, change, neighborhood responses to crime, and public policies addressing those factors. (3-0) R
### CRIM 6310 Delinquency and Juvenile Justice (3 semester hours)

This course will examine youth crime, child victimization, and juvenile justice. Students learn the processes by which specific behaviors are identified as delinquent, the historical evolution of the juvenile justice, and current policies and practices. (3-0) R

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<td>This course will examine youth crime, child victimization, and juvenile justice. Students learn the processes by which specific behaviors are identified as delinquent, the historical evolution of the juvenile justice, and current policies and practices. (3-0) R</td>
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### CRIM 6311 Crime and Justice Policy (3 semester hours)

This course will provide an An introduction as well as in-depth study into crime and the efforts to control crime through public policy. (3-0) Y

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### CRIM 6312 Legal Aspects of Justice Administration (3 semester hours)

CRIM 6312 Legal Aspects of Justice Administration (3 semester hours) Examines key legal issues relevant to justice administration. Topics include contemporary issues in criminal law and procedure, civil liability, asset forfeiture, administrative discipline, constitutional rights of justice practitioners, employment conditions and standards, and sexual harassment policy. (3-0) Y

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<td>CRIM 6312 Legal Aspects of Justice Administration (3 semester hours)</td>
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<td>CRIM 6312 Legal Aspects of Justice Administration (3 semester hours) Examines key legal issues relevant to justice administration. Topics include contemporary issues in criminal law and procedure, civil liability, asset forfeiture, administrative discipline, constitutional rights of justice practitioners, employment conditions and standards, and sexual harassment policy. (3-0) Y</td>
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### CRIM 6313 Corrections (3 semester hours)

This course will examine the history, forms, and functions of correctional philosophies, institutions, programs, and policies. Topics include the structure and functions of prisons and jails, community corrections, intermediate sanctions, and the growth of correctional control in modern society. (3-0) R

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<td>CRIM 6313 Corrections (3 semester hours)</td>
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<td>This course will examine the history, forms, and functions of correctional philosophies, institutions, programs, and policies. Topics include the structure and functions of prisons and jails, community corrections, intermediate sanctions, and the growth of correctional control in modern society. (3-0) R</td>
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### CRIM 6314 Policing (3 semester hours)

This course will provide an in-depth analysis of the history, forms, and functions of policing in America. (3-0) R

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### CRIM 6315 Violent Crime (3 semester hours)

This course will provide an in-depth analysis of the sources and patterns of violent offending across time and space. Topics include conceptions and typologies of violent crimes, victim-offender relations, and efforts to predict and control violent offending. (3-0) R

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<td>CRIM 6315 Violent Crime (3 semester hours)</td>
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<td>This course will provide an in-depth analysis of the sources and patterns of violent offending across time and space. Topics include conceptions and typologies of violent crimes, victim-offender relations, and efforts to predict and control violent offending. (3-0) R</td>
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### CRIM 6317 Courts (3 semester hours)

This course will address the objectives, institutions and processes involved in the adjudication of offenders. Topics include the structure and function of the judicial system and principal court actors. (3-0) R

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<td>crim6317</td>
<td>CRIM 6317 Courts (3 semester hours)</td>
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<td>This course will address the objectives, institutions and processes involved in the adjudication of offenders. Topics include the structure and function of the judicial system and principal court actors. (3-0) R</td>
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### CRIM 6318 Introduction to Quantitative Methods (3 semester hours)

This introductory graduate-level statistics course is geared to the consumption of statistical methods commonly used in social science research. Topics include creating and interpreting graphical and tabular summaries of data, descriptive statistics, basic probability theory, sampling distributions, basic hypothesis testing (t-tests, chi-square tests, and analysis of variance); estimation of population parameters, confidence intervals and correlation. An introduction to regression analysis will also be provided. Topics are supported by computer-supported data analyses. (3-0) Y

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<td>crim6318</td>
<td>CRIM 6318 Introduction to Quantitative Methods (3 semester hours)</td>
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<td>This introductory graduate-level statistics course is geared to the consumption of statistical methods commonly used in social science research. Topics include creating and interpreting graphical and tabular summaries of data, descriptive statistics, basic probability theory, sampling distributions, basic hypothesis testing (t-tests, chi-square tests, and analysis of variance); estimation of population parameters, confidence intervals and correlation. An introduction to regression analysis will also be provided. Topics are supported by computer-supported data analyses. (3-0) Y</td>
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Graduate Catalog 2013 - Course Change Requests

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<td>crim6319</td>
<td>CRIM 6319 Applied Regression (3 semester hours)</td>
<td>This course provides a survey of the bivariate and multiple regression models estimated using Ordinary Least Squares (OLS), with an emphasis on using regression models to test social and economic hypotheses. This application-focused course presents examples drawn from economics, political science, public policy and sociology, introduces the basic concepts and interpretation of regression models, and basic methods of inference. Topics are supported by computer-supported data analyses. Prerequisite: EPPS 6313 or CRIM 6318 or EPPS 7313. (3-0)</td>
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<td>crim6322</td>
<td>CRIM 6322 Crime Prevention (3 semester hours)</td>
<td>This course examines situational, social, and legislative approaches to the prevention of crime and delinquency with emphasis on theories, protective factors, implementation and consequences of these approaches. (3-0)</td>
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<td>crim6323</td>
<td>CRIM 6323 Violence and Gun Control (3 semester hours)</td>
<td>The primary purpose of this course is to examine 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, flaws in arguments on both sides of issue, as well as tricks used by advocates to persuade people to agree with their point of view. (3-0)</td>
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<td>crim6324</td>
<td>CRIM 6324 Correlates of Crime and Justice (3 semester hours)</td>
<td>This course is intended to examine the nature, relationships, and aggregate levels to various forms of crime and systems of justice. (3-0)</td>
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<td>crim6332</td>
<td>CRIM 6332 GIS Applications in Criminology (3 semester hours)</td>
<td>This course will examine spatial distributions of crime, criminals, and criminal justice interventions. Students conduct spatial analysis of point patterns within specific and area-based data, data in studies of the locations of crime events and rates, offenders, police patrolling practices, judicial districts and community corrections and the manner in which they relate to physical and social characteristics of neighborhoods. (3-0)</td>
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<td>crim6348</td>
<td>CRIM 6348 Drugs and Crime (3 semester hours)</td>
<td>This course provides students with a survey of the historical context of the legislative initiatives that have been attempted to combat the use of drugs, the relationship between drug use/abuse and crime, and the crime and public policy problems surrounding the control of drugs. (3-0)</td>
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<td>crim6351</td>
<td>CRIM 6351 (PA 6351) Introduction to Homeland Security (3 semester hours)</td>
<td>This course provides a comprehensive overview of the structure of Homeland Security, its origins and developing trends and challenges. Selected material from Congress, Federal Emergency Management Agency, Department of Justice, local, state, and other government and non-government agencies will be studied. Examines both historical and contemporary Homeland Defense and Security issues. (3-0)</td>
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<td>CRIM 6390</td>
<td>(PA 6390) Administrative and Leadership in Administration of Justice Agencies (3 semester hours)</td>
<td>This course focuses on the administrative structures, processes, and behavior in managing criminal justice agencies. The focus is on human and financial resources, organizational theory, decision-making, productivity, measurement and enhancement, organizational design, and ethics and culture in police, courts, and correctional agencies.</td>
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<tr>
<td>CRIM 6395</td>
<td>(PA 6395) Contemporary Issues in Justice Administration (3 semester hours)</td>
<td>This course explores and surveys classical and recent literature in criminal justice focused on various critical issues confronting the criminal justice system. The course studies the trends, contemporary topics, and reform movements currently prominent in the fields of policing, courts and corrections.</td>
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<td>CRIM 6399</td>
<td>Capstone in Justice Administration (3 semester hours)</td>
<td>The capstone in justice administration is the culminating experience for graduating Executive MS-JAL students. Students integrate knowledge from across the criminology and public affairs curriculum in an independent, faculty-directed, semester-long applied research project.</td>
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<td>CRIM 6V92</td>
<td>Research Workshop in Applied Criminology (3-9) (1-9 semester hours)</td>
<td>Students join a faculty member in a group research project. May be repeated for credit to a maximum of 9 hours. Prerequisite: EPPS 6313 and EPPS 6316 or equivalent, plus a good working knowledge of OLS Regression.</td>
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<td>CRIM 6V98</td>
<td>Analytical Writing Research (1-9 semester hours)</td>
<td>Students perform independent research under the supervision of faculty. May be repeated for credit. Prerequisite: EPPS 6313 and EPPS 6316 or equivalent, plus a good working knowledge of OLS Regression.</td>
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<td>CRIM 7300</td>
<td>Advances in Criminology Theory (3 semester hours)</td>
<td>This course examines contemporary criminological theories and the degree to which research has provided empirical support for explanations of crime and criminality.</td>
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<td>CRIM 7301</td>
<td>Seminar in Criminology Research and Analysis (3 semester hours)</td>
<td>This course examines a variety of quantitative methods and procedures used in criminology research. Students will plan and execute an independent research project. Prerequisite: EPPS 6310 or equivalent, plus a working knowledge of OLS Regression.</td>
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<td>CRIM 7342</td>
<td>Qualitative Criminology (3 semester hours)</td>
<td>This course will examine ethnography and other qualitative approaches to studying crime, criminals, and criminal justice, particularly participant observation and informant and respondent interviewing. Topics include phenomenology, case study, in-depth interviewing, ethnomethodology, conversation analysis, historical methods, gaining access, sampling, data collection and analysis, and legal and ethical concerns.</td>
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<td>CRIM 7351</td>
<td>Advanced Criminological Theory Seminar</td>
<td>3 semester hours</td>
<td>Topics will vary from semester to semester on various criminological theories. May be repeated for credit as topics vary (9 elective hours maximum). Prerequisites: CRIM 6303 and CRIM 7300 prior to enrolling. Consult with an advisor to determine the appropriateness for one's degree plan and specialty areas of study. (3-0) R</td>
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<td>Special Topics in Criminology</td>
<td>3 semester hours</td>
<td>Topics vary from semester to semester. May be repeated for credit as topics vary (9 elective hours maximum). (3-0) R Prerequisite: Consult with an advisor to determine the appropriateness for one's degree plan and specialty areas of study. (3-0) R</td>
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<td>CRIM 8V01</td>
<td>Independent Study</td>
<td>1-9 (1-12 semester hours) Provides faculty supervision for student's individual study of a topic agreed upon by the student and the faculty supervisor. Student performance is assessed by instructor as pass/fail only. May be repeated for elective credit (9 hours maximum for MS students and 12 hours maximum for PhD students). Can be applied for credit additionally at the discretion of the program on a case-by-case basis. (3-0) R</td>
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<td>CRIM 8V92</td>
<td>Independent Advanced Research</td>
<td>1-9 semester hours</td>
<td>Provides faculty supervision for student's individual study of a topic agreed upon by the student and faculty supervisor. Pass/Fail only. Consent of instructor required. May be repeated for credit (9 hours maximum). (3-0) R Prerequisite: Permission of instructor required. (3-0) R</td>
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<td>CRIM 8V98</td>
<td>Internship</td>
<td>1-6 semester hours</td>
<td>Provides faculty supervision for a student's internship. Internships must be related to the student's course work. May be repeated for credit (6 hours maximum). Prerequisite: Permission of instructor required. (1-6) R</td>
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<td>Applied Econometrics</td>
<td>3 semester hours</td>
<td>This course investigates the consequences of relaxing the classical linear regression model assumptions and explores solutions when the assumptions do not hold. Topics include a review of the Ordinary Least Squares (OLS) basics (including the assumptions, hypothesis testing, multicolinearity, dummy variables and heteroskedasticity), model specification and selection, Generalized Least Squares (GLS), maximum likelihood estimation, binary choice models, simultaneous equation models, instrumental variables, time series and fixed and random effects models. (3-0) Y</td>
<td>2012-2013</td>
<td>econ6306 013360 econ6306.4</td>
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<tr>
<td>ECON 6343</td>
<td>Economic Regulation of Business</td>
<td>3 semester hours</td>
<td>Studies the rationale for, and the history and political-economic results of, government intervention in markets in the form of (1) direct regulation of prices, quantity, entry and exit, and product quality in industries (utility, communication, and transportation), and (2) indirect intervention through antitrust laws and the regulation of advertising. Government deregulation and changes in antitrust institutions also are explored. Prerequisite: ECON 5321 or ECON 6301 or PA 7317 or POSC 7317. (3-0) T</td>
<td>2012-2013</td>
<td>econ6343 004227 econ6343.5</td>
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<td>Year</td>
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<td>2012-2013</td>
<td>econ6363</td>
<td>ECON 6363 Public Economics I (3 semester hours)</td>
<td>A study Examines the economic role of government in a mixed economy. Surveys</td>
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<td>004237 econ6363.5</td>
<td>where markets fail. In particular, it studies externalities, public goods, club goods, and related topics.</td>
<td>Pass/Fail grade only. Prerequisite: ECON 5321 or ECON 6301. (3-0) R</td>
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<td>2012-2013</td>
<td>econ7363</td>
<td>ECON 7363 Public Economics II (3 semester hours)</td>
<td>A study of positive and normative theories of taxation, the effect of taxation</td>
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<td>013364 econ7363.4</td>
<td>on behavior, behavioral public finance and related topics.</td>
<td>Pass/Fail grade only. Prerequisite: ECON 6361 or ECON 6363. (3-0) R</td>
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<td>2013-2013</td>
<td>pa6336</td>
<td>PA 6336 (PSCI 6336 and POEC 6336) Bureaucracy and</td>
<td>Examination This course examines federal agencies, which fall under the</td>
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<td>009906 pa6336.3</td>
<td>Public Policy (3 semester hours)</td>
<td>executive branch of government. The course reviews the roles of processes</td>
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<td>involved in arriving at administrative decisions within the structure</td>
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<td>policy-making process; the recruitment and retention of public managers and</td>
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<td>political appointees; the external and internal forces that shape the regime.</td>
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<td>Reciprocal ties missions and operations of influence bureaucracies and</td>
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<td>control between official organizations their stakeholders; the creation and</td>
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<td>other public development of federal agencies; the sources and myths regarding</td>
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<td>red-tape; and the efficacy of various bureaucratic reform efforts in the U.S.</td>
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<td>This course is historical and private organizational actors, theoretical,</td>
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<td>as well as organizational dynamics such as communication, power and</td>
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<td>decision making a practical guide for those interested in administrative</td>
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<td>agencies, public management or public service. (3-0) R</td>
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<td>2011-2013</td>
<td>pa6344</td>
<td>PA 6344 Local State/Local Government Management (3</td>
<td>This course examines structure of local governments, the roles of key</td>
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<td>009911 pa6344.4</td>
<td>semester hours)</td>
<td>elected and appointed officials, and numerous issues and problems that local</td>
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<td>government managers and policymakers face. It also presents for discussion</td>
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<td>and study some of the best management practices that local government</td>
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<td>managers use in achieving effective and efficient delivery of services. There</td>
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<td>is a focus on local government management in the Dallas metro area through</td>
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<td>interaction with elected and appointed officials. (3-0) T</td>
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<td>2011-2013</td>
<td>pa6351</td>
<td>PA 6351 Introduction to Homeland Security (3 semester</td>
<td>This course provides a comprehensive overview of the structure of Homeland</td>
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<td>013377 pa6351.4</td>
<td>hours)</td>
<td>Security, its origins and developing trends and challenges. Selected material</td>
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<td>from Congress, FEMA, Federal Emergency Management Agency, Department of</td>
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<td>Justice, local, state, and other government and non-government agencies will</td>
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<td>be studied. Examines both historical and contemporary Homeland Defense and</td>
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<td>Security issues. (3-0) R</td>
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<td>PA 7317</td>
<td>(POEC 7317) Economics for Public Microeconomics and Policy Analysis (3 semester hours)</td>
<td>Introduces students to the use of economic methods of the analysis of public policy. The primary theoretical framework for the course is microeconomics, but the course may also include macroeconomics at the discretion of the instructor. A variety of draws on microeconomic theories to understand public policy analysis. Major topics include but are not limited to education, employment and the labor market, taxes and redistribution, access not limited to health care, poverty and inequality, and operation of market systems, market failure, welfare economics, public assistance programs, goods and cost-benefit analysis. (3-0) S</td>
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<td>PA 7340</td>
<td>(PSCI 7340) Intergovernmental and Intersectoral Relations (3 semester hours)</td>
<td>This course explores the conceptual foundations of federalism that prescribe the relationships among federal and state governments in the U.S. It considers the practice of intergovernmental administration (federal, state, local) and intersectoral management (public, private, nonprofit) including devolution, fiscal federalism, and through a review of current issues in the field. (3-0) Y</td>
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<td>PA 7382</td>
<td>Seminar in Urban Policy (3 semester hours)</td>
<td>This seminar surveys key urban policy challenges and opportunities faced by U.S. cities. The course will focus on critical analysis of a range of topics including the continuing viability of cities in the context of current economic and demographic dynamics, fiscal stress, governance, economic development, transportation, poverty and race/ethnicity, drugs, homelessness, federal urban policy, and survival strategies for declining cities. (3-0) R</td>
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<td>PA 7383</td>
<td>Diversity in the Public Sector (3 semester hours)</td>
<td>This seminar is aimed at providing students with the knowledge and understanding required to meet the challenges presented by our increasingly diverse society. A significant portion of the course will focus on diversity in the workplace, with particular attention given to issues of discrimination, strategies for developing equitable public sector organizations, and the need for cultural competency among public administrators. (3-0) R</td>
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<td>PA 7384</td>
<td>Readings in Public Affairs (3 semester hours)</td>
<td>Individual directed reading and writing course in selected topics of public administration and public policy. May be repeated for credit (9 hours maximum). (3-0) R</td>
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<td>PA 8V02</td>
<td>Proseminar in Public Affairs (1-3 semester hours)</td>
<td>All first year doctoral students are required to take this workshop in their first two semesters. The course introduces students to a range of skills needed for graduate school and features research presentations by faculty, visiting scholars, and advanced students. (1-3-0) S</td>
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<td>POEC 6312</td>
<td>Social-Economic Theories (3 semester hours)</td>
<td>A critical analysis of theories of society and economy. These include culture, solidarity, rational choice, transaction cost theory, principal agent theory, ideology and hegemony, network theory, collective action, bureaucracy, and American exceptionalism. (3-0) Y</td>
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<td>poec6321</td>
<td>Economics for Public Planning and Budgeting Policy (3 semester hours)</td>
<td>Strategic goal setting and resource allocation in government. Examines introduces students to the use of plans and budgets as instruments of economic and social policy, methods of the politics analysis of planning and budgeting, public policy. The primary theoretical framework for the course is microeconomics, but the course may include macroeconomics at the discretion of the instructor. A variety of public policy topics are covered including education, employment and budgeting as a management tool, the labor market, taxes and redistribution, access to health care, poverty and inequality, and public assistance programs. (3-0)</td>
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<td>poec6347</td>
<td>(PSCI 6347) Proseminar in Political Institutions and American Politics (3 semester hours)</td>
<td>Surveys the scholarly literature on major institutions associated with policymaking in the United States, including Congress, the Presidency, the bureaucracy, and interest groups. (3-0)</td>
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<td>poec6351</td>
<td>(SOC 6340) Domestic Social Policy (3 semester hours)</td>
<td>Overview of governmental and non-governmental programs, policies, and institutions dealing with those who cannot function self-sufficiently within the American market economy, including low-income families, the elderly, the unemployed, and people with disabilities. Analyzes how social policy in the United States reflects the political economy and culture, as well as social and demographic trends. (3-0)</td>
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<td>poec6371</td>
<td>Urban, Rural and Regional Development (3 semester hours)</td>
<td>Analysis of factors that drive urban and rural change and shape geographic configurations of economic activity across regional landscapes. The course looks at spatial dimensions of production, consumption and distribution; job creation dynamics; globalization-induced economic restructuring; location behaviors of firms, workers and households; and influences of finance, transportation, infrastructure, water, land use and other public goods and services on the size and form of regional growth. Effects of science and technology, international trade, environment, energy, tax, labor and competition policies are assessed, as are public sector efforts to stimulate development through industrial targeting, work force training, tax and other incentives. (3-0)</td>
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<td>poec6373</td>
<td>Issues in Science, Technology and Society (3 semester hours)</td>
<td>This course explores a number of topics related to the roles of science in society and the relationship between science, technology and society. Topics include epistemological issues having to do with the conduct of scientific research, the role of scientific objectivity and the challenges to scientific objectivity posed by politics and postmodernist influences on the scientific enterprise. The course also explores the impact of technological advances upon society in areas such as biotechnology, information technology and computing, and artificial intelligence, and nanotechnology and robotics, and what kind of policy responses, if any, to these new technologies, are appropriate. The ethical dimensions posed by the increased role of science and technology in the 21st century will be an important theme of the course. (3-0)</td>
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<td>2013-2013</td>
<td>poec6377</td>
<td>POEC 6377 Political Economy of Africa (3 semester hours)</td>
<td>Review of political and economic change in Africa, mainly south of the Sahara, from the late 19th century onward. The course explores interactions between governance mechanisms and economic growth, focusing on influences of colonization, independent authoritarian and democratic rule, and experimentation with socialist and capitalist modes of development. Contemporary themes taken up include poverty reduction, migration and remittances, economic modernization and diversification, conflict, public sector debt, foreign aid, and re-colonization by emerging and other economics.</td>
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<td>2012-2013</td>
<td>poec6392 014077 poec6392.2</td>
<td>POEC 6392 Management and Practice of International Development (3 semester hours)</td>
<td>This course focuses on the management of international development processes, including the role of context in development, various conceptualizations of poverty, development actors and institutions, and the challenges of development interventions in difficult environments.</td>
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<td>2013-2013</td>
<td>poec7v26 010762 poec7v26.7</td>
<td>POEC 7V26 Policy Research Workshop in Institutions and Processes (3-9 semester hours)</td>
<td>Students join a faculty member in a group research project on the political economy of public policy decisions in the context of institutional settings, such as legislatures, executive or administrative agencies, courts, or metropolitan systems. May be repeated for credit (9 hours maximum).</td>
<td>(3-9)-0) R</td>
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<td>2013-2013</td>
<td>poec7v77 poec7v77.2</td>
<td>POEC 7V77 Research Workshop in Science and Technology Policy (1-6 semester hours)</td>
<td>This workshop will provide the student with an opportunity to pursue individual and small group research under the supervision of the instructor into various policy-related dimensions of contemporary scientific research and technological advances such as biotechnology, nanotechnology, artificial intelligence and other contemporary advances, and the impact of scientific and technological advances on culture, economy and political institutions. Prerequisite: Permission of instructor.</td>
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<td>2013-2013</td>
<td>psci5381 psci5381.2</td>
<td>PSCI 5381 Special Topics in Political Science (3 semester hours)</td>
<td>Topics vary semester to semester and are designed for students in one of the Master's degree programs. May be repeated for credit (6 hours maximum).</td>
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<td>2011-2013</td>
<td>psci6341 011073 psci6341.3</td>
<td>PSCI 6341 Texas Legislative Process (3 semester hours)</td>
<td>This course examines the legislative process in the Texas Legislature. Students will learn the intricacies of passing legislation by examining the constitutional rules of Texas' lawmaking and the evolution of each chamber's parliamentary rules. This course also offers a practical element as specific case studies are examined to illustrate the importance of legislative process in Texas.</td>
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<td>2012-2013</td>
<td>psci6347 014070 psci6347.2</td>
<td>PSCI 6347 (POEC 6347) Proseminar in Political Institutions and American Politics (3 semester hours)</td>
<td>Surveys the scholarly literature on major institutions associated with policymaking in the United States, including Congress, the Presidency, the bureaucracy, and interest groups.</td>
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<td>psci6352</td>
<td>PSCI 6352 Empirical Democratic Theory (3 semester hours)</td>
<td>Encourages critical and constructive thinking about complex and simple, as well as stable and variable, developments. This course covers major issues in citizenship, government, and politics. Additional consideration is given to normative democratic theory; seeks to understand how this theory has shaped empirical investigations in contemporary political science; and asks how the empirical realities of democracy in practice have contributed to individual action, institutional design, normative theories and individual-institutional interactions. (3-0) T</td>
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<td>psci6353</td>
<td>PSCI 6353 Mathematical Models in Political and Social Science (3 semester hours)</td>
<td>Introduces students to a variety of models in the Economic, Political and Policy Sciences, including primarily rational choice approaches but also some computational work. The course will allow students to understand and compose rudimentary models, including prisoner's dilemma, assurance games, and strategic voting. (3-0) T</td>
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<td>psci7335</td>
<td>PSCI 7335 Theories of International Relations (3 semester hours)</td>
<td>An examination of major theories of international relations. Includes coverage of the dominant realist, liberal, and constructivist approaches, as well as coverage of more specific topics, such as norms and international society, pluralist theories of foreign policy, theories of sovereignty, political psychology, bargaining and international institutions, and network theories. (3-0) T</td>
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<td>psci7340</td>
<td>PSCI 7340 (PA 7340) Intergovernmental and Intersectoral Relations (3 semester hours)</td>
<td>This course explores the conceptual foundations of federalism that prescribe the relationships among federal and state governments in the U.S. It considers the practice of intergovernmental administration (federal, state, local) and intersectoral management (public, private, nonprofit) including devolution, fiscal federalism, and through a review of current issues in the field. (3-0) T</td>
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<tr>
<td>psci7352</td>
<td>PSCI 7352 Choice and Decision Making (3 semester hours)</td>
<td>This course integrates theories of political choice with models of decision-making in the fields of social cognition, economics, and consumer behavior. (3-0) T</td>
<td>edit review pending vtt017000 2012-11-13 14:16:26</td>
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<tr>
<td>psci7372</td>
<td>PSCI 7372 Game Theory for Political Scientists (3 semester hours)</td>
<td>An introduction to formal models with more than one decision-maker, this course will cover basic solution concepts in game theory. The course will pay particular attention to applications in political science, rather than the foundational models in economics. (3-0) T</td>
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<tr>
<td>soc6312</td>
<td>SOC 6312 (POEC 6312) Social-Economic Theories (3 semester hours)</td>
<td>A critical analysis of early and modern social and economic theories. Select classical works of Smith, Marx, and Weber are explored, as they pertain to Western capitalist development, along with more contemporary perspectives related to the accumulation and exchange value of human, social and cultural capital. Emphasis is placed on understanding how social relations and social institutions influence economic exchanges. (3-0) Y</td>
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<td>2011-2013</td>
<td>soc6340 011659 soc6340.5</td>
<td>SOC 6340 (POEC 6351) Domestic Social Policy (3 semester hours) Overview of governmental and non-governmental programs, policies, and institutions dealing with those who cannot function self-sufficiently within the American market economy, including low-income families, the elderly, the unemployed, and people with disabilities. Analyzes how social policy in the United States reflects the political economy and culture, as well as social and demographic trends. (3-0) Y</td>
<td>edit review pending vtt017000 2012-11-13 14:19:20</td>
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<td>2012-2013</td>
<td>bmen6374 013263 bmen6374.4</td>
<td>BMEN 6374 (EEBM 6374) Molecular Genes, Proteins and Cell Biology for Engineers (3 semester hours)</td>
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<td>2012-2013</td>
<td>bmen6381 013279 bmen6381.4</td>
<td>BMEN 6381 (EEBM 6381) Advanced Concepts in Microscopy (3 semester hours) Continuation of BMEN 6380, with emphasis on advanced approaches such as vectorial diffraction, stochastic aspects of image formation and analysis. Prerequisites: BMEN/EEBM BMEN 6380 or EEBM 6380 or by instructor permission. (3-0)</td>
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<td>2012-2013</td>
<td>bmen6388 013640 bmen6388.6</td>
<td>BMEN 6388 (EECS 6336, MECH 6313, SYSE 6324) Nonlinear Dynamics and Control Systems (3 semester hours) Introduction to analysis and control methods for nonlinear dynamical systems, with application to representative biological and engineering systems. Topics include local linearization and stability analysis, phase space analysis, bifurcation analysis, chaos and Differential geometric tools, feedback linearization. Prerequisites: BMEN 6335 Biomedical Signals &amp; Systems. Linearization, input-output linearization, output injection, output tracking, stability. Prerequisite: EECS 6331 or MECH 6300 or SYSM 6307 or equivalent. (3-0)</td>
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<td>2011-2013</td>
<td>bmen7v87 013287 bmen7v87.3</td>
<td>BMEN 7V87 Special Topics in Biomedical Engineering (1-9 semester hours) (May be repeated for credit). (1-9-0)</td>
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<td>2011-2013</td>
<td>ce6304 002064 ce6304.5</td>
<td>CE 6304 (EEDG (CS 6304, EEDG 6304) Computer Architecture (3 semester hours) Trends in processor, memory, I/O and system design. Techniques for quantitative analysis and evaluation of computer systems to understand and compare alternative design choices in system design. Components in high performance processors and computers: pipelining, instruction level parallelism, memory hierarchies, and input/output. Students will undertake a major computing system analysis and design project. Prerequisite: EE 4304 or CS 3304, CS 4341 3340 and C/C++ or equivalent. C/C++. (3-0)</td>
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<td>2011-2013</td>
<td>ce6325 002070 ce6325.5</td>
<td>CE 6325 (EECT 6325) VLSI Design (3 semester hours) Introduction to MOS transistors. Analysis of the CMOS inverter. Combinational and sequential design techniques in VLSI; issues in static, transmission gate and dynamic logic design. Design and layout of complex gates, latches and flip-flops, arithmetic circuits, memory structures. Low power digital design. The method of logical effort. CMOS technology. Use of CAD tools to design, layout, check, extract and simulate a small project. Prerequisites: EE 3320, ENGR EE 3301 or equivalent. (3-0)</td>
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Graduate Catalog 2013 - Course Change Requests

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<td>2011-2013</td>
<td>CS 6304 (CE 6304, EEDG 6304)</td>
<td>Computer Architecture (3 semester hours)</td>
<td>Trends in processor, memory, I/O and system design. Techniques for quantitative analysis and evaluation of computer systems to understand and compare alternative design choices in system design. Components in high performance processors in computers: pipelining, instruction level parallelism, memory hierarchies, and input/output. Students will undertake a major computing system analysis and design project. Prerequisite: EE 4304 or CS 3340, CS 4344 3340 and C/C ++.</td>
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<td>2012-2013</td>
<td>CS 6371 Advanced Programming Languages (3 semester hours)</td>
<td>Functional programming, Lambda calculus, logic programming, abstract syntax, denotational semantics of imperative languages, fixpoints semantics, verification of programs, partial evaluation, interpretation and automatic compilation, axiomatic semantics, applications of semantics to software engineering. Prerequisites: CS 5343, CS 5349.</td>
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<td>2012-2013</td>
<td>EEBM 6371 Lecture Course in Biomedical Applications of Electrical Engineering (3 semester hours)</td>
<td>This course provides an introduction to different areas of biomedical applications of electrical engineering. A special emphasis will be placed on research topics that are actively pursued at UTD.</td>
<td>(3-0) Y</td>
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<td>2012-2013</td>
<td>EEBM 6374 (BMEN 6374) Molecular Genes, Proteins and Cell Biology for Engineers (3 semester hours)</td>
<td>This course provides an introduction to principles of modern molecular and cellular biology for engineers and other non-life-scientists. Topics include genes, protein structure and function, organization of cells and cellular trafficking.</td>
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<td>EEBM 6381 (BMEN 6381) Advanced Concepts in Microscopy (3 semester hours)</td>
<td>Continuation of EEBM 6380, with emphasis on advanced approaches such as vectorial diffraction, stochastic aspects of image formation and analysis. Prerequisites: BMEN/EEBM 6380 or BMEN 6380 or by instructor permission.</td>
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<td>EEBM 7V87 Special Topics in Biomedical Applications of Electrical Engineering (1-6 semester hours)</td>
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<td>2013-2013</td>
<td>EECS 7V90 Special Topics in Control Systems (1-6 semester hours)</td>
<td>For letter grade credit only. (May be repeated to a maximum of 9 hours.)</td>
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<td>eect5385</td>
<td>EECT 5385 Analog Filters</td>
<td>3 sem.</td>
<td>This course aims at bridging the intermediate-level and advanced-level knowledge in analog filter design. It moves from basic theory of analog passive filters to theoretical and practical aspects of active, switched-capacitor, and continuous time filters. For active solutions the focus is on integrated implementations on silicon. Prerequisites: ENGR EE 3301 and EE 3111.</td>
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<td>eect6325</td>
<td>EECT 6325 VLSI Design</td>
<td>3 sem.</td>
<td>Introduction to MOS transistors. Analysis of the CMOS inverter. Combinational and sequential design techniques in VLSI; issues in static, transmission gate and dynamic logic design. Design and layout of complex gates, latches and flip-flops, arithmetic circuits, memory structures. Low power digital design. The method of logical effort. CMOS technology. Use of CAD tools to design, layout, check, extract and simulate a small project.</td>
<td>Prerequisites: EE 3320, EE 3301 or equivalent.</td>
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<td>eect6326</td>
<td>EECT 6326 Analog Integrated Circuit Design</td>
<td>3 sem.</td>
<td>Introduction Further treatment on the use of MOSFET and BJT large signal and small signal models to MOS transistor, CMOS technology analyze and design analog circuit modeling. Basic analog circuits: MOS switches, active resistors, current sources, integrated circuits. Topics include advanced current mirrors, current amplifiers, inverting amplifier, references, frequency response of single-stage and differential amplifier, cascade amplifier amplifiers, stability and the output amplifier. Complex circuits: comparators compensation of amplifiers, design of two-stage amplifiers, common mode feedback, and operational amplifiers: introduction of noise analysis. Use of CAD tools to layout and simulate and design analog integrated circuits.</td>
<td>Prerequisite: EE 4340 or EECT 5340.</td>
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<td>eect6378</td>
<td>EECT 6378 Power Management Circuits</td>
<td>3 sem.</td>
<td>This course introduces different circuits related to power management systems. Topics include analysis and design of voltage references, magnetic, magnetics, and different dc-dc converters including: switched-mode power converters, linear regulators and switched-capacitor charge pumps.</td>
<td>Use of CAD tools to design and simulate power management circuits.</td>
<td>Prerequisite: EECT 6326 or equivalent.</td>
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<td>eect7326</td>
<td>EECT 7326 Advanced Analog Integrated Circuit Design</td>
<td>3 sem.</td>
<td>Advanced topics in analog design including a rigorous treatment of noise, feedback and distortion in analog circuits. Selected topics from other advanced topics such as continuous-time filter, oscillator, phase-locked loop (PLL) and delay-locked loop (DLL) are also covered.</td>
<td>Prerequisite: EECT 6326.</td>
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<td>eect7327</td>
<td>EECT 7327 Analog to Digital and Digital to Analog Data Converters</td>
<td>3 sem.</td>
<td>This course provides the basic and the specific knowledge for the design and the use of data converters. Data converter circuits in modern mixed-signal VLSI systems. Topics include fundamentals on sampling and quantization, sampling, switched-capacitor amplifiers and integrators, sample-and-hold circuits, voltage comparators, Nyquist-rate and oversampled techniques, circuit design issues, testing, digital calibration and correction, oversampling converters.</td>
<td>Prerequisite: EECT 6326 and EECT 6325.</td>
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### Graduate Catalog 2013 - Course Change Requests

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<td>2012-2013</td>
<td>eect7329</td>
<td>EECT 7329 Advanced Analog Integrated Circuit Design (3 semester hours)</td>
<td>The course will cover, but not be limited to, advanced architectures for voltage references, current references, operational amplifiers (including voltage, current, transconductance, and transresistance), comparators, linear regulators, etc. Emphasis will be on why one topology might be better than another for a given set of specifications or applications.</td>
<td>EECT 6326</td>
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<td>2012-2013</td>
<td>eect7331</td>
<td>EECT 7331 Physics of Noise (3 semester hours)</td>
<td>The physics of fluctuation phenomena, generically called Noise. The class will cover the fundamental physical principles underlying generation-recombination, thermal, shot, (1/f) noise and other, related fluctuation phenomena. The statistical nature of these physical processes will be developed. The physics of noise in resistors, diodes, bipolar, JFETS, and MOSFETs will be discussed and how to model it in circuits. Approximately two thirds of the class will be devoted to the physics of noise and the rest will cover how to use this knowledge to design low-noise integrated circuits.</td>
<td>EECT 6326</td>
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<td>2012-2013</td>
<td>eect7v88</td>
<td>EECT 7V88 Special Topics in Circuits and Systems (1-6 semester hours)</td>
<td>For letter grade credit only. (May be repeated to a maximum of 9 hours.)</td>
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<td>2011-2013</td>
<td>eedg6304</td>
<td>EEDG 6304 (CE 6304, CS 6304) Computer Architecture (3 semester hours)</td>
<td>Trends in processor, memory, I/O and system design. Techniques for quantitative analysis and evaluation of computer systems to understand and compare alternative design choices in system design. Components in high performance processors and computers: pipelining, instruction level parallelism, memory hierarchies, and input/output. Students will undertake a major computing system analysis and design project.</td>
<td>EE 4304 or CS 3340 and C/C++</td>
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<td>eedg7v81</td>
<td>EEDG 7V81 Special Topics in Digital Systems (1-6 semester hours)</td>
<td>For letter grade credit only. (May be repeated to a maximum of 9 hours.)</td>
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<td>eegr6332</td>
<td>EEGREEC 6332 (MECH 6332) Advanced Control (3 semester hours)</td>
<td>Modern control techniques in state space and frequency domain: optimal control, robust control, and stability.</td>
<td>EESC EECS 6331</td>
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<td>2012-2013</td>
<td>eegr6336</td>
<td>EEGREEC 6336 (MECH 6313) (BMEN 6388, MECH 6313, SYSE 6324) Nonlinear Control Systems (3 semester hours)</td>
<td>Fundamental concepts and tools for the analysis of nonlinear systems, design of controllers and estimators for nonlinear systems. Differential geometric tools, feedback linearization, input-output linearization, output injection, output tracking, stability.</td>
<td>EESC 6331 or MECH 6300 or SYSM 6307 or equivalent</td>
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<td>2012-13</td>
<td>eegr6381</td>
<td>EEGR 6381 (MECH 6391) Computational Methods in Engineering (3 semester hours) Numerical techniques and their applications in engineering. Topics will include: numerical methods of linear algebra, interpolation, solution of nonlinear equations, numerical integration, Monte Carlo methods, numerical solution of ordinary and partial differential equations, and numerical solution of integral equations. Prerequisites: ENGR/MECH 2300 and ENGR/MECH 3300 or equivalents, and knowledge of a scientific programming language. (3-0) R</td>
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<td>2013-13</td>
<td>eegr6v88</td>
<td>EEGR 6V88 Special Topics in Electrical Engineering (1-6 semester hours) For letter grade credit only. (May be repeated to a maximum of 9 hours.) ([1-6]-0) R</td>
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<td>2011-13</td>
<td>eemf5383</td>
<td>EEMF 5383 (MECH 5383, MSEN 5383, PHYS 5383) Plasma Processing Technology (3 semester hours) Hardware oriented study of useful laboratory plasmas. Topics will include vacuum technology, gas kinetic theory, basic plasma theory and an introduction to the uses of plasmas in various industries. (3-0) T</td>
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<td>2012-13</td>
<td>eemf6283</td>
<td>EEMF 6283 Plasma Science Laboratory (2 semester hours) Laboratory will provide a hands-on experience to accompany EEMF 6383. Experiments will include measurements of fundamental plasma properties and understanding of important plasma diagnostics. Co-requisite: EEMF 6383, recommended co-requisite: EEMF 7171. (0-2) T</td>
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<td>2011-13</td>
<td>eemf6320</td>
<td>EEMF 6320 (MSEN 6320) Fundamentals of Semiconductor Devices (3 semester hours) Semiconductor material properties, band structure, equilibrium carrier distributions, non-equilibrium current-transport processes, and recombination-generation processes. Prerequisite: EEMF 6319 or equivalent. (3-0) R Y</td>
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<td>2011-13</td>
<td>eemf6321</td>
<td>EEMF 6321 (MSEN 6321) Active Semiconductor Devices (3 semester hours) The physics of operation of active devices will be examined, including p-n junctions, bipolar junction transistors and field-effect transistors: MOSFETs, JFETS, and MESFETS. Active two-terminal devices and optoelectronic devices will be presented. Recommended co-requisite: EEMF 6320. (3-0) R Y</td>
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<td>2011-13</td>
<td>eemf6322</td>
<td>EEMF 6322 (MECH 6348, MSEN 6322) Semiconductor Processing Technology (3 semester hours) Modern techniques for the manufacture of semiconductor devices and circuits. Techniques for both silicon and compound semiconductor processing are studied as well as an introduction to the design of experiments. Topics include: wafer growth, oxidation, diffusion, ion implantation, lithography, etch and deposition. (3-0) R T</td>
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<td>2012-13</td>
<td>eemf6324</td>
<td>EEMF 6324 (MSEN 6324) Electronic, Optical and Magnetic Materials (3 semester hours) Foundations of materials properties for electronic, optical and magnetic applications. Electrical and thermal conduction, elementary quantum physics, modern theory of solids, semiconductors and devices, dielectrics, properties of magnetic and optical materials. Materials properties. Prerequisite: MSEN 5300 or PHYS 5376 or equivalent. (3-0) S T</td>
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<td>EEMF 6382 (MECH 6347, MSEN 6382)</td>
<td>Introduction to MEMS (3 semester hours) Study of micro-electro-mechanical devices and systems and their applications. Microfabrication techniques and other emerging fabrication processes for MEMS are studied along with their process physics. Principles of operations of various MEMS devices such as mechanical, optical, thermal, magnetic, chemical/biological sensors/actuators are studied. Topics include: bulk/surface micromachining, LIGA, microsensors and microactuators in multiphysics domain. (3-0)</td>
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<td>EEMF 6383 (MECH 6383, PHYS 6383)</td>
<td>Plasma Science (3 semester hours) Theoretically oriented study of plasmas. Topics to include: fundamental properties of plasmas, fundamental equations (kinetic and fluid theory, electromagnetic waves, plasma waves, plasma sheaths), plasma chemistry and plasma diagnostics. Prerequisite: PHYS 5320 EEMF 6316 or EEGR 6316, equivalent. (3-0)</td>
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<td>EEOP 6309</td>
<td>Fourier Optics (3 semester hours) Description Theory of coherent optics using a linear systems approach. The Application of the concepts of impulse response and transfer functions for unbounded function to free-space wave propagation, diffraction, and image formation. Introduction to holography and optical data processing. Prerequisites: ENGR EE 3302 and EE 4301 or equivalents. (3-0)</td>
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<td>EEOP 6317</td>
<td>Physical Optics (3 semester hours) Study of optical phenomena propagation, interference, diffraction and polarization based primarily on the electromagnetic nature of light; mathematical description of polarized light; Jones and Mueller matrices; interference of polarized waves; interferometers, interferometers, diffractive phenomena based on scalar formalisms; diffraction gratings; and diffraction in optical instruments. Prerequisites: EE 4301 or equivalent. (3-0)</td>
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<td>EEOP 7V83</td>
<td>Special Topics in Optics and Fields (1-6 semester hours) For letter grade credit only. (May be repeated to a maximum of 9 hours.) For letter grade credit only. (May be repeated to a maximum of 9 hours.) (1-6-0)</td>
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<td>eepe6354</td>
<td>EEPE 6354 Power Electronics (3 semester hours)</td>
<td>Introduction to power electronics and its applications. DC-DC converters: Buck Converter, Boost Converter, Buck-Boost converter, Flyback converters, Forward converter, Full bridge and Half bridge converters. DC-AC Inverters: Single phase and three phase bridge inverters, Pulse-width modulation strategies—sinusoidal and space vector modulation. Resonant converters. AC-DC Phase Controlled Thyristor Converters. Closed loop control of DC Motor Drives. Introduction to AC motor drives and systems. Examples: Industrial, Transportation, Renewable Energy Applications. (3-0) Y</td>
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<td>eepe6356</td>
<td>EEPE 6356 Adjustable Speed Motor Drives (3 semester hours)</td>
<td>Steady state and dynamic performance of electric machines - induction, synchronous, reluctance, and PM machines. Two axis models of AC machines and AC drives. Control characteristics of electric machines and control methodologies. Direct torque and flux control and current regulated controllers. Field orientation control techniques - stator flux, rotor flux, and air gap flux orientation. Introduction to fault tolerant and sensorless control of machines. (3-0) Y</td>
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<td>eepe6357</td>
<td>EEPE 6357 Control, Modeling &amp; Simulation in Power Electronics (3 semester hours)</td>
<td>Principles of modeling and fundamentals of controller design for inverters, and switching dc-dc power converters will be discussed with an emphasis on generalized averaging methods. Special attention will be given to analysis and design of regulated power supplies for low power and medium power level supplies. An introduction to nonlinear phenomenon in power electronic systems and adjustable speed motor drives will be included. Finally analysis and design of multi-converter systems will be discussed and the use of advanced control methods such as Feedback linearization and sliding mode control in such systems will be explored. (3-0) Y</td>
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<td>eepe6358</td>
<td>EEPE 6358 Electrification of Transportation (3 semester hours)</td>
<td>Introduction to electric and hybrid vehicles. Hybrid vehicle architectures - series, parallel and plug-in hybrid vehicle architectures - range extender and full hybrid systems. Propulsion system analysis, powertrain component sizing, and vehicle simulation. Energy requirements, energy storage devices, and fuel cell vehicles. Power electronic converters for electric and hybrid vehicles. Energy management and control strategies. Characteristics of commercially available hybrid vehicles. Introduction to more electric aircraft and architectures. Marine electric propulsion system. (3-0) T</td>
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### EEPE 7354 Advanced Power Converters (3 semester hours)
Pulse width modulation of converters and inverters. Space vector PWM strategies. Soft switching converters. High frequency resonant converters. Power factor correction rectifiers and distributed power systems. Active rectifiers. Multi-level converters. Multiple input converters. (3-0) T

### EEPE 7356 Computer Aided Design of Electric Machines (3 semester hours)
Principles of force generation and distribution of electromagnetic forces within induction, permanent magnet synchronous, and reluctance machines. Introduction to finite element analysis of electric machinery. Electromagnetic, structural, and thermal fields in electric machines. Multi-physics analysis of electric machines. Optimization methodologies in multi-objective problems. Applications of artificial intelligence methods for optimal design of electric machinery. (3-0) T

### EEPE 7V91 Special Topics in Power Electronics (1-6 semester hours)
Advanced power electronics and drives related topics relevant to the needs for research in power/energy systems. (1-6) T

### EERF 6330 RF Integrated Circuit Design (3 semester hours)
Introduction to RF and wireless systems; basic concepts of RF design: linearity, distortion, (P1dB, IIP3), sensitivity, noise figure; RF passives: Q-factors, impedance transformation, matching network; transceiver architectures: Receivers-Heterodyne, direct downconversion, image reject receivers, direct conversion transmitter, two-step transmitter; low noise amplifier design; mixer design; oscillator design; basic architectures of power amplifiers. Use of Agilent ADS for design projects. Prerequisite EE 4340. (3-0) Y

### EERF 6392 Millimeter Wave Integrated Circuit Design (3 semester hours)
Millimeter wave applications, silicon integrated circuits technology trends, passive components in silicon IC's for millimeter wave operation, Drude model for silicon substrate, parasitic modeling, NQS transistor model, High frequency limit for thermal noise, chip interface including packaging and antenna, comparison between RF and mm-wave circuits, techniques for extending circuit operation frequency (injection locking and frequency multiplication), and diode circuits including a parametric amplifier. Prerequisite: EECT 6325 and EERF 6311 or equivalent. (3-0) R

### EERF 7V89 Special Topics in RF and Microwave Systems (1-6 semester hours)
For letter grade credit only. (May be repeated to a maximum of 9 hours.) (1-6) S
<p>| 2012-2013 | eesc6331 013030 eesc6331.4 | EESCECECS 6331 (MECH 6300, SYSM 6307) Linear Systems (SYSM 6307, MECH 6300) (3 semester hours) State space methods of analysis and design of linear dynamical systems. Coordinate transformations, controllability, observability, Lyapunov stability analysis. Pole assignment, stabilizability, detectability. State estimation for deterministic models, observers. Introduction to the optimal linear quadratic regulator problem. Prerequisites: ENGR 2300 and EE 4310 or equivalents. (3 semester hours) | edit review pending | mjp0440 00 2012-12-06 11:35:43 |
| 2012-2013 | eesc6341 013032 eesc6341.4 | EESC 6341 Information Theory I (3 semester hours) Self information, mutual information, discrete memoryless sources, entropy, source coding for discrete memoryless channels, homogeneous Markov sources, discrete memoryless channels, channel capacity, converse to the coding theorem, noisy channel coding theorem, random coding exponent, Shannon limit. Prerequisite: EESC 6352, ENGR 3341. (3-0) Y | edit review pending | mjp0440 00 2012-11-15 09:55:40 |
| 2012-2013 | eesc6349 013035 eesc6349.3 | EESC 6349 (MECH 6312) Random Processes (3 semester hours) Introductory course to discrete Random processes concept. Stationarity and continuous stochastic process. Spectral analysis, response of linear systems. Auto-correlation and cross-correlation functions, spectral characteristics. Linear systems with stochastic inputs. Introduction to estimation theory. Kalman filtering. Special topics and applications. Prerequisite: EE 3302 or MECH 6300 and ENGR 3341 or equivalents. (3-0) Y | edit review pending | mjp0440 00 2012-11-29 10:44:39 |
| 2012-2013 | eesc6350 013036 eesc6350.3 | EESC 6350 Signal Theory (3 semester hours) Signal processing applications and signal spaces, vector spaces, matrix inverses and orthogonal projections, four fundamental subspaces, least squares and minimum norm solutions, the SVD and principal component analysis, subspace approximation, infinite dimensional spaces, linear operators, norms, inner products and Hilbert spaces, projection theorems, spectral properties of Hermitian operators, Hilbert spaces of random variables, linear minimum variance estimation and the Levinson-Durbin algorithm, general optimization over Hilbert spaces, methods and applications of optimization. Prerequisite: ENGR EE 3302 or equivalent. (3-0) Y | edit review pending | mjp0440 00 2012-11-29 14:37:03 |
| 2012-2013 | eesc6352 013037 eesc6352.4 | EESC 6352 Digital Communication Systems (3 semester hours) Digital communication systems are discussed. Source coding. This course covers basic principles of digital communications. The topics include introduction to source coding, signal representations, various digital modulation and channel coding techniques are introduced. Signaling schemes, transmission schemes, demodulators and detectors, error performance of binary evaluations, introduction to channel coding, link budget, channel capacity and M-ary modulated digital communication systems. The overall system design considerations performance evaluations are also emphasized. Prerequisite: EESC 6349 or equivalent. (3-0) Y | edit review pending | mjp0440 00 2012-11-15 10:06:33 |
| 2012-2013 | eesc6361 013040 eesc6361.4 | EESC 6361 Digital Signal Processing II (3 semester hours) Continuation of EESC 6360. Includes advanced topics in signal processing such as: digital filter structures and finite word length effects, structures, digital filter design and implementation methods, multirate digital signal processing, linear prediction and optimum filtering, spectral analysis and estimation methods. Prerequisite: EESC 6360. (3-0) T | edit review pending | mjp0440 00 2012-11-15 10:38:26 |</p>
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<tr>
<td>2012-2013</td>
<td>eesc6363 013043 eesc6363.3</td>
<td>EESC 6363 Digital Image Processing (3 semester hours)</td>
<td>Image formation, image sampling, 2D Fourier transform and properties, image wavelet transform, image enhancement in spatial and frequency domains, image restoration, color image processing, image segmentation, edge detection, morphological operations, object representation and description, introduction to image compression. Prerequisites: EE 4361 or equivalent and knowledge of C or MATLAB.</td>
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<td>eesc6366 013046 eesc6366.4</td>
<td>EESC 6366 Speech and Speaker Recognition (3 semester hours)</td>
<td>Introduction to concepts in automatic recognition methods for speech applications; the primary emphasis is for automatic speech recognition and speaker identification techniques. Topics include speech features for recognition, hidden Markov models (HMMs) for acoustic and language applications (speech recognition, dialect/language recognition), Gaussian mixture models (GMMs) for speaker characterization, robustness issues to address noise and channel conditions for automatic recognition. Prerequisites: EESC 6349, EESC 6360 and knowledge of matrix algebra.</td>
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<td>2012-2013</td>
<td>eesc6368 014091 eesc6368.2</td>
<td>EESC 6368 Multimodal Signal Processing (3 semester hours)</td>
<td>Theory and applications in the field of multimodal signal processing. Robustness and performance of systems by considering cross-modal integration. Statistical algorithms and machine learning methods used for fusion/fission of multimodal content at feature, decision and model level. Common graphical models used in multimodal analysis including Dynamic Bayesian Network, Product HMM, Multistream HMM, coupled HMM, Factorial HMM, Input Output HMM and segmental models. Prerequisite: ENGR 3341 or equivalent. Recommended Co-requisite: EESC 6349.</td>
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<td>2012-2013</td>
<td>eesc7v84 013052 eesc7v84.4</td>
<td>EESC 7V84 Special Topics in Telecommunications (1-6 semester hours)</td>
<td>For letter grade credit only. (May be repeated to a maximum of 9 hours.)</td>
<td>([1-6]-0) R</td>
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<td>eesc7v85 013053 eesc7v85.5</td>
<td>EESC 7V85 Special Topics in Signal Processing (1-6 semester hours)</td>
<td>For letter grade credit only. (May be repeated to a maximum of 9 hours.)</td>
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<td>eesc7v86 013054 eesc7v86.5</td>
<td>EESC 7V86 Special Topics in Wireless Communications (1-6 semester hours)</td>
<td>For letter grade credit only. (May be repeated to a maximum of 9 hours.)</td>
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<td>mech5383 013655 mech5383.3</td>
<td>MECH 5383 (EEMF 5383, MSEN 5383, PHYS 5383) Plasma</td>
<td>Processing Technology (3 semester hours) Hardware oriented study of useful laboratory plasmas. Topics will include vacuum technology, gas kinetic theory, basic plasma theory and an introduction to the uses of plasmas in various industries.</td>
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<td>mech6300</td>
<td><strong>MECH 6300</strong> <em>(EESC 6331)</em> (EECS 6331, SYSM 6307)* Linear Systems (3 semester hours) State space methods of analysis and design of linear dynamical systems. Coordinate transformations, controllability, and observability. Lyapunov stability analysis. Pole assignment, stabilizability, detectability. State estimation for deterministic models, observers. Introduction to the optimal linear quadratic regulator problem. Prerequisites: ENGR 2300 and EE 4310 or MECH 4310 or equivalent.</td>
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<td><strong>MECH 6312</strong> (EESC 6349) Random Processes (3 semester hours) Introductory course to discrete Random processes concept. Stationarity and continuous stochastic process. Spectral analysis, response of linear independence. Auto-correlation and cross-correlation functions, spectral characteristics. Linear systems to stochastic with random inputs. Introduction to estimation theory, Kalman filtering. Special topics and applications. Prerequisite: EE 3302 or MECH 6300 and ENGR 3341 or equivalent.</td>
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<td><strong>MECH 6313</strong> <em>(BMEN 6388, EESC 6336, SYSE 6324)</em> Nonlinear Control Systems (3 semester hours) Fundamental concepts and tools for the analysis of nonlinear systems, design of controllers and estimators for nonlinear systems. Differential geometric tools, feedback linearization, input-output linearization, output injection, output tracking, stability. Prerequisite: EESC 6331 or MECH 6300 or SYSM 6307 or equivalent.</td>
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<td><strong>MECH 6316</strong> (SYSE 6322) Digital Control of Automotive Powertrain Systems (3 semester hours) Digital control systems, discretization and design by equivalents. Input-output design and discrete-time state variable estimation and control. Introduction to various control problems in automotive powertrains. Application of digital control principles to automotive powertrains for internal combustion engine idle speed control and air-to-fuel ratio control. Prerequisites: EE 4310 or MECH 4310 or equivalents</td>
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<td>mech6323</td>
<td><strong>MECH 6323</strong> (SYSE 6323) Robust Control Systems (3 semester hours) Theory, methodology, and software tools for the analysis and design of model-based control systems with multiple actuators and multiple sensors. Control oriented model parameterizations and modeling errors. Definitions and criteria for robust stability and performance. Optimal synthesis of linear controllers. The loop shaping design method. Methods to simplify the control law. Control law discretization. Mechatronic design examples. Prerequisite: MECH 6300/EESC 6300/EECS 6331/SYSM 6307 or equivalent.</td>
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<td><strong>MECH 6332</strong> <em>(EESC 6332)</em> Advanced Control (3 semester hours) Modern control techniques in state space and frequency domain: optimal control, robust control, and stability. Prerequisite: MECH/EESC EECS 6331.</td>
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<td>mech6335</td>
<td>MECH 6335 (OPRE 6340) Flexible Manufacturing Strategies (3 semester hours)</td>
<td>The use of automation in manufacturing is continuously increasing. This course covers the variety of types of flexible automation, including flexible manufacturing systems, integrated circuit fabrication and assembly, and robotics. Examples of international systems are discussed to show the wide variety of systems designs and problems. Strategic as well as economic justification issues are covered. (3-0) R</td>
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<td>mech6348</td>
<td>MECH 6348 (EEFM 6322 and 6322, MSEN 6322) Semiconductor Processing Technology (3 semester hours)</td>
<td>Modern techniques for the manufacture of semiconductor devices and circuits. Techniques for both silicon and compound semiconductor processing are studied as well as an introduction to the design of experiments. Topics include: wafer growth, oxidation, diffusion, ion implantation, lithography, etch and deposition. (3-0) R</td>
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<td>mech6353</td>
<td>MECH 6353 Computational Mechanics (3 semester hours)</td>
<td>This course provides an introduction to numerical nonlinear finite element methods (FEMs) for solving solid mechanics problems. The course topics include geometrical representation of solids, automatic meshing, approximation theory, interpolation error estimation, optimal total and adaptive meshing, updated Lagrangian formulations in FEMs, variational principles in linear elasticity, finite element analysis, continuum mechanics, FEM/meshfree shape functions and numerical discretization, adaptivity and error estimation, convergence, singularities, adaptive strategies, constrained problems, mixed estimates, explicit and implicit time integration methods, stability and convergence, variational problems in nonlinear elasticity, consistent linearization, the Newton-Raphson method, bifurcation convergence analysis, adaptive strategies in nonlinear elasticity, constrained finite deformation problems, contact space-time FEM formulation, Newton’s method and friction, time integration, algorithm analysis, accuracy, operator splitting and product formulas, coupled problems, impact constraints, line-search and friction, subcycling, space-time arc-length methods, inelastic solids, constitutive updates, applications to finite deformation viscoelasticity, viscoelasticity, impact and Lagrangian modeling of fluid flows, contact, computational elasticity and inelasticity. Prerequisite: MECH 6306 or equivalent. (3-0) T</td>
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<td>mech6354</td>
<td>MECH 6354 Experimental Mechanics (3 semester hours)</td>
<td>This course provides Mechanical Engineering students with experimental techniques for measurements of deformations and analysis of stress for solid in engineering materials when subjected to mechanical and thermal loadings: an introduction to the loadings. Topics include physical mechanisms associated with design-limiting behavior of engineering materials, especially materials such as stiffness, strength, toughness, and durability; an understanding of basic mechanical properties of engineering materials, materials and testing procedures used to quantify these properties, and ways in which these properties characterize material response; quantitative skills to deal with materials-limiting problems in engineering design; and a basic properties; criteria for materials selection in mechanical design, design; and modern experimental techniques such as scanning probe microscopy, optical microscopy, nanoindentation, digital image correlation, and micro-tensile testing using MEMS devices. Prerequisite: MECH 3301 or equivalent. (3-0) T</td>
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<td>2012-2013</td>
<td>mech6367</td>
<td>MECH 6367 (MSEN 6310) Mechanical Properties of Materials (3 semester hours)</td>
<td>This course provides an introduction to the Phenomenology of mechanical behavior of solids, emphasizing materials at the relationship between microstructure, defects, and mechanical properties. Topics include elastic, inelastic, and plastic properties of crystalline and amorphous materials. Polymer properties, viscoelasticity, and strain rate dependences. The relationship between stress, strain, strain rate, macroscopic level and temperature for deformable solids. Application the relationship of dislocation theory mechanical behavior to strengthening material structure and mechanisms in crystalline solids. The phenomena of deformation and failure. Topics covered include elasticity, viscoelasticity, plasticity, creep, fracture, and fatigue, and their controlling mechanisms.</td>
<td>MECH 6306 or equivalent</td>
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<td>MECH 6370 Fluid Mechanics (3 semester hours)</td>
<td>This course provides the beginning graduate student with a broad background in the fundamentals of fluid mechanics and an introduction to the of Newtonian, incompressible flows in various flow regimes. After completing this course, the student should be prepared to take subsequent courses in a broad range of engineering disciplines, such as mechanical, bioengineering, aerospace, and civil engineering. Topics include derivation of the governing equations of motion, and an introduction to viscous, inviscid, turbulent, viscous internal and boundary-layer flows, external flows in laminar and turbulent regimes.</td>
<td>MECH 3315 or equivalent</td>
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<td>2011-2013</td>
<td>mech6383</td>
<td>MECH 6383 (EEMF 6383, PHYS 6383) Plasma Science (3 semester hours)</td>
<td>Theoretically oriented study of plasmas. Topics to include: fundamental properties of plasmas, fundamental equations (kinetic and fluid theory, electromagnetic waves, plasma waves, plasma sheaths), plasma chemistry and plasma diagnostics.</td>
<td>PHYS 5320 or EEMF 6316 or EEGR 6316 equivalent</td>
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<td>MECH 6391 (EGR 6381) Computational Methods in Engineering (3 semester hours)</td>
<td>Numerical techniques and their applications in engineering. Topics will include: numerical methods of linear algebra, interpolation, solution of nonlinear equations, numerical integration, Monte Carlo methods, numerical solution of ordinary and partial differential equations, and numerical solution of integral equations. Prerequisites: ENGR ENGR/MECH 2300 and ENGR ENGR/MECH 3300 or equivalents, and knowledge of a scientific programming language.</td>
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<td>msen5360</td>
<td>MSEN 5360 Materials Characterization (3 semester hours)</td>
<td>Survey of atomic and structural analysis techniques as applied to surface and bulk materials. Physical processes involved in the interaction of ions, electrons and photons with solids; characteristics of the emergent radiation in relation to the structure and composition.</td>
<td>MSEN 5300. Prerequisite or corequisite: MSEN 6319 or equivalent.</td>
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<td>2011-2013</td>
<td>msen5383</td>
<td>MSEN 5383 (EEMF 5383, MECH 5383, PHYS 5383) Plasma Processing Technology (3 semester hours)</td>
<td>Hardware oriented study of useful laboratory plasmas. Topics will include vacuum technology, gas kinetic theory, basic plasma theory and an introduction to the uses of plasmas in various industries.</td>
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### MSEN 5410 (BIOL 5410) Biochemistry of Proteins and Nucleic Acids
(4 semester hours)

Biochemistry of Proteins and Nucleic Acids: Chemistry and metabolism of amino acids and nucleotides; biosynthesis of nucleic acids; analysis of the structure and function of proteins and nucleic acids and of their interactions including chromatin structure. Metabolic biochemistry, especially as it relates to disease states. Prerequisite: BIOL 3361 (biochemistry) or equivalent. (4-0) Y

### MSEN 6310 (MECH 6367) Mechanical Properties of Materials
(3 semester hours)

Phenomenology of mechanical behavior of materials at the macroscopic level and the relationship of mechanical behavior to material structure and mechanisms of deformation and failure. Topics covered include elasticity, viscoelasticity, plasticity, creep, fracture, and fatigue. Prerequisite: MECH 3301 or MSEN 5300 or equivalent. (3-0) R Y

### MSEN 6320 (EEMF 6320) Fundamentals of Semiconductor Devices
(3 semester hours)

Semiconductor material properties, band structure, equilibrium carrier distribution, non-equilibrium carrier distribution, non-equilibrium current-transport processes, and recombination-generation processes. Prerequisite: EEMF 6319 or equivalent. (3-0) R Y

### MSEN 6322 (EEMF 6322, MECH 6348) Semiconductor Processing Technology
(3 semester hours)

Modern techniques for the manufacture of semiconductor devices and circuits. Techniques for both silicon and compound semiconductor processing are studied as well as an introduction to the design of experiments. Topics include: wafer growth, oxidation, diffusion, ion implantation, lithography, etch and deposition. (3-0) R T

### MSEN 6324 (EEMF 6324) Electronic, Optical and Magnetic Materials
(3 semester hours)

Foundations of materials properties for electronic, optical and magnetic applications. Electrical and thermal conduction, elementary quantum physics, modern theory of solids, semiconductors and devices, dielectrics, properties of magnetic and optical materials. Prerequisite: MSEN 5300 or PHYS 5376 or equivalent. (3-0) S T

### MSEN 6348 (EEMF 6348, MECH 6341) Lithography and Nanofabrication
(3 semester hours)

Study of the principles, practical considerations, and instrumentation of major lithography technologies for nanofabrication of devices and materials. Advanced photolithography, electron beam lithography, nanoimprint lithography, x-ray lithography, ion beam lithography, soft lithography, and scanning probe lithography, basic resist and polymer science, applications in nanoelectronic and biomaterials. (9-3) (3-0) Y

### SYSE 6322 (MECH 6316) Digital Control of Automotive Powertrain Systems
(3 semester hours)

Digital control systems, discretization and design by equivalents. Input-output design and discrete-time state variable estimation and control. Introduction to various control problems in automotive powertrains. Application of digital control principles to automotive powertrains for internal combustion engine idle speed control and air-to-fuel ratio control. Prerequisites: EE 4310 or MECH 4310 or equivalents (3-0) T
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
<th>Prerequisites/Equivalents</th>
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<tr>
<td>syse6323</td>
<td>SYSE 6323 (MECH 6323) Robust Control Systems</td>
<td>3</td>
<td>Theory, methodology, and software tools for the analysis and design of model-based control systems with multiple actuators and multiple sensors. Control oriented model parameterizations and modeling errors. Definitions and criteria for robust stability and performance. Optimal synthesis of linear controllers. The loop shaping design method. Methods to simplify the control law. Control law discretization. Mechatronic design examples. Prerequisites: MECH 6300/EESC 6300/EESC 6331/SYSM 6307 or equivalent. (3-0) T</td>
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<td>2012-12-06</td>
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<tr>
<td>syse6324</td>
<td>SYSE 6324 (BMEN 6388, E厄GR 6336, MECH 6313) Nonlinear Control Systems</td>
<td>3</td>
<td>Differential geometric tools, feedback linearization, input-output linearization, output injection, output tracking, stability. Prerequisite: E厄CS 6331 or MECH 6300 or SYSM 6307 or equivalent. (3-0) T</td>
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<tr>
<td>sysm6302</td>
<td>SYSM 6302 Dynamics of Complex Networks and Systems</td>
<td>3</td>
<td>Design, development, Design and analysis of large, complex interconnected networks and systems. Basic concepts in graph theory; Eulerian and Hamiltonian graphs; traveling salesman problems; random graphs; power laws; small world networks; clustering; introduction to dynamical systems; stability; chaos and fractals. (3-0) Y</td>
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<tr>
<td>sysm6305</td>
<td>SYSM 6305 Dynamic Systems Optimization Theory and Practice</td>
<td>3</td>
<td>System modeling using time-domain. Basics of optimization theory, numerical algorithms, and frequency domain approaches. Dynamic programming, conditions for optimality. Relation to control theory applications. The course is divided into three main parts: linear programming (simplex method, duality theory), unconstrained methods (optimality conditions, descent algorithms and convergence theorems), and constrained minimization (Lagrange multipliers, Karush-Kuhn-Tucker conditions, active set, penalty and operations research, interior point methods). Applications in engineering, operations, finance, statistics, etc. will be emphasized. Students will also use Matlab’s optimization toolbox to real-world engineering, obtain practical experience with the material. (3-0) Y</td>
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<tr>
<td>sysm6307</td>
<td>SYSM 6307 (EE厄CS 6331, MECH 6300) Linear Systems</td>
<td>3</td>
<td>State space methods of analysis and design of linear dynamical systems. Coordinate transformations and tools from advanced linear algebra. Controllability and observability. Lyapunov stability analysis. Pole assignment, stabilizability, detectability. State estimation for deterministic models, observers. Introduction to the optimal linear quadratic regulator problem. Prerequisites: ENGR 2300 and EE 4310 or MECH 4310 or equivalents. (3-0) Y</td>
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<tr>
<td>sysm6321</td>
<td>SYSM 6321 Financial Engineering I</td>
<td>3</td>
<td>Introduction to finance and investments from an engineering perspective. Focuses on the principles underlying financial decision making which are applicable to all forms of investment: stocks, bonds, real estate, project budgeting, corporate finance, etc. Intended for students with strong technical backgrounds who are comfortable with mathematical arguments. Primary components: deterministic finance (interest rates, bonds, and simple cash flow analysis); single period uncertainty finance (portfolios of stocks and pricing theory). (Calculus I &amp; II) and (basic probability) (ENGR 3341 or equivalent). (3-0) Y</td>
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<tr>
<td>2012-2013</td>
<td>sysm6v80 014138 sysm6v80.2</td>
<td>SYSM 6V80 Special Topics in Systems Engineering and Management (1-6 semester hours) For letter grade credit only. (May be repeated to a maximum of 9 hours.) ([1-6]-0) S</td>
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<tr>
<td>2013-2013</td>
<td>sysm7321 sysm7321.2</td>
<td>SYSM 7321 Financial Engineering II (3 semester hours) Advanced theory, methods, and applications of financial engineering. Major topics include: advanced theory of derivative pricing and hedging, optimal portfolio growth and general investment evaluation, and quantitative and control based methods in dynamic portfolio optimization and hedging. Computational methods and an engineering approach will be emphasized. SYSM 6321 or instructor permission. (3-0) Y</td>
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Graduate Catalog 2013 - Course Change Requests

School of Interdisciplinary Studies

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<th>Year</th>
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<td>2008-2013</td>
<td>mais5311 008186 mais5311.4</td>
<td>-- request to remove this course from catalog -- MAIS 5311 Business and Competitive Intelligence (3 semester hours) Explores the acquisition of regular and sensitive information and the ethics of the means used to obtain and exploit it. As in many other spheres of human activity, while most of the information necessary to the making of useful informed business decisions lies within the public domain, what is required is a thorough understanding of the sources and the methods to exploit them since over the past two decades, the acquisition, storage and retrieval of all kinds of business intelligences have changed substantially. (3-0) R</td>
<td>remove review pending</td>
<td>rwiser 2012-12-04 09:39:23</td>
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<tr>
<td>2013-2013</td>
<td>mais5321 mais5321.1</td>
<td>MAIS 5321 Library Research Skills (3 semester hours) MAIS 5321 Library Research Skills (3) Through this online course, graduate students will develop the skills to identify what information is needed for their research, how to find and evaluate scholarly resources, and how to organize the information for a thesis or dissertation. Primary, secondary, and tertiary sources; identifying appropriate research methodologies; assessing quantity, quality and relevance of search results and citation management will be included. (3-0) Y</td>
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### Graduate Catalog 2013 - Course Change Requests

#### Naveen Jindal School of Management

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<td>2012-2013</td>
<td>acct6193 014005 acct6193.5</td>
<td>ACCT 6193 Professional Accounting - Regulation (1 semester hour) This course is designed to help students prepare for careers in professional accounting and professional examinations. Prerequisites: ACCT 3351/6351, 3351 or ACCT 6351, and ACCT 6352. (1-0) R</td>
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<td>2012-2013</td>
<td>acct6194 014006 acct6194.3</td>
<td>ACCT 6194 Professional Accounting - Business (1 semester hour) This course is designed to help students prepare for careers in professional accounting and professional examinations. Prerequisites: (ACCT 4336 or ACCT 4336/6344, 6344 and ACCT 4342/6343, 4342) or (ACCT 6343, and ACCT 3341/6341, 3341 or ACCT 6341). (1-0) R</td>
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<td>2012-2013</td>
<td>acct6201 013477 acct6201.4</td>
<td>ACCT 6201 Introduction to Financial Accounting (2 semester hours) This course explores the role of financial accounting information in the economy and explains how accounting information found in financial statements and annual reports is used in decision-making by investors, analysts, creditors and managers. May not be substituted for, or taken for Accounting program credit in addition to, ACCT 6305. credit. (2-0) S</td>
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<td>2012-2013</td>
<td>acct6202 013478 acct6202.4</td>
<td>ACCT 6202 Introduction to Managerial Accounting (2 semester hours) This course presents a detailed study of how managerial accounting information supports the operational and strategic needs of the enterprise and how managers use accounting information for decision-making, learning, planning and controlling activities within organizations. May not be substituted for, or taken for Accounting program credit in addition to, ACCT 6305. credit. (2-0) S</td>
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<td>2012-2013</td>
<td>acct6286 014016 acct6286.2</td>
<td>-- request to remove this course from catalog -- ACCT 6286 Governance, Risk Management and Compliance (2 semester hours) Examines how corporate directors, senior officers, professional service providers, and consultants design, develop, and implement systems of corporate governance. Various experts in the field speak to the class on the relationship between corporate governance and risk management, compliance, regulations, regulatory reporting, ethics and corporate culture. Prerequisites: ACCT6201 and ACCT6302. (2-0) Y</td>
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<td>2012-2013</td>
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<td>ACCT 6291 Professional Accounting - Financial (2 semester hours) This course is designed to help students prepare for careers in professional accounting and professional examinations. Prerequisites: (ACCT 3331 or ACCT 3331/6330, 6330 and ACCT 3332/6332, 3332) or (ACCT 6332 and either ACCT 6333 or ACCT 6365, 6365). (2-0) R</td>
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<td>ACCT 6292 Professional Accounting - Audit (2 semester hours) This course is designed to help students prepare for careers in professional accounting and professional examinations. Prerequisites: ACCT 3334/6334, 3334 or ACCT 6334, and ACCT 6335. (2-0) R</td>
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<td>2011-2013</td>
<td>acct6305</td>
<td>ACCT 6305 Accounting for Managers (3 semester hours) Fundamental concepts in accounting and financial reporting are presented from the perspective of business managers. May not be substituted for, or taken for Accounting program credit in addition to, credit. Students who have completed ACCT 6201 or and ACCT 6202. 6202 may not also take ACCT 6305 for program credit. (3-0) S</td>
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<td>2013-2013</td>
<td>acct6309</td>
<td>ACCT 6309 (MIS 6309, OPRE 6391) Business Data Warehousing (3 semester hours) This course provides the student with in depth knowledge of data warehousing principles, data warehouse techniques, and business intelligence systems. The course introduces the topics of data warehouse design, Extract-Transform- Load (ETL), data cubes, and data marts. Students will create business intelligence using data warehouses with several OLAP and analytical tools. The course currently uses SAP BW, SAP BEx, SAP Data Mining Workbench, and SAP Business Objects as tools to illustrate these concepts. (3-0) Y</td>
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<td>2013-2013</td>
<td>acct6320</td>
<td>ACCT 6320 (OPRE 6393, MIS 6320) Database Foundations (3 semester hours) The course is designed to provide database knowledge for non-MIS business students to function effectively in their functional area. The course covers fundamentals of relational databases, relational database structure, database queries, and reports. Structured Query Language will be used extensively. Applications of databases for accounting, finance, marketing, and other areas of business will be emphasized. Cannot be used to satisfy the requirements of MS ITM degree. MIS 6320 and MIS 6326 cannot both be used to satisfy degree requirements. (3-0) Y</td>
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<td>2013-2013</td>
<td>acct6331</td>
<td>ACCT 6331 (HCS 6322) Computational Modeling Methods for Language Understanding Cost Accounting (3 semester hours) Probabilistic methods for natural language understanding. Use Nature, measurement and analysis of the MATLAB computer language for instantiating specific knowledge-based computational theories accounting data appropriate to managerial decision making, and comprehensive budgeting; statistical cost estimation; cost-volume-profit analysis; gross profit analysis; application of natural language understanding. Emphasizes creative applications of these research methodologies: probability to cost control; capital planning. Students who have taken ACCT 3341 or its equivalent may not take ACCT 6331 for credit. Prerequisites: ACCT 6202 or equivalent. (3-0) T S</td>
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<td>2011-2013</td>
<td>acct6332</td>
<td>ACCT 6332 Intermediate Financial Accounting II (3 semester hours) This course is a continuation of topics in external financial reporting, including: issues related to the measurement and reporting of current liabilities and contingencies, bonds, leases, deferred taxes, pensions, stock-based compensation plans, shareholders equity, earnings per share, accounting changes, and cash flows. Current generally accepted accounting principles for financial reporting are analyzed as is their effect on the presentation of financial results by corporations and other entities. Students who have taken ACCT 3332 or its equivalent may not take ACCT 6332 for credit. Prerequisite: ACCT 6330 or equivalent. (3-0) S</td>
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**Graduate Catalog 2013 - Course Change Requests**

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<td>2011-2013</td>
<td>acct6336 000122 acct6336.9</td>
<td>ACCT 6336 (HMGT 6336)</td>
<td>Information Technology Audit and Risk Management (3 semester hours)</td>
<td>Management's role in designing and controlling information technology used to process accounting data is studied. Topics include the role of internal and external auditors in systems development, information security, business continuity, information technology, operations, internet, change management and operations. Focus is placed on the assurance of controls over information technology risks and covers topics directly related to online systems, web-based, internet, and other advanced computer systems.</td>
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<td>2011-2013</td>
<td>acct6337 000123 acct6337.14</td>
<td>ACCT 6337</td>
<td>Data Management (3 semester hours) Database theory and tools used to manage accounting data and other information are introduced. Topics include relational database theories, Structured Query Language (SQL), database design and conceptual/semantic data modeling. A client/server database environment is developed with a selected SQL server and a database application development tool. May not receive credit for both ACCT 6337 and MIS 6326.</td>
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<td>2012-2013</td>
<td>acct6351 000135 acct6351.6</td>
<td>ACCT 6351</td>
<td>Individual Taxation (3 semester hours)</td>
<td>Taxation principles and concepts for individual income taxation are studied.</td>
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<td>2011-2013</td>
<td>acct6352 000136 acct6352.5</td>
<td>ACCT 6352</td>
<td>Corporate Taxation (3 semester hours)</td>
<td>Income taxes on corporations and associations, reorganizations, and corporate distributions are examined. The role of taxes in business decisions and business strategy is emphasized.</td>
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<td>2011-2013</td>
<td>acct6354 000138 acct6354.4</td>
<td>ACCT 6354</td>
<td>Partnership Taxation (3 semester hours)</td>
<td>The tax law is studied as it relates to the formation of a partnership, the determination of the taxable income of the partnership and the distributive shares of the partners, the tax consequences of distributions by a partnership and of transfers of interests in a partnership.</td>
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<td>2011-2013</td>
<td>acct6356 000140 acct6356.5</td>
<td>ACCT 6356</td>
<td>Tax Research (3 semester hours)</td>
<td>Identification and evaluation of legal authorities applicable to tax issues for individual and business taxpayers are studied. Application of research in tax planning and administrative procedures in a tax practice, emphasizing the structure of the Internal Revenue Service and its impact on a tax practitioner.</td>
<td>3-0</td>
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<td>Year</td>
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<tr>
<td>2012-2013</td>
<td>acct6377</td>
<td>ACCT 6377 Corporate Governance (3 semester hours)</td>
<td>Corporate governance is a system of policies and processes established and maintained by a board of directors and top management to oversee an organization's strategic activities and resulting performance. The system seeks to ensure proper accountability, probity, and openness in the conduct of an organization's business for the long-term benefit of its shareholders by causing the right questions to be asked and by placing checks and balances in place to ascertain the answers reflect reality. Thus, corporate governance focuses on enhancing the relationships among a company's board of directors, top management, investors (particularly institutional investors), and other stakeholders. Each session has two themes: issues are addressed academically by the instructor and pragmatically by prominent practitioners. Prerequisites: ACCT 6201 and ACCT 6202. COURSE OPEN TO ALL Course open to all JSOM MASTERS' CANDIDATES, masters' candidates. (3-0) S</td>
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<td>2011-2013</td>
<td>acct6378</td>
<td>ACCT 6378 MIS 6378 AND MKT 6338 Enterprise Systems and CRM (3 semester hours)</td>
<td>The objective of the course is to increase practical skills and conceptual knowledge related to Customer Relationship Management (CRM) utilizing the mySAP.com CRM application, or similar software, as the primary learning tool. Students will garner knowledge of operational, analytical, and collaborative CRM. (3-0) R</td>
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<td>acct6379</td>
<td>ACCT 6379 (MIS 6379) SAP ABAP Programming (3 semester hours)</td>
<td>This course provides a thorough understanding of the role of ABAP programming, SAP's programming language, in the implementation and use of enterprise systems. Components of the course include: complex report development, SAP query, dialog programming, ABAP Objects, transaction development, EDI/ALE and BAPI development, Business Add-ins (BADIs) and output processing. (3-0) R</td>
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<td>acct6380</td>
<td>ACCT 6380 (HMGT 6380) Internal Audit (3 semester hours)</td>
<td>The course covers internal audit from a broad perspective that includes information technology, business processes, and accounting systems. Topics include internal auditing standards, risk assessment, governance, ethics, audit techniques, consulting and emerging internal audit issues. This is the first course leading to Endorsed Internal Audit Auditing Education Partnership (IAEP) Certificate and will prepare students to sit for the Certified Internal Auditor Exam. Students work on internal audits as part of class along with learning the latest internal audit techniques. (3-0) Y</td>
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<td>acct6382</td>
<td>ACCT 6382 (HMGT 6382) Advanced Auditing (3 semester hours)</td>
<td>This course examines how the role of the internal and external auditor can best be coordinated. Numerous case studies of audit integrated activities will be covered. Current topics and emerging issues related to audit will be discussed such as Enterprise Risk Management, Advanced Communication Techniques, Managing the Audit Group, and Quality Assessment Reviews are all covered as part of the class. Weekly assignments and case studies are discussed in detail in class along with a major project with practitioners. The course covers topics necessary for students work as an auditor in charge. Prerequisites: ACCT 6334 or ACCT 6380 (HMGT 6380), or HMGT 6380. (3-0) R</td>
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<td>acct6383</td>
<td>ACCT 6383 Fraud Examination (3 semester hours)</td>
<td>This course will include a review of techniques used in solving financial crimes including: interviewing techniques, rules of evidence, sources of information, forensic accounting procedures and current issues in financial investigations. The course will include the criminal statutes related to financial crimes. Case studies will be used to discuss interviewing techniques and other indirect methods of proof in resolving financial crimes. Various financial documents and instruments will be discussed and reviewed as part of the documentary evidence to support financial investigations. Prerequisites: ACCT 6330 and ACCT 6332 or equivalent. (3-0) Y</td>
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<td>acct6386</td>
<td>ACCT 6386 Governance, Risk Management and Compliance (GRC) (3 semester hours)</td>
<td>GRC examines, from the perspective of corporate directors, senior officers, professional service providers, and consultants the relationship between corporate governance and selected components: risk management, compliance, regulations, and regulatory reporting. In addition, these will be linked to two other aspects of corporate governance: ethics and corporate culture. Experts in the field provide insights into how systems of corporate governance are designed, developed, and implemented. GRC benefits graduates interested in pursuing careers as auditors (external and internal), consultants, forensic accountants, risk management experts, compliance officers, and ethics officers. Prerequisites: ACCT 6201 and ACCT 6202. Course open to all JSOM masters' candidates. (3-0) Y</td>
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<td>acct6388</td>
<td>ACCT 6388 Accounting Communications (3 semester hours)</td>
<td>Introduction to various types of professional communication, both written and oral. Students practice skills in communication styles such as memos, email, research reports, proposals, presentations, and interviews. (3-0) S</td>
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<td>ACCT 6389 Volunteer Income Tax Assistance Practicum (3 semester hours)</td>
<td>This course is designed to provide students with an opportunity to expand and apply their tax compliance skills in a community service environment through the execution of the Volunteer Income Tax Assistance (VITA) program through a combination of in-class seminars and out-of-classroom application. Prerequisite: ACCT 3350 or ACCT 3351 or ACCT 6350 or ACCT 6351. (3-0) R</td>
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<td>2013-2013</td>
<td>bps6253</td>
<td>BPS 6253 Strategic Leadership (2 semester hours)</td>
<td>Addresses the challenge of leading organizations in dynamic and challenging environments. 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; post-heroic leadership; empowerment; leveraging and combining resources; designing organizations; and ethics. (2-0) Y</td>
<td>add review pending</td>
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### BPS 6385 Entrepreneurial Business Strategies (3 semester hours)

This course is an advanced course in strategic management, with an emphasis on business strategies for entrepreneurial firms. Within this framework, the course addresses the most recent approaches and perspectives on strategies management in rapidly changing environments. Topics include the formulation and evaluation of strategy in emerging industries, strategies for market entry and competition against established incumbents, the role of technology standards, the technology adoption life cycle model, theories of disruptive innovation, and the use of creative imitation, speed and agility to prevail over established competitors. 

*This course is equivalent to ENTP 6385 and only one of these may be counted toward a degree.*

Prerequisites: ENTP 6370 and BPS 6310 or consent of instructor. (3-0) Y

### ENTP 6250 Managing Entrepreneurship (2 semester hours)

Executive Education Course. The processes of starting and developing a new business are explored within the contexts of the established corporation and the newly-founded organization. Such topics as innovation, planning, feasibility analysis, and financing considerations are covered using readings, projects, and class discussion. (2-0) Y

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### ENTP 6311 (FIN 6311) Valuation Models and Practices (3 semester hours)

This course examines different models and practices for valuing everything from R&D investments to firms, both public and private.

Prerequisite: FIN 6301 and Co/Prerequisite: FIN 6306. (3-0) S

### ENTP 6315 (FIN 6315) Entrepreneurial Finance (3 semester hours)

The objective of this course is to build skills and knowledge in the financing of entrepreneurial ventures. Entrepreneurial Finance concerns not only the processes of financing and investing in start-up companies, but also the changes to the initial financing mix that may be required as start-up companies mature and grow. Topics include: valuation, capital structure, forecasting, the market for venture capital and private equity, the decision to go public or remain private, alternative financing arrangements, and the differential marketability and liquidity of the securities used to finance non-public firms. 

*This course is equivalent to FIN 6315 and only one of these may be counted toward a degree.*

Prerequisite: FIN 6301. (3-0) Y

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### ENTP 6316 (FIN 6316) Private Equity Finance (3 semester hours)

This course will cover the investment of capital in the equity of private companies to fund growth or in public companies to take them private. This course includes the study of a broad spectrum of private equity investments, investing in established private firms, buyouts, financial restructuring of distressed firms, and private equity financing by public firms. 

Prerequisite: FIN 6311 or ENTP 6311 or consent of instructor. (3-0) Y
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<th>Year</th>
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<td>2010-2013</td>
<td>entp6350</td>
<td>ENTP 6350 SIFE Entrepreneurial Practice (3 semester hours)</td>
<td>Students will develop entrepreneurial service and education program projects that focus on six core areas: market economics, entrepreneurship, financial literacy, success skills, environmental sustainability, and business ethics. The student teams and the target beneficiary organizations will jointly develop student project objectives and deliverables supervised by faculty. Students will then present project results to the community and will gather data on how much the target group learned from the project. The students will prepare presentations based on this data for the regional SIFE competition. (3-0). Y</td>
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<td>2013-2013</td>
<td>entp6360</td>
<td>ENTP 6360 Entrepreneurial Ventures Start-up Launch I (3 semester hours)</td>
<td>This course is designed to provide an introduction to entrepreneurship for non-management students. The course emphasizes the development of technology-based ventures, addressing opportunity identification and evaluation, market assessment, startup strategies, business valuation, for a student or a student team to develop a business plan development, venture financing, concept and startup management. Guest lectures by practicing entrepreneurs and investors provide a real-world perspective. The major deliverable of this course in an early stage feasibility analysis will follow a structured and defined methodology for the refinement and validation of a business concept based on leading industry practices. Participants will be selected and enrolled in the student's choosing. This course is not available on the basis of a proposal for a business concept, approved prior to students enrolled registration in degree programs. The course. Participant business ideas can come from many sources, including concepts or ideas developed in other entrepreneurship courses or during the School Business Idea Competition. Additional resources including office space or laboratory facilities in the Venture Development Center may be applied for. Additionally, as concepts are refined, student teams may modify or pivot their approach during the semester with faculty support. Students will enroll and complete the course either individually or as a venture team. Prerequisite: Consent of Management, the instructor. (3-0). S R</td>
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<td>2013-2013</td>
<td>entp6361</td>
<td>ENTP 6361 Start-up Launch II (3 semester hours)</td>
<td>Faculty mentored development of a business concept initiated in ENTP 6360. Prerequisite: ENTP 6360 and consent of the instructor. (3-0). R</td>
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<td>2013-2013</td>
<td>entp6362</td>
<td>ENTP 6362 Start-up Launch III-IV (3 semester hours)</td>
<td>Faculty mentored development of a business concept initiated in ENTP 6360. Students in the start-up launch option may repeat this course once. Prerequisite: ENTP 6361 and consent of the instructor. (3-0). R</td>
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<td>entp6365</td>
<td>ENTP 6365 Integrated Venture Development (3 semester hours)</td>
<td>This course provides an opportunity for a student or student team to contribute to the commercialization of an early stage concept, technology or invention developed by a UT Dallas researcher. The course will follow: (a) a structured and defined methodology for the identification and validation of a business concept for the technology or invention based on leading industry practice; or (b) an alternate plan of milestones and deliverables mutually agreed by the faculty and the inventor/researcher. Student participants will be selected and enrolled in the course on the basis of their prior course background and ability to contribute. Teams will be guided by the faculty and the inventor/researcher, with Office of Technology Commercialization oversight. Participants will execute any necessary intellectual property agreements. This course may be repeated one time for course credit. Prerequisite: ENTP 6370 or approval of the supervising faculty is required.</td>
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<td>entp6370</td>
<td>ENTP 6370 Entrepreneurship (3 semester hours)</td>
<td>This course provides an introduction to entrepreneurship, with an emphasis on identifying, evaluating and developing new venture opportunities. Topics include opportunity identification and evaluation, startup strategies, business valuation, business plan development, attracting stakeholders, financing the venture, managing the growing business and exit strategies. Case studies and guest lectures by entrepreneurs and venture capital partners provide a real-world perspective. The major deliverable of this course is an early stage feasibility analysis of a venture of the student's choosing. Topics may vary. Prerequisite: ACCT 6201 or ACCT 6305 or consent of instructor.</td>
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<td>entp6375</td>
<td>ENTP 6375 (OPRE 6394, SYSM 6332) Technology and New Product Development (3 semester hours)</td>
<td>This course addresses the strategic and organizational issues confronted by firms in technology-intensive environments. The course reflects five six broad themes: (1) managing firms in technology-intensive industries; (2) forecasting key industry and technology trends; (3) linking technology and business strategies; (4) using technology as a source of competitive advantage; (5) organizing firms to achieve these goals; and (6) implementing new technologies in organizations. Students will analyze actual situations in organizations and summarize their findings and recommendations in an in-depth term paper. Case studies and class participation are stressed. Prerequisites: ACCT 6201 and OB 6301 or consent of instructor, stressed (3-0)</td>
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<td>entp6378</td>
<td>ENTP 6378 Managing the Emerging Enterprise (3 semester hours)</td>
<td>This course focuses on the challenges of growing a small company from early startup to a professionally managed business, as the entrepreneur struggles to maintain the entrepreneurial spirit of the firm while introducing the professional management disciplines essential to sustained and profitable growth. Topics include shaping and communicating the entrepreneur's vision, developing a viable business model, positioning products and services in a broader market, implementing business strategies, building an organization and infrastructure, molding the culture, developing and managing critical relationships with banks, suppliers and customers, and managing growth with limited resources. The course makes extensive use of case studies and visiting lectures by entrepreneurs. Prerequisite: ENTP 6370 or the consent of the instructor.</td>
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### ENTP 6380 (MKT 6380) Entrepreneurial Marketing Entry Strategies (3 semester hours)

This course addresses the marketing challenges facing the entrepreneurial firm, including with specific emphasis on the introduction choice and marketing implementation of new products and services without the benefit of an initial market entry strategy. This choice typically involves multiple decisions, each based on critical assumptions about customers, markets and competitors. Early validation of these key assumptions is an established reputation, channel infrastructure or customer base, essential element of the strategic decision process. Topics include understanding the development of marketing strategies, channel selection context and design, product positioning, competitive pricing strategies, advertising and promotion, etc., all within the framework of customer, developing and validating the resource limitations inherent in an entrepreneurial startup. Business concept, defining the product/service offering and customer value proposition, positioning, creating awareness, and developing and implementing the market entry strategy. This course is equivalent to MKT 6380 and only one of these may be counted toward a degree. Prerequisite: MKT 6301 and/or ENTP 6370 or consent of the instructor. (3-0) Y

### ENTP 6382 (MKT 6382) Professional Selling (3 semester hours)

Theory Examines the theory and practical application of the principles and art of professional selling in the entrepreneurial environment, including: 1) the role of selling. The course places special emphasis on mapping the sales function in entrepreneurial ventures; 2) customer behavior, purchase motivations and the situational, psychological and social factors affecting buyer response; 3) methods process for building trust in new companies and relationships; 4) recognizing and managing personality and communication styles; 5) managing the social, ethical and legal factors involved in new products. The method of instruction will include case studies as well as learning by doing live case instruction. This course will include the following advanced concepts in the selling process: 5) preparing and delivering compelling presentations, 6) managing customer concerns and earning customer commitment; 7) managing time effectively sales: Major account acquisition, government markets, global markets, request for information, request for proposal, product line sales, adaptive product and service solutions, team selling, long sales cycles, prospecting and networking productively; 8) managing existing customers and expanding the client base, and 9) recruiting, training, compensating, motivating strategies, implementation and analysis of prospecting strategies, and monitoring the entrepreneurial sales force, management strategies for the early stage of the product lifecycle. (3-0) Y
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<td>entp6385</td>
<td><strong>ENTP 6385 (BPS 6385) Entrepreneurial Business Strategies (3 semester hours)</strong> This course is an advanced course in strategic management, with an emphasis on business strategies for entrepreneurial firms. Within this framework, the course addresses the most recent approaches and perspectives on strategic management in rapidly changing environments. Topics include the formulation and evaluation of strategy in emerging industries, strategies for market entry and competition against established incumbents, the role of technology standards, the technology adoption life cycle model, theories of disruptive innovation, and the use of creative imitation, speed and agility to prevail over established competitors. This course is equivalent to BPS 6385 and only one of these may be counted toward a degree. Prerequisites: ENTP 6370 and BPS 6310 or consent of the instructor. (3-0) Y</td>
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<td>2010-2013</td>
<td>entp6387</td>
<td><strong>ENTP 6387 Forecasting Industry and Technology Futures (3 semester hours)</strong> This course will focus on the challenges of analyzing social, economic and technology trends and forecasting the future performance of specific industries and technologies over time. The course will cover tools and techniques for the analysis of the historical evolution of key industry, demographic, social and technology trends (such as Moore's law for semiconductor performance), information resources, and methodologies for extrapolating and forecasting the future state of industries and technologies. Faculty will address industry convergence, standards and network externalities, and explore through the use of case studies and projects the product/market implications of industry trends and technology futures. (3-0) Y</td>
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<td>2011-2013</td>
<td>entp6388</td>
<td><strong>ENTP 6388 (SYSM 6316) Managing Innovation within the Corporation (3 semester hours)</strong> **Intrapreneurs are the Innovators and entrepreneurs within established corporations who combine innovation, creativity and leadership to develop and launch new products, new product lines and new business units that grow revenues and profits from within. The course seeks to equip student students with the skills and perspectives required to initiate new ventures and create viable businesses in dynamic and uncertain environments in the face of organizational inertia and other sources of resistance to innovation. Course topics include the elements of strategic analysis and positioning for competitive advantage in dynamic markets, and the structuring, utilization and mobilization of the internal resources of existing firms in the pursuit of growth and new market opportunities. Prerequisite: ACCT 6201 and OB 6301 or consent of the instructor. (3-0) Y</td>
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<td>2011-2013</td>
<td>entp6390</td>
<td><strong>ENTP 6390 Business Model Innovation (3 semester hours)</strong> Business model innovation is a logical and internally consistent approach to the design and operations of a new venture, capturing the essence of how the business will be focused and providing a concise representation of how an interrelated set of decision variables will be addressed to create sustainable competitive advantage. This course will explore the range and diversity of existing business models and the analytical tools essential to their understanding, define a logical and internally consistent approach to the choice or development of an appropriate business model for a new enterprise and demonstrate the application of these tools and techniques through case studies and a semester project focused on an entrepreneurial startup exercises. Prerequisite: ENTP 6370 or consent of the instructor. (3-0) Y</td>
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<td>entp6392</td>
<td>ENTP 6392 Entrepreneurship in the Social Sector</td>
<td>This course will explore the role and importance of the non-profit sector and the unique place it occupies in 21st Century life. The course will develop theoretical and conceptual frameworks appropriate for understanding the processes and challenges of non-profit ventures in the social sector. Student teams will work with selected non-profits in the local community, focusing on the issues and challenges of mission definition, service delivery, business practices, fund-raising and governance.</td>
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<td>entp6395</td>
<td>ENTP 6395 Seminar - Topics in Innovation and Entrepreneurship</td>
<td>This course will explore special topics of interest to students of Innovation and Entrepreneurship. The content will vary, exploring such topics as opportunities for innovation in biotechnology, information technology, nanotechnology, and other fields. Extensive use of outside speakers, special readings, and field and library research will be involved. May be repeated for credit as topics vary. Prerequisites: ENTP 6370 and consent of the instructor.</td>
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<td>entp6398</td>
<td>ENTP 6398 (SYSM 6315) The Entrepreneurial Experience</td>
<td>This course is designed to provide student teams with practical experience in the investigation, evaluation and recommendation of technology and/or market entry strategies for a significant new business opportunity. Projects will be defined by the faculty and will generally focus on emerging market opportunities defined by new technologies of interest to a sponsoring corporate partner. Teams will be comprised of management and engineering graduate students, mentored by faculty and representatives of the partnering company. Evaluation will be based on papers, presentations and other deliverables defined on a case-by-case basis. Prerequisite: ENTP 6370 or consent of the instructor.</td>
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<tr>
<td>entp6v97</td>
<td>ENTP 6V97 Entrepreneurial Internship</td>
<td>Student gains will gain experience and improve skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Consent of the Naveen Jindal School of Management's Internship Coordinator is required.</td>
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<td>entp6v99</td>
<td>ENTP 6V99 Special Topics in Entrepreneurship</td>
<td>May be lecture, readings, or individualized study. May be repeated for credit.</td>
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<td>fin6301</td>
<td>FIN 6301 (SYSM 6312) Financial Management</td>
<td>Theoretical and procedural considerations in the administration of the finance function in the individual business firm; planning, fundraising, controlling of firm finances; working capital management, capital budgeting and cost of capital. Pre-/Corequisite: OPRE 6301; AND Pre-/Corequisite: ACCT 6201 OR Pre-/Corequisite: Acct 6305, AND Pre-/Corequisite: MECO 6303 OR Consent of the instructor.</td>
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<td>2013-2013</td>
<td>fin6321 013414 fin6321.3</td>
<td>FIN 6321 (REAL 6321) Introduction to Real Estate (3 semester hours)</td>
<td>Overview of various aspects of real estate markets, including a study of the participants, their roles, the regulation of land marketing, finance, taxation, development, law, appraisal, investment, valuation techniques, and the marketing of real estate endeavors. Prerequisite: MECO 6303 participants. (3-0) Y S</td>
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<td>fin6322 013415 fin6322.5</td>
<td>FIN 6322 (REAL 6322) Real Estate Finance and Investment (3 semester hours)</td>
<td>This course covers commercial real estate investment analysis and instruments used in its finance, the financing thereof. Topics include real estate valuation, loan structures, syndication, securitization, and developments in capital markets affecting real estate developments. Prerequisite: FIN 6301. (3-0) S</td>
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<td>2013-2013</td>
<td>fin6323 013416 fin6323.3</td>
<td>FIN 6323 (REAL 6323) Real Estate Investment and Market Analysis and Commercial Investment (3 semester hours)</td>
<td>An in-depth This course that combines lectures provides insight into market analysis and research including local and economic base analysis with case studies on specific commercial investment property types. This course also applies modern technologies to explore the sources of real estate value, feasibility, strategies for financing, and portfolio management for real estate assets. Co/Pre-Requisite: assist in performing these analyses. Pre/Corequisite REAL 6301 or REAL 6321 or FIN 6321 or REAL 6322 or FIN 6322. (3-0) Y</td>
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<td>fin6324 013508 fin6324.2</td>
<td>FIN 6324 (REAL 6324) Real Estate Development Valuation (3 semester hours)</td>
<td>An in depth This capstone real estate course covering issues faced in provides an in-depth study, application and evaluation of the theory and methods of residential and commercial property valuation and appraisal. Topics include the development process including three major approaches to appraising real estate, regression analysis, market analysis, government approvals, financing highest and risk assessment, best use analysis and capitalization techniques, with an emphasis on income properties. Prerequisite: REAL 6301 or REAL 6321 or FIN 6321 or REAL 6322 or FIN 6322. (3-0) Y</td>
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<td>fin6326 013414 fin6326.1</td>
<td>FIN 6326 (REAL 6326) Real Estate Law and Contracts (3 semester hours) Study of the legal principles governing real estate transactions, with an emphasis on promulgated contracts. Topics include contract law, tax law, leases, estates in land, types of ownership, deeds, mortgages, title insurance, agency and homestead. Pre/Corequisite: REAL 6301 or FIN 6301 or REAL 6321 or FIN 6321 or REAL 6322 or FIN 6322. (3-0) Y</td>
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<td>2013-2013</td>
<td>fin6328 013413 fin6328.1</td>
<td>FIN 6328 (REAL 6328) Real Estate Development (3 semester hours) An in depth course covering issues faced in the development process including market analysis, government approvals, financing and risk assessment. Prerequisite: REAL 6301 or REAL 6321 or FIN 6321 or REAL 6322 or FIN 6322. (3-0) R</td>
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<td>2012-2013</td>
<td>fin6352 013109 fin6352.3</td>
<td>FIN 6352 Corporate Financial Modeling (3 semester hours) This course focuses on corporate financial modeling and its uses in valuing firms, buyouts and mergers. Prerequisites: FIN 6306 or consent of instructor. (3-0) T</td>
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<td>2010-13</td>
<td>fin6360</td>
<td>FIN 6360 Options and Futures Markets (3 semester hours)</td>
<td>Examines the valuation of derivative securities such as options and futures contracts, as well as the use of these instruments in managing business and financial risks. The topics to be covered include pricing of futures contracts, swaps, and options, the use of derivative instruments in hedging, portfolio insurance, exotic options, and the valuation of options on debt instruments. Prerequisites: FIN 6340, 6306. (3-0) T</td>
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<td>2013-13</td>
<td>fin6368</td>
<td>FIN 6368 Financial Information and Trading (3 semester hours)</td>
<td>This course examines the different sources of financial data and their use in investment analysis and trading. The course also examines the market structure of different security markets and their implications for the pricing of securities. Prerequisite: FIN 6306. (3-0) T</td>
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<td>2013-13</td>
<td>fin6378</td>
<td>FIN 6378 Emerging Market Investment Analysis (3 semester hours)</td>
<td>This course applies the tools of investment analysis to the evaluation of emerging markets and their securities. Prerequisite: FIN 6310 and consent of the instructor. (3-0) Y</td>
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<td>fin6380</td>
<td>FIN 6380 Practicum in Investment Global Fund Management (3 semester hours)</td>
<td>Requires permission of the area coordinator. For students involved in the practice of investment management, managing a fund of global investments. May be repeated for credit (9 hours maximum). Prerequisite: FIN 6310 and consent of instructor. (3-0) Y</td>
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<td>2012-13</td>
<td>fin6381</td>
<td>FIN 6381 Introductory Mathematical Finance (3 semester hours)</td>
<td>Introduction to the mathematical methods of continuous time finance (Ito calculus, stochastic dynamic optimization, etc.). Prerequisite: FIN 6310 or 6360 and permission of the instructor. (3-0) T</td>
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<td>2013-13</td>
<td>fin6382</td>
<td>FIN 6382 Numerical Methods in Finance (3 semester hours)</td>
<td>Study of the use of numerical methods used in finance. Topics include numerical static and dynamic optimization, numerical solution of partial differential equations, and Monte Carlo methods. Prerequisites: various financial applications. Prerequisite: FIN 6360 or 6306, or permission of the instructor. (3-0) T</td>
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<td>2012-13</td>
<td>fin6383</td>
<td>FIN 6383 Financial Engineering &amp; Risk Management (3 semester hours)</td>
<td>Study of financial engineering, risk management and its applications to risk management, applications. Prerequisite: FIN 6360 or 6381, or permission of the instructor. (3-0) T</td>
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<td>2011-13</td>
<td>hmtg6324</td>
<td>HMG 6324 (OPRE 6396, OB 6332, SYSM 6313) Healthcare Negotiation and Dispute</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, group, and international 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. Prerequisite: OB 6301 or consent of instructor. (3-0) T</td>
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<td>2010-13</td>
<td>HMGT 6329</td>
<td>HMGT 6329 Seminar in Healthcare Management (3 semester hours)</td>
<td>This course examines several important structural, political and regulatory issues in healthcare. Facilitated by outside industry experts, topics might include: healthcare reform, consumer directed healthcare, features guest lecturers from the future of Medicare healthcare community giving students insight into many diverse career fields. Speakers will offer advice on career preparation, job interviewing, and Medicaid, medical ethics, health plan economics, important skills needed for success. Interaction with the impact of hospital speakers offers a valuable networking experience and MCO consolidation, HIPPA regulation, and measuring quality in healthcare. May be repeated an opportunity for credit as topics vary. Employment opportunities discussed have included hospital administration, home health agencies, medical group practice, dental practices, governmental agencies, and consulting firms. Prerequisite: HMGT 6320. (3-0)</td>
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<td>2012-13</td>
<td>HMGT 6334</td>
<td>HMGT 6334 Healthcare Analytics (3 semester hours)</td>
<td>This course covers theories and applications of business intelligence. The focus is on extracting business intelligence from firm's business data for various applications, including (but not limited to) customer segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining and product assortment. The emphasis will be placed on the 'know-how' -- knowing how to extract and apply business intelligence to improve business decision-making. Students will also acquire hands-on experience with several business intelligence software such as XL miner, SAS enterprise Miner and SQL Server2008 (depending on availability). This class is required for the SAS certificate in data mining. <strong>Students may not get credit for both HMGT 6334 and MIS 6324.</strong> Prerequisite: MIS 6326. (3-0)</td>
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<td>2011-13</td>
<td>HMGT 6336</td>
<td>HMGT 6336 (ACCT 6336) Information Technology Audit and Risk Management (3 semester hours)</td>
<td>Management's role in designing and controlling information technology used to process accounting data is studied. Topics include the role of internal and external auditors in systems development, information security, business continuity, information technology, operations, internet, change management and operations. Focus is placed on the assurance of controls over information technology risks and covers topics directly related to online systems, web-based, internet, and other advanced computer systems. the Certified Information Systems Auditor (CISA) exam. (3-0)</td>
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<td>2011-13</td>
<td>HMGT 6380</td>
<td>HMGT 6380 (ACCT 6380) Internal Audit (3 semester hours)</td>
<td>The course covers internal audit from a broad perspective that includes information technology, business processes, and accounting systems. Topics include internal auditing standards, risk assessment, governance, ethics, audit techniques, consulting and emerging internal audit issues. This is the first course leading to Endorsed Internal Audit Auditing Education Partnership (IAEP) Certificate and will prepare students to sit for the Certified Internal Auditor Exam. Students work on internal audits as part of class along with learning the latest internal audit techniques. (3-0)</td>
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### HMGT 6382 (ACCT 6382) Advanced Auditing (3 semester hours)
This course examines how the role of the auditor can best be coordinated. Numerous case studies of audit integrated activities will be covered. Current topics and emerging issues related to audit will be discussed such as Enterprise Risk Management, Advanced Communication Techniques, Managing the Audit Group, and Quality Assessment Reviews are all covered as part of the class. Weekly assignments and case studies are discussed in detail in class along with a major project with practitioners. The course covers topics necessary for students work as an auditor in charge. Prerequisites: ACCT 6334 or ACCT 6380 (HMGT 6380), or HMGT 6380. (3-0) R

### HMGT 6405 Healthcare Information, Management and Technology (4 semester hours)
Examines the critical success factors for the specification, selection and implementation of a healthcare IT system. Topics include analyzing healthcare IT architectures, developing an IT implementation plan and budget, and developing the governance and oversight requirements of a major IT project. (4-0) T

### HMGT 6407 Healthcare Policy and Regulation (4 semester hours)
Examines the social, political and economic forces that are shaping US healthcare policy. Analyzes the federal government's role in the financing and regulation of healthcare, discusses the government's enforcement role with CMS and the OIG and analyzes the prospects for healthcare reform. This class is held in Washington, DC. (4-0) T

### HMGT 6410 The Science and Practice of Influencing Behavior Coaching as a Leadership Style (4 semester hours)
Develops highly effective coaching skills for fostering positive change in both individuals and teams. Topics include developing an effective coaching relationship through intelligent listening and authentic feedback, assessing an individual's readiness for change and helping to increase colleagues' personal and professional effectiveness. (4-0) T

### IMS 6212 Global Communication & Negotiations (2 semester hours)
This course focuses on understanding national culture and cultural issues in international business. It emphasizes the importance of managing cultural differences to enhance communication, negotiation, leadership, and group dynamics in an international work environment. (2-0) Y

### IMS 6213 Global Politics in Business (2 semester hours)
Politics is a common challenge for multinational companies. This course will provide a comprehensive study of global business and politics. It examines regulatory compliance, ideology, government policies, ethical conflicts, environmental and resource issues at a global level. (2-0) Y

### IMS 6214 Global Mergers & Acquisitions (2 semester hours)
This course will examine mergers and acquisitions in the global scale, including identifying targets; valuing the targets; negotiating the deals, and structuring the post-deal integration. It will also cover the legal, organizational and strategic issues that impact the acquisition process. (2-0) Y
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<td>2009-2013</td>
<td>ims6251012757ims6251.2</td>
<td>-- request to remove this course from catalog -- IMS 6251 Globalization and Sustainability (2 semester hours) Executive Education Course. This course examines various historical and contemporary theories of globalization from an interdisciplinary perspective. Course content centers on key readings that address the globalization debate with a focus on regionalization versus globalization trends and global sustainability as a strategy. (2-0) Y</td>
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<td>IMS 6302 Legal Aspects of International Business Transactions (2 (3 semester hours) The legal environment and framework of international business, legal aspects and implications of international trade and the establishment and operation of business abroad, moving goods across national borders, immigration, joint ventures, licensing, setting up and financing operations abroad, negotiating an international deal, resolving disputes, international corruption, bribery and crime. Prerequisite: IMS 5200. (2-0) T</td>
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<td>2013-2013</td>
<td>ims6340ims6340.2</td>
<td>IMS 6340 Managing Strategy and People in International Techno-Creative Industries (3 semester hours) &quot;Techno-Creative&quot; industries (game design, animation and social media) have become important global industries. This course will apply principles from strategic management and international HRM to prepare professional to work in and &quot;add value&quot; in these industries. Game design, and related industries will be used in this course as a platform for hands on learning. Case studies, speakers and projects will be used to bring to life principles of strategy and human resource management. No prior interest or experience in game design or related industries is required, but will be welcome. (3-0) Y</td>
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<td>2013-2013</td>
<td>ims6341ims6341.2</td>
<td>IMS 6341 International Human Resource Management (3 semester hours) This course will focus on the impact of globalization on managing international human resources. The central aim of this course is to identify the challenges of managing diverse manpower in an international set up and to teach students how to effectively manage diverse manpower in rapidly changing global business environments. Students will learn how to develop an effective human resource management strategy by incorporating cultural, legal and social aspects of a host country. The course also introduces comparative HR practices in the process of expatriates' selection, training and managing of cultural shocks and reverse cultural shocks. (3-0) Y</td>
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<td>IMS 6343 Sustainability in a Global Business Environment (3 semester hours) This course is expected to enhance global awareness and discovery of how local businesses and organizations can create sustainable value for people and planet. This course will cover basic concepts in business sustainability and organizational management, such as leadership, social capital, and organizational design. Students will have a better understanding of the opportunities and challenges of businesses in a diverse environment challenged by globalization pressures. The course will be offered as part of an interdisciplinary field study program. (3-0) Y</td>
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| 2011-13| ims6352  | IMS 6352 International Business Implementation (3 semester hours)  
|         | 012770   | This course explores current theories and issues concerning the development of various types of international business entities with a focus on organizational design and execution of strategy and operational delivery. Course content centers on key readings about international business implementation issues and case examples in emerging and developed economies. Executive Education Course. Prerequisite: IMS 6204. (3-0) Y | remove review pending sxa06300 0 2012-11-2 9 08:41:50 |           |              |              |
|         | ims6352.3| -- request to remove this course from catalog --                                                                                  |                                            |            |              |              |
| 2012-13| ims6365  | IMS 6365 (OPRE 6397) Cross-Culture Communication and Management (3 semester hours)  
|         | 007574   | This course focuses on understanding national culture and cultural issues in international business. It emphasizes the importance of managing cultural differences to enhance communication, negotiation, leadership, and group dynamics in an international work environment. Further, the course describes methods to develop effective selection and training programs for international assignments. (3-0) Y | edit review pending mxv0620 00 2012-11-2 8 16:53:05 |           |              |              |
|         | ims6365.5| IMS 6365 (OPRE 6397) Cross-Culture Communication and Management (3 semester hours)  
|         | 012770   | This course focuses on understanding national culture and cultural issues in international business. It emphasizes the importance of managing cultural differences to enhance communication, negotiation, leadership, and group dynamics in an international work environment. Further, the course describes methods to develop effective selection and training programs for international assignments. (3-0) Y | edit review pending mxv0620 00 2012-11-2 8 16:53:05 |           |              |              |
| 2013-13 | ims6v91  | IMS 6V91 Regional Area Studies: Latin America (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Latin America and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:09:51 |           |              |              |
|         | ims6v91.6| IMS 6V91 Regional Area Studies: Latin America (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Latin America and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:09:51 |           |              |              |
| 2013-13 | ims6v92  | IMS 6V92 Regional Area Studies: Western Europe (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Western Europe and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:15:27 |           |              |              |
|         | ims6v92.5| IMS 6V92 Regional Area Studies: Western Europe (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Western Europe and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:15:27 |           |              |              |
| 2013-13 | ims6v93  | IMS 6V93 Regional Area Studies: Asia (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Asia and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:16:01 |           |              |              |
|         | ims6v93.3| IMS 6V93 Regional Area Studies: Asia (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Asia and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:16:01 |           |              |              |
| 2013-13 | ims6v94  | IMS 6V94 Regional Area Studies: Africa (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Africa and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:21:26 |           |              |              |
|         | ims6v94.3| IMS 6V94 Regional Area Studies: Africa (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Africa and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:21:26 |           |              |              |
| 2013-13 | ims6v95  | IMS 6V95 Regional Area Studies: North America (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in North America and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:21:57 |           |              |              |
|         | ims6v95.3| IMS 6V95 Regional Area Studies: North America (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in North America and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:21:57 |           |              |              |
| 2013-13 | ims6v96  | IMS 6V96 Regional Area Studies: Eastern Europe (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Eastern Europe and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:22:20 |           |              |              |
|         | ims6v96.3| IMS 6V96 Regional Area Studies: Eastern Europe (1-3 semester hours)  
|         | 007574   | History of economic development and overview of current participation of firms in Eastern Europe and their place in the world economy. May be repeated for credit as topics vary. Prerequisite: Consent of the instructor. ([1-3]-0) T | edit review pending mxv0620 00 2013-01-0 7 09:22:20 |           |              |              |

**Note:** Updated 1-7-2013
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<td><strong>-- request to remove this course from catalog --</strong> IMS 7V50 Area Studies-Far East (2-3 semester hours) History of economic development and overview of current participation in the world economy. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td>IMS 7V50 Area Studies-Far East (2-3 semester hours) History of economic development and overview of current participation in the world economy. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td><strong>-- request to remove this course from catalog --</strong> IMS 7V53 Area Studies-Eastern Europe (2-3 semester hours) History of economic development and overview of current participation in the global economy. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td>IMS 7V53 Area Studies-Eastern Europe (2-3 semester hours) History of economic development and overview of current participation in the global economy. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td>IMS 7V54 Area Studies-Western Europe (2-3 semester hours) History of economic development and overview of current participation in the world economy. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td><strong>-- request to remove this course from catalog --</strong> IMS 7V55 Area Studies-Latin America (2-3 semester hours) History of economic development and overview of current participation in the world economy. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td><strong>-- request to remove this course from catalog --</strong> IMS 7V59 Area Studies-Special Topics (2-3 semester hours) History of economic development and overview of current participation in the global economy of regions of the world of timely interest to international management but outside the scope of other Area Studies courses. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td>IMS 7V59 Area Studies-Special Topics (2-3 semester hours) History of economic development and overview of current participation in the global economy of regions of the world of timely interest to international management but outside the scope of other Area Studies courses. May be repeated for credit as topics vary. Prerequisite: IMS 6204 or consent of instructor. ([2-3]-0)</td>
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<td>007598</td>
<td><strong>-- request to remove this course from catalog --</strong> MAS 7200 Coaching Practice Lab (2 semester hours) Small group practice sessions for the purpose of applying and deepening the principles and techniques learned throughout the coaching classes. The purpose of this class is to engage in applied learning through peer-to-peer interaction with instructor feedback. ([2-0]-S)</td>
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<td><strong>-- request to remove this course from catalog --</strong> MAS 7200 Coaching Practice Lab (2 semester hours) Small group practice sessions for the purpose of applying and deepening the principles and techniques learned throughout the coaching classes. The purpose of this class is to engage in applied learning through peer-to-peer interaction with instructor feedback. ([2-0]-S)</td>
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<td>008883</td>
<td><strong>-- request to remove this course from catalog --</strong> MECO 6303 (SYSM 6319) Business Economics (3 semester hours) Foundations of the economic analysis of business problems, with special emphasis on the function and determination of market prices in production and consumption. Supply and demand, price theory, production theory, trade theory with reference to the global economy, the effects operation of tax markets and other policies in the economy, and essential elements of the banking system and monetary policy are addressed. macroeconomy. Prerequisite: MATH 5304 or equivalent. (3-0)</td>
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<td>2008-2013</td>
<td>meco6312 008885 meco6312. 6</td>
<td>MECO 6312 Applied Econometrics and Time Series Analysis (3 semester hours)</td>
<td>A survey of techniques used in making short-term, intermediate-term, analyzing cross-sectional, time series and long-run forecasts of business activity panel data with special emphasis on time series methods. Prerequisites: MECO 6201 or MECO 6303 or consent of the instructor. (3-0)</td>
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<td>meco6315 008887 meco6315. 4</td>
<td>MECO 6315 Approaches to Statistical Inference (3 semester hours)</td>
<td>Theory and methods of statistical inference. Classical estimation theory, classical hypothesis testing, Bayesian and alternative approaches to statistical inference, general linear model with applications, and computational methods. Topics may vary. Prerequisite: OPRE 6330, 7310. (3-0)</td>
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<td>2012-2013</td>
<td>mis6309 009000 mis6309.7</td>
<td>MIS 6309 (ACCT 6309, OPRE 6309) Business Data Warehousing (3 semester hours)</td>
<td>The course will discuss provides the student with in depth knowledge of data warehousing principles and principles, data warehouse techniques, and introductory business intelligence. It includes intelligence systems. The course introduces the topics such as of data warehouse design, Extract-Transform-Load (ETL) framework, (ETL), data cubes, and data marts. Reporting and Students will create business intelligence using data warehouses will also be covered, with several OLAP and analytical tools. The course currently uses SAP BW, SAP BEx, SAP Data Mining Workbench, and SAP Business Objects as a tool to illustrate these concepts. (3-0)</td>
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<td>mis6316 009005 mis6316.6</td>
<td>MIS 6316 Data Communications (3 semester hours)</td>
<td>This course covers the fundamentals of telecommunications, including: transmission, switching, throughpput and capacity, error rates and checking, and security and policy issues. State of the art technologies The course includes demonstration and their applications to business are covered in depth, 'hands on' exercises using the SAP ECC ERP system. (3-0)</td>
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<td>2008-2013</td>
<td>mis6318 009007 mis6318.3</td>
<td>-- request to remove this course from catalog -- MIS 6318 Electronic Commerce (3 semester hours) Technical, economic, and managerial issues leading to prudent decision making for the implementation of electronic commerce applications and data communications networks including: overview of current technologies for enterprise wide connectivity; the Internet and the Information Superhighway; current trends in Internet-based open systems; digital convergence of voice, video, and data; and World Wide Web programming techniques for interactive web document creation. Prerequisite: MIS 6204 or MIS 6350 or consent of instructor. (3-0)</td>
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<td>mis6319 009008 mis6319.5</td>
<td>MIS 6319 (OPRE 6390) Enterprise Resource Planning (3 semester hours)</td>
<td>Examines the role of enterprise systems in organizations. It will focus on business processes, business process integration, and information technology for enabling the integration. The course also covers selection and implementation of ERP systems. A part of the course will be set aside for demonstration and 'hands on' exercises with one of the available ERP software. (3-0)</td>
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<td>2013-2013</td>
<td>MIS 6320</td>
<td>(HCS 6322) Computational Modeling Methods for Language Understanding (OPRE 6393, ACCT 6320) Database Foundations</td>
<td>The course is designed to provide database knowledge for natural language understanding. Use non-MIS business students to function effectively in their functional area. The course covers fundamentals of the MATLAB computer language, relational databases, relational database structure, database queries, and reports. Structured Query Language will be used extensively. Applications of databases for instantiating specific knowledge-based computational theories accounting, finance, marketing, and other areas of natural language understanding. Emphasizes creative applications business will be emphasized. Cannot be used to satisfy the requirements of these research methodologies. MS ITM degree. MIS 6320 and MIS 6326 cannot both be used to satisfy degree requirements. (3-0)</td>
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<td>2012-2013</td>
<td>MIS 6324</td>
<td>Business Intelligence Software and Techniques</td>
<td>This course covers theories and applications of business intelligence. The focus is on extracting business intelligence from firms' business data for various applications, including (but not limited to) customer segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining and product assortment. The emphasis will be placed on the 'know-how' -- knowing how to extract and apply business intelligence to improve business decision-making. Students will also acquire hands-on experience with several business intelligence software such as XL miner, SAS Enterprise Miner and SQL Server2008 (depending on availability). This class is required for the SAS certificate in data mining. Students may not receive credit for both HMGT 6334 and MIS 6324. (3-0)</td>
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<td>2011-2013</td>
<td>MIS 6326</td>
<td>Data Management</td>
<td>Database theory and tools used to manage accounting data and other information are introduced. Topics include relational database theories, Structured Query Language (SQL), database design and conceptual/semantic data modeling. A client/server database environment is developed with a selected SQL server and a database application development tool. May not receive credit for both ACCT 6337 MIS 6320 and MIS 6326. 6326 cannot both be used to satisfy degree requirements. (3-0)</td>
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<td>2012-2013</td>
<td>MIS 6332</td>
<td>Advanced ERP: Sales and Distribution</td>
<td>The class focuses on advanced process and configuration issues related to ERP implementation. The functional side of sales, distribution, delivery and billing as well as integration with materials management and production, financial and management accounting is emphasized. SAP is currently used to discuss and provide hands-on experience with key ideas. Some sales theory will also be discussed. Prerequisite: MIS 6319 or consent of the instructor. (3-0)</td>
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<td>2010-2013</td>
<td>MIS 6360</td>
<td>Software Project Management</td>
<td>Provides an in depth examination of project management principles and modern software project management practices. The five process groups and nine knowledge areas of the Project Management Institute Body of Knowledge (PMI BOK) are examined in the context of the systems. systems development lifecycle. (3-0)</td>
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<td>MIS 6362</td>
<td><strong>Web Services and Service Oriented Architecture Computing</strong> (3 semester hours) Examines the service orientation of technology to service business. The course will explore Service Oriented Architecture (SOA) fundamentals from application as well as infrastructure perspective and study its impact to business. The course will examine the evolution of service orientation over computing eras leading up to current practices and cutting edge trends in global industry. (3-0) Y</td>
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<td>MIS 6369</td>
<td>(OPRE 6369) Supply Chain Software (3 semester hours) The course teaches planning and execution of supply chains with software such as SAP's ERP (R3) and Advanced Planning &amp; Optimization (APO). This software is used in lab exercises that provide students with hands-on, experimental learning. The focus is on the supply planning function of supply chain management. Topics include: introduction to fundamentals of ERP and SAP, master and transaction data, MRP, forecasting, supply and demand matching, and integration of ERP and APO modules. This course is intended for graduate students with interests in software-based supply chain management. No SAP experience is required. <strong>Prerequisites:</strong> OPRE 6301 and OPRE 6302 or the permission of the instructor. (3-0) R S</td>
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<td>MIS 6372</td>
<td>(OPRE 6392) IT Services Management (3 semester hours) The purpose of this course is to examine and explain how organizations engage and manage their IT services throughout the IT services lifecycle. The course covers topics related to service strategy, service design, service transition, service operation and continuous improvement. It also includes managing outsourced IT services and the organizational, technological and economical aspects associated with the outsourcing of IT services and functions. The course uses ITIL framework to illustrate various concepts. (3-0) Y</td>
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<td>MIS 6378</td>
<td>(ACCT 6378 AND MKT 6338) Enterprise Systems and CRM (3 semester hours) The objective of the course is to increase practical skills and conceptual knowledge related to Customer Relationship Management (CRM) utilizing the mySAP.com CRM application, or similar software, as application and the primary learning tool, data mining workbench. Students will garner knowledge of operational, analytical, and collaborative CRM. (3-0) R</td>
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<td>MIS 6379</td>
<td>(ACCT 6379) SAP ABAP Programming (3 semester hours) This course provides a thorough understanding of the role of ABAP programming, SAP's programming language, in the implementation and use of enterprise systems. Components of the course include: complex report development, SAP query, dialog programming, ABAP Objects, transaction development, EDI/ALE and BAPI development, Business Add-ins (BADIs) and output processing. (3-0) R</td>
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<td>MKT 6301</td>
<td>(SYSM 6318) Marketing Management (3 semester hours) Overview of marketing management methods, principles and concepts including product, pricing, promotion and distribution decisions as well as segmentation, targeting and positioning. (3-0) S</td>
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<td>mkt6331</td>
<td>MKT 6331 Building and Managing Professional Sales Management Techniques</td>
<td>The focus of this course is on the development and management with a professional sales organization. The course will explore the different strategies needed for different markets (consumer, business, government, and global). While the course will examine the various training programs available, there will be relatively little emphasis on sales techniques (This is not a course to learn basic selling concepts). We examine issues related to building and managing the sales effort at various stages of the company and product lifecycle, hiring and training sales personnel, compensation and evaluating incentive plans, sales performance forecasting, addressing multiple product lines, multiple channels and multiple geographic regions, and developing strategic alliances.</td>
<td>MKT 6301 or consent of instructor. (3-0) T</td>
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<td>mkt6338</td>
<td>MKT 6338 (ACCT 6378 AND MIS (MIS 6378) Enterprise Systems and CRM</td>
<td>The objective of the course is to increase practical skills and conceptual knowledge related to Customer Relationship Management (CRM) utilizing the mySAP.com CRM application, or similar software, as application and the primary learning tool: data mining workbench. Students will garner knowledge of operational, analytical, and collaborative CRM.</td>
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<td>mkt6362</td>
<td>MKT 6362 Marketing Engineering Models (3 semester hours)</td>
<td>To study the field of marketing engineering from the perspective of quantitatively-based marketing models, with an emphasis upon those related to marketing mix variables and new product forecasting. This course will also examine the historical development of quantitatively-based marketing and teach quantitative models that are necessary when implementing marketing strategy such as segmentation, positioning, product portfolios and their use and application in marketing decision support systems. Mix variables. Companies are increasingly using and applying the modeling approach to marketing decision making. This course will examine the practical and theoretical foundations of Marketing engineering, decision making. Topics will and tools covered include: introduction of marketing models, forecasting, product diffusion models, advertising and communication models, advertising, sales force allocation and sizing models, stochastic models for analysis, scanner data in brand choice, etc. choice models, promotional profitability and more. Students will be given a rudimentary knowledge of SAS and other commercially-used software. This class is required for the Academic Certificate in Product Management. Prerequisite: MKT 6301 and OPRE 6301 or consent of instructor.</td>
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<td>mkt6365</td>
<td>MKT 6365 Marketing Digital Lab (3 semester hours)</td>
<td>This course provides hands on training with different applications frequently used by marketing/advertising companies and agencies. The lab covers the use of social media listening platforms (i.e. NetBase), conducting user experience (UX) web and mobile testing, data visualization, blogging content management (i.e. WordPress), YouTube, Mobile Wordpress), website creation, video, mobile QR codes &amp; apps, codes, apps, search engine optimization and paid search campaigns (i.e. Google AdWords). Prerequisite: Prerequisites: MKT 6301 and MKT 6301, 6321 or consent of the instructor</td>
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<td>2011-2013</td>
<td>mkt6380.7</td>
<td>MKT 6380 (ENTP 6380) Entrepreneurial Marketing</td>
<td>Entry Strategies (3 semester hours) This course addresses the marketing challenges facing the entrepreneurial firm, including with specific emphasis on the introduction choice and marketing implementation of new products and services without the benefit of an initial market entry strategy. This choice typically involves multiple decisions, each based on critical assumptions about customers, markets and competitors. Early validation of these key assumptions is an established channel infrastructure or customer base, essential element of the strategic decision process. Topics include understanding the development of marketing strategies, channel selection context and design, product positioning, competitive pricing strategies, advertising the customer, developing and promoting within validating the framework of business concept, defining the resource limitations inherent in an entrepreneurial startup, product/service offering and customer value proposition, positioning, creating awareness, and developing and implementing the market entry strategy. This course is equivalent to ENTP 6380 and only one of these may count toward a degree. <strong>Prerequisites:</strong> MKT 6301 and/or ENTP 6370 or permission consent of the instructor. (3-0) Y</td>
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<td>2013-2013</td>
<td>mkt6382.1</td>
<td>MKT 6382 (ENTP 6382) Professional Selling</td>
<td>(3 semester hours) Examines the theory and practical application of the principles and art of professional selling. The course places special emphasis on mapping the sales process for new companies and new products. The method of instruction will include case studies as well as learning by doing live case instruction. This course will include the following advanced concepts in sales: Major account acquisition, government markets, global markets, request for information, request for proposal, product line sales, adaptive product and service solutions, team selling, long sales cycles, prospecting and networking strategies, implementation and analysis of prospecting strategies, and sales management strategies for the early stage of the product lifecycle. (3-0) Y</td>
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<td>2011-2013</td>
<td>ob6151.3</td>
<td>OB 6151 Intercultural Savvy</td>
<td>(1 semester hour) This course addresses the behavioral and skill competencies required to effectively communicate and develop business relations in multicultural and diverse work environments. Course is highly interactive with assessments and role plays. <strong>Prerequisite:</strong> IMS 6204. Executive Education Course. (1-0) Y</td>
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<td>OB 6248 Coaching Practice Lab I</td>
<td>(2 semester hours) Small group practice sessions for the purpose of applying and deepening the principles and techniques learned throughout the coaching classes. The purpose of this class is to engage in applied learning through peer-to-peer interaction with instructor feedback. (2-0) S</td>
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<td>2013-2013</td>
<td>ob6249.2</td>
<td>OB 6249 Coaching Practice Lab II</td>
<td>(2 semester hours) Small group practice sessions for the purpose of applying and deepening the principles and techniques learned throughout the coaching classes. The purpose of this advanced class is to engage in applied learning through peer-to-peer interaction with instructor feedback. (2-0) S</td>
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<td>OB 6301 <em>(SYSM 6333)</em> Organization Behavior (3 semester hours) The study of human behavior in organizations. Emphasizes theoretical concepts and practical methods for understanding, analyzing, and predicting individual, group, and organizational behavior. Topics include work motivation, group dynamics, decision making, conflict and negotiation, leadership, power, and organizational culture. Ethical and international considerations are also addressed. (3-0) S</td>
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<td>2013-2013</td>
<td>ob6308</td>
<td>OB 6308 Contemporary Business Ethics and Social Responsibility (3 semester hours) The purpose of the course is to enable students to engage in a systematic examination of current ethical issues and problems relevant to the decision making in the organization and management of business enterprises in a complex, dynamic, and global environment. Students will be expected to reflect on question-raising situations that demand careful, informed moral deliberation and examine whether business decisions/practices have ethical consequences. The course combines readings, guest speakers, lectures, and activities that focus on the roles, activities, and ethical choices of managers as they direct organizations within the context of our contemporary society. (3-0) S</td>
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<td>2011-2013</td>
<td>ob6332</td>
<td>OB 6332 <em>(HMGT 6324 and OPRE 6396, HMGT 6324, SYSM 6313)</em> Negotiation and Dispute Resolution (3 semester hours) 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, group, and international 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. <em>Prerequisite: OB 6301 or consent of instructor.</em> (3-0) T Y</td>
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<td>opre6332</td>
<td>OPRE 6332 Spreadsheet Modeling and Analytics (3 semester hours) This course introduces explains the basic concepts of effective spreadsheet design and model building and encourages students to take an analytic view of business decision making. The utilizing the electronic spreadsheet is used as the principal device for building models, and the device. The course covers the concepts of effective spreadsheet design and use. With that background, helps students to take an analytic view and acquire knowledge about specific decision making techniques for business, such as optimization and simulation, and build building spreadsheet models to identify choices, formalize trade-offs, specify constraints, perform sensitivity analyses, and analyze the impact of uncertainty. *Applications The course also examines the applications in finance, economics, marketing, and operations are examined in depth. Prerequisite: OPRE 6301 or OPRE 6302 or with the consent of instructor. operations. (3-0) R S</td>
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<td>2012-2013</td>
<td>opre6340</td>
<td>OPRE 6340 <em>(MECH 6335)</em> Flexible Manufacturing Strategies (3 semester hours) The use of automation in manufacturing is continuously increasing. This course covers the variety of types of flexible automation, including flexible manufacturing systems, integrated circuit fabrication and assembly, and robotics. Examples of international systems are discussed to show the wide variety of systems designs and problems. Strategic as well as economic justification issues are covered. (3-0) R</td>
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*Graduate Catalog 2013 - Course Change Requests*  
*Page 58 Updated 1-7-2013*
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>opre6361.6</td>
<td>OPRE 6361 Production Planning and Control (3 semester hours)</td>
<td>Analysis of the production system of a manufacturing organization. Classical modeling and decision methods including simulation methods for stochastic models and exact and heuristic solutions of deterministic models. Material Requirement Planning systems and Flexible Manufacturing systems. Prerequisite: OPRE 6302 or consent of the instructor. (3-0)</td>
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<tr>
<td>opre6362.11</td>
<td>OPRE 6362 (SYSM 6311) Project Management in Engineering and Operations (3 semester hours)</td>
<td>The discipline of planning, organizing and managing resources to bring about the successful completion of specific project goals and objectives. The course will cover various aspects of managing projects in engineering and operations environments including the critical path methods for planning and controlling projects, including projects, time and cost tradeoffs, resource utilization, organizational design, conflict resolution and stochastic considerations. (3-0)</td>
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<tr>
<td>opre6363.5</td>
<td>OPRE 6363 Inventory Control (3 semester hours)</td>
<td>Analysis of deterministic and simple stochastic inventory models. Stochastic periodic reorder models with simple deterministic and simulation solutions. Lot size models and their extensions, reorder point determination, price break, Wagner-Whitin, Modigliani-Holn models. Prerequisite: OPRE 6302 or consent of the instructor. (3-0)</td>
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<tr>
<td>opre6364.7</td>
<td>OPRE 6364 Quality Control (Lean Six Sigma) (3 semester hours)</td>
<td>Concepts and theory of quality control in manufacturing and service operations. Analysis of product design, process capability studies, statistical process control, and acceptance sampling. Prerequisite: OPRE 6301. (3-0)</td>
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<tr>
<td>opre6366.6</td>
<td>OPRE 6366 Global Supply Chain Management (3 semester hours)</td>
<td>Key issues associated with the design and management of industrial supply chains. The efficient integration of suppliers, factories, warehouses, and stores so that products are distributed to global customers in the right quantity and at the right time. Prerequisite: OPRE 6302 or consent of the instructor. (3-0)</td>
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<tr>
<td>opre6367.7</td>
<td>OPRE 6367 Capstone Projects in Supply Chain Management (3 semester hours)</td>
<td>Capstone projects are sponsored by local industries and provide the students an opportunity to apply the skills and knowledge gained to solve real world challenging problems in the area of supply chain management. Students work in a team environment, interact with industry leaders and gain some industry specific knowledge. Prerequisite: OPRE 6366 and consent of the instructor. (3-0)</td>
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<tr>
<td>opre6368.5</td>
<td>OPRE 6368 Industrial Applications in Supply Chains (3 semester hours)</td>
<td>The course discusses and reviews major supply chain challenges and relevant decision making tools used in the industry. The course proceeds with the analysis of real-life cases during which the students obtain industry specific knowledge. Some of the industries of interest are Telecommunications, High-tech Electronics, Semiconductors, Consumer Goods and Retail. Topics may vary. Prerequisite: OPRE 6366 or consent of the instructor. (3-0)</td>
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</table>
### OPRE 6369 (MIS 6369) Supply Chain Software (3 semester hours)

The course teaches planning and execution of supply chains with software such as SAP’s ERP (R3) and Advanced Planning & Optimization (APO). This software is used in lab exercises that provide students with hands-on, experimental learning. The focus is on the supply planning function of supply chain management. Topics include: introduction to fundamentals of ERP and SAP, master and transaction data, MRP, forecasting, supply and demand matching, and integration of ERP and APO modules. This course is intended for graduate students with interests in software-based supply chain management. No SAP experience is required. Prerequisites: OPRE 6301 and OPRE 6302 or the permission of the instructor. (3-0)

### OPRE 6370 Logistics and Distribution and Warehousing (3 semester hours)

This course focuses on the study of logistics systems, with emphasis on the design and analysis of transportation and supply chain systems, such as suppliers, warehouse, packaging and material handling, customers, production, inventory, orders, transportation, and information systems. The course also discusses the interactions between these components; models and techniques for the analysis of logistics systems; systems as well as the strategic financial outcomes influenced by the logistics decisions. Prerequisites: OPRE 6302 or consent of the instructor. (3-0)

### OPRE 6371 Purchasing and Sourcing and Contract Management (3 semester hours)

Basic concepts and processes in purchasing and purchasing, sourcing and contract management are introduced in this course. It teaches global sourcing techniques and the application of various management tools and quality tools in purchasing. Focus is on the proactive and planned analysis of supply markets and the selection of suppliers, with the objective of delivering solutions to meet pre-determined and agreed organizational needs. (3-0)

### OPRE 6372 Project Initiation (3 semester hours)

Explores project manager credentialing, professional ethics, and project management in a global environment; then bridges from strategy to project definition with a discussion of project selection and a focus on determining project requirements and managing changes. Course delivery is integrated with relevant modules from OB 6301 Organizational Behavior. Prerequisite: OPRE 6271. (3-0)

### OPRE 6373 Project Planning (3 semester hours)

Continues from project initiation and covers the initial stages in of planning a project, including organizational and interpersonal considerations, scope management, management, quality planning, planning, project team building, building, dealing with conflict, and negotiation. Course delivery is integrated with relevant modules from OB 6301 Organizational Behavior. Prerequisite: Prerequisite: OPRE 6372. (3-0)

### OPRE 6374 Project Planning and Execution (3 semester hours)

Continues the discussion of planning techniques from OPRE6373 and introduces execution phase processes. Topics include scheduling, resource planning, budgeting, negotiation skills development, and risk management. Prerequisite: OPRE 6373. (3-0)
### OPRE 6375 Project Execution and Closeout (3 semester hours)
Continues the discussion of planning and execution techniques from OPRE 6374 and discusses project closeout. Topics include quantitative decision making, project information databases, balanced scorecards, project procurement management, earned value management, quality measurement and control, six sigma methodologies, and influence project execution and persuasion control. Prerequisite: OPRE 6374. (3-0) R

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<tr>
<td>opre6375</td>
<td>OPRE 6375 Project Execution and Closeout</td>
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<td>OPRE 6374</td>
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### OPRE 6376 Advanced Project Management and Simulation (3 semester hours)
Explores project organizational competence, maturity models, project portfolio management, program management, PM offices, alternate project management methodologies, methodologies including Agile and simulates a project lifecycle. Prerequisite: OPRE 6375. (3-0) R

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<tr>
<td>opre6376</td>
<td>OPRE 6376 Advanced Project Management and Simulation</td>
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<td>OPRE 6375</td>
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### OPRE 6377 Demand and Revenue Management (3 semester hours)
This course focuses on the expense involved in managing conventional and idiosyncratic demand through the supply process. Demand for a single unit or an assembly (network) of units requires forecasting that incorporates prices and macroeconomic factors. Perishable supplies are optimally priced by considering their amount (inflated in overbooking), location, vintage, and customer classes. This approach is relevant for airlines, hotels, parks, rental cars, broadcasters, art/sport events, and retailers. (3-0) Y

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<td>opre6377</td>
<td>OPRE 6377 Demand and Revenue Management</td>
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<td>OPRE 6375</td>
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### OPRE 6378 Information Enable Supply Chain Strategy (3 semester hours)
The success of a product in today's global marketplace depends, to a large extent, on activities of firms in the product's supply chain and their processing of information. This course will focus on the value of information and technology, and effective ways to use that information in optimizing global operations and information. The course will cover some analytical methods to quantify the costs and benefits of information and the technology used to obtain information in supply chain improvement initiatives or supply-chain restructuring opportunities. Case studies will be used to discuss the role of information technology (e.g. RFID) and innovative process, (e.g. CPFR), in functional areas such as new product development, manufacturing outsourcing, and distribution operations. Prerequisite: Permission OPRE 6301 or equivalent or consent of the instructor. (3-0) Y

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<td>opre6378</td>
<td>OPRE 6378 Information Enable Supply Chain Strategy</td>
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<td>Permission OPRE 6301</td>
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### OPRE 6379 Product Lifecycle Management (3 semester hours)
This course provides a management approach to new product development, product lifecycle management and its impact on supply chain management. Topics include the management of product portfolio transitions, resources, schema and modeling for bills of materials, change management, and product cost management. (3-0) R

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<td>OPRE 6379 Product Lifecycle Management</td>
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### OPRE 6385 Scheduling (3 semester hours)
Concepts and theory of scheduling problems with business applications. Combinatorial approaches for simple systems, and queuing/simulation methods for large and/or complex systems. Prerequisite: 6302 or consent of the instructor. (3-0) T

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<td>OPRE 6385 Scheduling</td>
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<td>opre6388</td>
<td>OPRE 6388 Engineering Packaged Goods Distribution (3 semester hours)</td>
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<td>warehouse and DSD models of</td>
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<td>distribution common in CPG</td>
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<td>discussion and case studies.</td>
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<tr>
<td>opre6389</td>
<td>OPRE 6389 Managing Energy: Risk, Investment, Technology (MERIT) (3 semester</td>
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<td>MERIT is designed for</td>
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<td>hours) MERIT is designed for students or professionals interested in the</td>
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<td>energy sector. Energy</td>
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<td>sector houses applications</td>
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<td>from several academic</td>
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<td>Management, Engineering</td>
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<td>Management, Economics and</td>
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<td>Finance. Students currently</td>
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<td>can take MERIT to learn the</td>
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<td>fundamentals of the energy</td>
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<td>opre6390</td>
<td>OPRE 6390 (MIS 6319) Enterprise Resource Planning (ERP) (3 semester hours)</td>
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<td>and information technology</td>
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<td>for enabling the integration.</td>
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<td>The course also covers</td>
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<td>of ERP systems. A part of</td>
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<td>the course will be set aside</td>
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<td>for demonstration and 'hands</td>
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<td>on' exercises with one of</td>
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<td>the available ERP software.</td>
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<tr>
<td>opre6391</td>
<td>OPRE 6391 (ACCT 6309, MIS 6309) Business Data Warehousing with SAP (3</td>
<td>3</td>
<td>This course provides the</td>
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<td>opre6391.3</td>
<td>semester hours) This course provides the student with in</td>
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<td>student with in depth</td>
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<td>knowledge of data warehouse</td>
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<td>principles, data warehouse</td>
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<td>techniques, and business</td>
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<td>intelligence systems. The</td>
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<td>course introduces the topics</td>
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<td>of data warehouse design,</td>
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<td>Extract-Transform-Load (ETL)</td>
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<td>, data cubes, and data marts.</td>
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<td>Students will create</td>
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<td>business intelligence using</td>
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<td>data warehouses with several</td>
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<td>OLAP and analytical tools.</td>
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<td>The course currently uses</td>
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<td>SAP BW, SAP BEx, SAP Data</td>
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<td>Mining Workbench, and SAP</td>
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<td>Business Objects as tools to</td>
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<td>illustrate these concepts.</td>
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<tr>
<td>opre6392</td>
<td>OPRE 6392 (MIS 677) IT Services Management (3 semester hours) The purpose</td>
<td>3</td>
<td>of this course is to examine</td>
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<td>opre6392.2</td>
<td>of this course is to examine and explain how organizations engage and</td>
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<td>and explain how organizations</td>
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<td>manage their IT services</td>
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<td>throughout the IT services</td>
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<td>lifecycle. The course covers</td>
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<td>topics related to service</td>
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<td>improvement. It also includes</td>
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<td>uses ITIL framework to</td>
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<td>illustrate various concepts.</td>
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<td>opre6393</td>
<td>OPRE 6393 (MIS 6320, ACCT 6320) Database Foundations (3 semester hours)</td>
<td>The course is designed to provide database knowledge for non-MIS business students to function effectively in their functional area. The course covers fundamentals of relational databases, relational database structure, database queries, and reports. Structured Query Language will be used extensively. Applications of databases for accounting, finance, marketing, and other areas of business will be emphasized. Cannot be used to satisfy the requirements of MS ITM degree. MIS 6320 and MIS 6326 cannot both be used to satisfy degree requirements. (3-0) Y</td>
<td>2012-12-11 12:00:11</td>
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<tr>
<td>opre6394</td>
<td>OPRE 6394 (SYSM 6332, ENTP 6375) Technology and New Product Development (3 semester hours)</td>
<td>This course addresses the strategic and organizational issues confronted by firms in technology-intensive environments. The course reflects six broad themes: (1) managing firms in technology-intensive industries; (2) forecasting key industry and technology trends; (3) linking technology and business strategies; (4) using technology as a source of competitive advantage; (5) organizing firms to achieve these goals; and (6) implementing new technologies in organizations. Students will analyze actual situations in organizations and summarize their findings and recommendations in an in-depth term paper. Case studies and class participation are stressed. (3-0) Y</td>
<td>2012-11-21 17:45:41</td>
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<td>opre6395</td>
<td>OPRE 6395 (SYSM 6317) The Management of High Tech Products (3 semester hours)</td>
<td>Building on the premise that successful product management involves getting the right product to the right customer at the right price at the right time, the course will teach techniques in product identification and requirements; product development; management of internal resources, including manufacturing, sales and management; costing and pricing decisions; product planning and winning the right design win. (3-0) Y</td>
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<td>opre6396</td>
<td>OPRE 6396 (OB 6332, HMGT 6324, SYSM 6313) Negotiation and Dispute Resolution (3 semester hours)</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, group, and international 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. (3-0) Y</td>
<td>2012-12-01 13:34:51</td>
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<td>opre6397</td>
<td>OPRE 6397 (IMS 6365) Cross-Culture Communication and Management (3 semester hours)</td>
<td>This course focuses on understanding national culture and cultural issues in international business. It emphasizes the importance of managing cultural differences to enhance communication, negotiation, leadership, and group dynamics in an international work environment. Further, the course describes methods to develop effective selection and training programs for international assignments. (3-0) Y</td>
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<td>2013-2013</td>
<td>opre6398</td>
<td>OPRE 6398 Quantitative Foundations of Business (3 semester hours)</td>
<td>This course discusses the applications of some basic mathematical concepts necessary for the business environment. Students are introduced to selected topics, including those in college algebra, matrix algebra, calculus, and optimization, and their usage in the context of managerial decision-making. MS Excel is used to illustrate and understand the core concepts. (3-0) S</td>
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<td>2013-2013</td>
<td>opre7309</td>
<td>OPRE 7309 Behavioral Operations Management (3 semester hours)</td>
<td>This course covers various topics in behavioral operations management including introduction to using laboratory experiments in operations, individual decisions, supply chain contracts and behavioral marked design in a seminar format. The main goal of the course is to expose students to behavioral research and gain deeper understanding of the limitations of the standard operations management paradigm. The main deliverable in the course will be a proposal for a laboratory study, including hypotheses, treatments and factors. Those who wish to pursue this research further will have an opportunity to conduct their studies with human subjects. (3-0) R</td>
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<td>2013-2013</td>
<td>real6321</td>
<td>REAL 6321 (FIN 6321) Introduction to Real Estate (3 semester hours)</td>
<td>Overview of various aspects of real estate markets, including marketing, finance, taxation, development, law, appraisal, investment, valuation and real estate participants. (3-0) S</td>
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<tr>
<td>2012-2013</td>
<td>real6322</td>
<td>REAL 6322 (FIN 6322) Real Estate Finance and Investment (3 semester hours)</td>
<td>This course covers commercial real estate investment analysis and instruments used in its finance, the financing thereof. Topics include: real estate valuation, loan structures, syndication, securitization, and developments in capital markets affecting real estate developments, investments. Prerequisite: FIN 6301, 6301 or REAL 6321 or FIN 6321. (3-0) S</td>
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<tr>
<td>2013-2013</td>
<td>real6323</td>
<td>REAL 6323 (FIN 6323) Real Estate Market Analysis and Commercial Investment (3 semester hours)</td>
<td>This course provides insight into market analysis and research including local and economic base analysis with case studies on specific commercial investment property types. This course also applies modern technologies to assist in performing these analyses. Pre/Corequisite REAL 6301 or REAL 6321 or FIN 6321 or REAL 6322 or FIN 6322. (3-0) Y</td>
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<tr>
<td>2013-2013</td>
<td>real6324</td>
<td>REAL 6324 (FIN 6324) Real Estate Valuation (3 semester hours)</td>
<td>This capstone real estate course provides an in-depth study, application and evaluation of the theory and methods of residential and commercial property valuation and appraisal. Topics include the three major approaches to appraising real estate, regression analysis, market analysis, highest and best use analysis and capitalization techniques, with an emphasis on income properties. Prerequisite: REAL 6301 or REAL 6321 or FIN 6321 or REAL 6322 or FIN 6322. (3-0) Y</td>
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### Graduate Catalog 2013 - Course Change Requests

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<td>2013-13</td>
<td>real6326</td>
<td>REAL 6326 (FIN 6326) Real Estate Law and Contracts (3 semester hours)</td>
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<td>Study of the legal principles governing real estate transactions, with an emphasis on promulgated contracts. Topics include contract law, tax law, leases, estates in land, types of ownership, deeds, mortgages, title insurance, agency and homestead. Pre/Corequisite: REAL 6301 or FIN 6301 or REAL 6321 or FIN 6321 or REAL 6322 or FIN 6322.</td>
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<td>2012-13</td>
<td>real6328</td>
<td>REAL 6328 (FIN 6328) Real Estate Development (3 semester hours)</td>
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<td>An in depth course covering issues faced in the development process including market analysis, government approvals, financing and risk assessment. Prerequisite: REAL 6301 or REAL 6321 or FIN 6321 or FIN 6322 or REAL 6322.</td>
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<td>2012-13</td>
<td>sysm6311</td>
<td>SYSM 6311 (OPRE 6362) Systems Project Management in Engineering and Operations (3 semester hours)</td>
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<td>Systems project management is the discipline of planning, organizing and managing resources to bring about the successful completion of specific project goals and objectives. The course will cover various aspects of managing projects in engineering and operations environments including the critical path methods for planning and controlling projects.</td>
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<td>2012-13</td>
<td>sysm6312</td>
<td>SYSM 6312 (FIN 6301) Systems Financial Management (3 semester hours)</td>
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<td>Theoretical and procedural considerations in the administration of the finance function in the individual business firm; planning, fundraising, controlling of firm finances; working capital management, capital budgeting and cost of capital. Pre/Corequisite: Pre/Corequisite OPRE 6301; AND Pre/Corequisite Acct ACCT 6201 OR Pre/Corequisite ACCT 6305, AND Pre/Corequisite MECO 6303 OR Consent of Instructor.</td>
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<td>sysm6313</td>
<td>SYSM 6313 (HMGT 6324 and OPRE 6396, OB 6332) 6332, HMGT 6324) Systems Negotiating &amp; Negotiation and Dispute Resolution (3 credit semester hours)</td>
<td></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, group, and international settings. Emphasis is placed on understanding influence and conflict resolution strategies; identifying interests, issues, and positions of the parties involved; analyzing 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.</td>
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<td>2012-13</td>
<td>sysm6314</td>
<td>SYSM 6314 Manufacturing &amp; Service Systems Planning &amp; Analysis (3 credit semester hours)</td>
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<td>Manufacturing &amp; Service Systems Planning &amp; Analysis is the study of management related to transforming inputs to outputs for both manufacturing and service organizations. Its fundamental purpose is the adding of value to inputs - materials, labor, capital and management - to create outputs - products or services which customers want - throughout the supply chain. Prerequisites: Special Registration required with department (3-0)</td>
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<td>2012-2013</td>
<td>sysm6315 013407 sysm6315.5</td>
<td>SYSM 6315 (ENTP 6398) The Entrepreneurial Experience (3 semester hours) This course is designed to provide student teams with practical experience in the investigation, evaluation and recommendation of technology and/or market entry strategies for a significant new business opportunity. Projects will be defined by the faculty and will generally focus on emerging market opportunities defined by new technologies of interest to a sponsoring corporate partner. Teams will be comprised of management and engineering graduate students, mentored by faculty and representatives of the partnering company. Evaluation will be based on papers, presentations and other deliverables defined on a case-by-case basis. Prerequisite: ENTP 6370 or consent of instructor. (3-0)</td>
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<td>sysm6316 013392 sysm6316.4</td>
<td>SYSM 6316 (ENTP 6388) Managing Innovation within the Corporation (3 semester hours) Intrapreneurs are the innovators and entrepreneurs within established corporations who combine innovation, creativity and leadership to develop and launch new products, new product lines and new business units that grow revenues and profits from within. The course seeks to equip students with the skills and perspectives required to initiate new ventures and create viable businesses in dynamic and uncertain environments in the face of organizational inertia and other sources of resistance to innovation. Course topics include the elements of strategic analysis and positioning for competitive advantage in dynamic markets, and the structuring, utilization and mobilization of the internal resources of existing firms in the pursuit of growth and new market opportunities. Prerequisite: ACCT 6201 and OB 6301 or consent of the instructor. (3-0)</td>
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<td>sysm6317 013393 sysm6317.6</td>
<td>SYSM 6317 (OPRE 6395) The Management of High Tech Products (3 credit semester hours) Building on the premise that successful product management involves getting the right product to the right customer at the right price at the right time, the course will teach techniques in product definition identification and requirements; product development; management of internal resources, including manufacturing, sales and management; costing and pricing decisions; product planning and winning the right design win. (3-0)</td>
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<td>2012-2013</td>
<td>sysm6318 013394 sysm6318.5</td>
<td>SYSM 6318 (MKT 6301) Marketing Management (3 semester hours) Overview of marketing management methods, principles and concepts including product, pricing, promotion and distribution decisions as well as segmentation, targeting and positioning. (3-0)</td>
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<td>2011-2013</td>
<td>sysm6319 013395 sysm6319.5</td>
<td>SYSM 6319 (MECO 6303) Business Economics (3 semester hours) Foundations of the economic analysis of business problems, with special emphasis on the function and determination of market prices in production and consumption. Supply and demand, price theory, production theory, trade theory with reference to the global economy, the effects of operation of tax markets and other policies in the economy, and essential elements of the banking system and monetary policy are addressed. Macroeconomy. Prerequisite: MATH 5304 or equivalent. (3-0)</td>
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### Graduate Catalog 2013 - Course Change Requests

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<tr>
<td>2011-13</td>
<td>sysm6320 013396  sysm6320.6</td>
<td><strong>SYSM 6320 (BPS 6332) Strategic Leadership (3 semester hours)</strong> Addresses the challenge of leading organizations in dynamic and challenging environments. 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; post-heroic leadership; empowerment; leveraging and combining resources; designing organizations; and ethics. (3-0) Y</td>
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<td>2013-13</td>
<td>sysm6332 sysm6332.4</td>
<td><strong>SYSM 6332 (ENTP 6375, OPRE 6394) Technology and New Product Development (3 semester hours)</strong> This course addresses the strategic and organizational issues confronted by firms in technology-intensive environments. The course reflects six broad themes: (1) managing firms in technology-intensive industries; (2) forecasting key industry and technology trends; (3) linking technology and business strategies; (4) using technology as a source of competitive advantage; (5) organizing firms to achieve these goals; and (6) implementing new technologies in organizations. Students will analyze actual situations in organizations and summarize their findings and recommendations in an in-depth term paper. Case studies and class participation are stressed. (3-0) Y</td>
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<td>2013-13</td>
<td>sysm6333 sysm6333.3</td>
<td><strong>SYSM 6333 (OB 6301) Systems Organization Behavior (3 semester hours)</strong> The study of human behavior in organizations. Emphasizes theoretical concepts and practical methods for understanding, analyzing, and predicting individual, group, and organizational behavior. Topics include work motivation, group dynamics, decision making, conflict and negotiation, leadership, power, and organizational culture. Ethical and international considerations are also addressed. (3-0) S</td>
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<td>2011-13</td>
<td>sysm6v98 013734 sysm6v98.2</td>
<td><strong>SYSM 6V98 Systems Management Internship (1-3 semester hours)</strong> Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Consent of the SEM Program Director, the School of Management’s Engineering Internship Coordinator, and the School of Management Internship Coordinator is required. (1-3)-0</td>
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### BIOL 5410 (MSEN 5410) Biochemistry

**Course Description:**
Biochemistry of Proteins and Nucleic Acids (4 semester hours).

- Chemistry and metabolism of amino acids and nucleotides.
- Biosynthesis of nucleic acids.
- Analysis of the structure and function of proteins and nucleic acids and of their interactions, including chromatin structure. Interactions. Metabolic biochemistry, especially as it relates to disease states. Prerequisite: BIOL 3361 (biochemistry) or equivalent.

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<td>BIOL 5410 (MSEN 5410) Biochemistry of Proteins and Nucleic Acids</td>
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### BIOL 5430

**Course Description:**
Macromolecular Physical Chemistry Mathematical Biology (4 semester hours)

- Structures: Fundamental mathematical and properties of macromolecules, interactions with electromagnetic radiation, thermodynamics of macromolecular solutions, statistical concepts; hypothesis testing. Quantitative approaches to studying gene expression and transport processes, protein-DNA interactions. Prerequisites: MATH 2417 (calculus) and PHYS 1301 (general physics).

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<td>biol5430 001872 biol5430.3</td>
<td>BIOL 5430 Macromolecular Physical Chemistry Mathematical Biology</td>
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### BIOL 8V50 -- Internship in Biotechnology/Biomedicine

**Course Description:**
Internship in which a student gains experience through temporary employment at a geosciences based company or government organization. The activity must be monitored by one of the Geosciences faculty members and must be approved in advance of the employment. The student must provide regular progress updates and a final report to the faculty monitor. May be repeated 5 times.

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### GEOS 5300 -- Cooperative Geosciences

**Course Description:**
An industrial internship in which a student gains real world industry experience through temporary employment at a geoscience company or government agency. The activity may be in any area of geosciences, and must have a faculty monitor to receive UTD credit. The topic must be approved in advance by the faculty monitor. The student is required to provide regular updates on progress and a final project report for evaluation. Grading is P/F. Designed as an Individual Instruction Course. May be repeated for credit.

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<td>geos5300 005693 geos5300.7</td>
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<td>geos5305</td>
<td>Petroleum Geosciences (3 semester hours)</td>
<td>Survey of geological and geophysical methods used to find and produce oil and gas, and to perform economic and risk analyses that are crucial in reserve estimates and prospect evaluation. The course is designed to provide the student with the necessary knowledge to become an effective contributor in the oil and gas industry. Students are expected to have the equivalent of a BS or BA degree in Geosciences. (3-0) R</td>
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<td>geos5306</td>
<td>Data Analysis for Geoscientists (3 semester hours)</td>
<td>Advanced statistical techniques with important applications in Earth science, beyond the level of GEOS 5303. Topics include robust statistics, exploratory data analysis, surface modeling and contouring, Kriging, analysis of point patterns and directional data. Factor, cluster and time series analysis may also be considered. Emphasis will be on application and theoretical understanding. Prerequisite: GEOS 5303 or equivalent. (3-0) R</td>
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<td>geos5317</td>
<td>Natural Resources (3 semester hours)</td>
<td>Overview of the exploration for and exploitation of petroleum, mineral and geothermal resources. Characteristics of natural resources and design of exploration programs through integration of geophysical and geochemical methods. Emphasis on student projects and presentations. (3-0) T</td>
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<td>geos5350</td>
<td>Geoinformatics of Igneous Rocks (3 semester hours)</td>
<td>How geochemical and isotopic databases (EarthChem) can be used to understand the origin and evolution of igneous rocks from different tectonic environments. Project oriented. GEOS 5352 and GEOS 5356 (3-0) T</td>
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<td>geos5369</td>
<td>Volcanic Successions (3 semester hours)</td>
<td>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. Students will perform case studies on select volcanic environments to gain a thorough understanding of the specific processes, products and deposits associated with a diverse range of volcanic terranes. (3-0) T</td>
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<td>geos5376</td>
<td>Tectonics and Evolution of the Gulf of Mexico Region (3 semester hours)</td>
<td>Study of how the Gulf of Mexico formed and evolved from Precambrian times to the present, including plate tectonic environments, evolution of sedimentary basins, igneous activity and hydrocarbon resources. Oral and written presentations will be required. GEOS 5375 (3-0) T</td>
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<td>mthe5327</td>
<td>MTHE 5327 Functions and Modeling (3 semester hours) Explorations and lab activities designed to strengthen and expand knowledge of topics taught in middle school mathematics using functions as a basis for real world application models in science, engineering and technology. Emphasis on models involving proportional reasoning. Analysis of relationships between analogous topics in middle school and high school/college mathematics. Approaches may include lecture, explorations, laboratory activities, technology use, and problem based learning. No credit allowed to mathematical sciences majors except those in M.A.T. program. (3-0) R</td>
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<td>mthe5v06</td>
<td>MTHE 5V06 Special Topics in Mathematics Education (1-3 semester hours) (May be repeated for credit to a maximum of 9 hours) (May not be counted as credits toward the M.S. or Ph.D. degrees in Mathematical Sciences.) (1-3)-0 R</td>
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<td>phys5335</td>
<td>PHYS 5335 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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### PHYS 5351 Basic Aspects and Practical Applications of Spectroscopy (3 semester hours)

Atomic and molecular spectroscopy has played a pivotal role in our understanding of atomic structure and in the formulation of quantum mechanics. The numerous and rapidly growing field of spectroscopic applications spans many disciplines. Topics included in course: atomic structure; spin-orbit interactions and coupling; influence of applied fields; molecular bands, vibrations and rotations; selection rules and intensities. Laboratory exercises focus on acquisition and interpretation of spectroscopic signatures from active plasmas and on spectroscopic techniques suitable for surface analysis. (2-3) R

### PHYS 5383 (EEMF 5383, MECH 5383, MSEN 5383) Plasma Processing Technology (3 semester hours)

Hardware oriented study of useful laboratory plasmas. Topics will include vacuum technology, gas kinetic theory, basic plasma theory and an introduction to the uses of plasmas in various industries. (3-0) T

### PHYS 6383 (EEMF 6383, MECH 6383) Plasma Science (3 semester hours)

Theoretically oriented study of plasmas. Topics to include: fundamental properties of plasmas, fundamental equations (kinetic and fluid theory, electromagnetic waves, plasma waves, plasma sheaths), plasma chemistry and plasma diagnostics. Prerequisite: PHYS 5320 EEMF 6316 or EEGR 6316. (3-0) T

### PHYS 6V59 Special Topics in Atomic Physics (1-3 semester hours)

Topics vary from semester to semester. (May be repeated for credit to a maximum of 9 hours.) ([1-3]-0) R

### PHYS 8V49 Advanced Research in Physics (1-3 semester hours) (P/F grading) (May be repeated for credit.) ([1-3]-0) S

### PHYS 8V90 Research in Relativity Mathematical Physics (3-9 semester hours) (P/F grading) (May be repeated for credit.) ([3-9]-0) S

### SCI 5321 Science for Elementary School Teachers (3 semester hours)

Fundamental concepts in chemistry, physics, life and earth sciences, with particular emphasis on their applicability to the elementary science curriculum, including laboratory activities. (May be repeated to a maximum of 9 hours.) (2-3) Y

### STAT 5390 Topics in Statistics - Level 5 (3 semester hours) May be repeated for credit as topics vary (9 hours maximum). (3-0) R
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<td>stat6344</td>
<td>STAT 6344 Probability Theory I</td>
<td>Measure theoretic coverage of probability theory. Topics include: Axioms of probability, integration, integration; Distributions and moments; Probability inequalities; Convergence of probability measures, measures; Laws of large numbers, numbers; Central limit theorem, theorem; Three-series theorem, theorem; Zero-one laws, laws; Glivenko-Cantelli theorem, theorem; Law of iterated logarithm, logarithm; Conditional probability and expectation, expectation; Introduction to martingales. Prerequisite: MATH 6301, 5302 or equivalent. (3-0) T</td>
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<td>STAT 6390 Topics in Statistics - Level 6</td>
<td>May be repeated for credit as topics vary (9 hours maximum). Topics selected from but not limited to choices such as spatial statistics, nonparametric curve estimation, functional data analysis, statistical learning and data mining, actuarial science, sampling theory, statistical quality and process control, sequential analysis, survival analysis, longitudinal data analysis, categorical data analysis, and clinical trials, for example. (3-0) R</td>
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<td>stat7348</td>
<td>STAT 7348 Multivariate Analysis</td>
<td>Vector space foundations and geometric considerations. Multivariate normal distribution, Hotelling's T test, Wishart distribution, Multivariate linear hypotheses, Dimension Reduction, Principal components, Factor analysis, Classification and clustering problems. Additional topics may be covered based on current research of the instructor. Emphasis on theoretical underpinnings of methods. (3-0) T</td>
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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 Dean, including those who report through Department Heads to a School Dean.
   2. Administrative Faculty: Administrative faculty are those faculty members who do not report, directly or indirectly, to a 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 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 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 duties.
5. The PPE Review File is the file created for the purpose of the Periodic Performance Evaluation. It may contain material from a variety of sources within the university community, including material copied from the faculty member's permanent academic file.

5. The PPE Review File is the file created for the purpose of the Periodic Performance Evaluation. It may contain material from a variety of sources within the university community, including material copied from the faculty member's permanent academic file.

Finding: A finding is the Evaluator's written recommendation resulting from the Periodic Performance Evaluation of a tenured faculty member.

Categories and Standards of Evaluation

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 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 annual reviews we 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 failing 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 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.
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. 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.

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.

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.

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.

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 (Procedures for School Faculty),
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 Review Committee (SPRCP).
3. The Program Head (if appropriate) and SPRCP 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
SPRCP 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 SPRCP, 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 SPRCP 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 of 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 conurs 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.
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” finding to an Advisory finding of “and 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.

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.

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.

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, 2 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 Evaluator 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
expections” 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 follows.

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 consideration 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 expectations 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.c.(5)).

Policy History

- Issued: October 3, 1997
- Revised: May 13, 1999
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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
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 infringe on tenure, academic freedom, due process, or other protected rights, or 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 Dean, including those who report through Department Heads to a School Dean.
   2. Administrative Faculty: Administrative faculty are those faculty members who do not report, directly or indirectly, to a 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 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 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 duties. To the extent that their duties parallel those of School Faculty, Concurrent Faculty are expected to meet the norm for other faculty in their instructional unit.

3. A Periodic Performance Evaluation (PPE) is the evaluation process described in this document.
4. The PPE Review File is the file created for the purpose of the Periodic Performance Evaluation. It may contain material from a variety of sources within the university community, including material copied from the faculty member’s permanent academic file.

5. The PPE Evaluator (Evaluator) is the University official responsible for preparing the PPE Review File and for making the finding. For School Faculty the Evaluator is the Dean of their school. For Concurrent Faculty, the Evaluators are their School Dean and the other administrator to whom they report. For Administrative Faculty, the Evaluator is the administrator to whom they report.

6. Finding: A finding is the Evaluator’s written recommendation resulting from the Periodic Performance Evaluation of a tenured faculty member.

Categories and Standards of Evaluation

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 it 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 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 failing 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.” 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 dereliction of duty.
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 it 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, a finding of "unsatisfactory" will result in the termination of the administrative assignment and the return of the faculty member to School Faculty status.

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. 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. Periodic Performance Evaluations for tenured faculty 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.

4. Administrative Faculty are to be reviewed every five years, as described in Policy UTDPP1047 Evaluation of Academic Administrators, which review is to be concurrent with the review described in this document.

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.

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.
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 (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 Faculty Personnel Review Committee (FPRC).
3. The Program Head (if appropriate) and FPRC 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 FPRC 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 FPRC, 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 FPRC 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 a 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 finding of “unsatisfactory,” its report shall address the advisability of an additional review period 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 finding of “unsatisfactory” to a finding of “meets expectations” and termination of the PPE process for the faculty member;
   2. Acceptance of the finding of “unsatisfactory” and establishment of an additional review period including its duration and performance expectations;
   3. Acceptance of the 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 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 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 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 Evaluator 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. A finding of “fails to meet expectations” 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 consideration 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.
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.

Policy History

- Issued: October 3, 1997
- Revised: May 13, 1999
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Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdpp1064
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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' Rule 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)*

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-embracing 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 inadvertantly, 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 principle 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. 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 if 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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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.


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.