MINUTES

November 19, 2024

UNDERGRADUATE ASSEMBLY

The Undergraduate Assembly met in regular session on Tuesday, November 19, 2024, at 2:00 p.m., in-person, in Trinity Hall, room 105. The meeting was called to order by Vice Provost Andrew Hippisley at 2:07 pm.

Attendance

Darlene Hunter is now replacing Allison Tomlinson

Erin Murrah-Mandril	Owen Parker	Tom Ingram
Zhaoli Liu	Laura Mydlarz (Ex Officio)	Abeer Almughrabi
Lynn Peterson (Ex Officio)	Kimberly Tate (Ex Officio)	Darlene Hunter (Ex Officio)
Julia Lindgren	Philipp Klaus	Peggy Semingson
He Dong	Kathey Hoover	David Ewing
Rebecca Lewis (Ex Officio)	Conroy Kydd (Ex Officio)	Ashely Purgason (Ex Officio)
Oswald Jenewein	Monica De la Fuente Iglesias	Rebecca Deen (Ex Officio)
Melissa Walsh	Kathleen Tice	proxy
Mark Cooper (Ex Officio)	Allison Tomlinson	Nancy Michael
Kay-Yut Chen	Sarah Shelton	Jessica Smith (Ex Officio)
Nathan Brown	Brenda Jacks	Rosie Kallie
Andrew Hippisley (Ex Officio)	Kelli Rogers	Fatoumata Jallow
Mike Ward	Tim Ponce	Srinivas Prabaker
Rachel Baldridge	Robin Jocius (Ex Officio)	
Ami Dominguez (Ex Officio)	Pam Johnson	

Welcome Remarks

Dr. Andrew Hippisley welcomed everyone.

Approval of October 8, 2024 Minutes. Brenda Jacks approved. Melissa Walsh seconded.

A vote was called. Motion approved.

I. **In Favor: ALL**
II. **Opposed: 0**
Abstain: 0

Approved. Motion carries.

Unfinished Business, Andrew Hippisley

Regarding president's award. This will be finished by next February's meeting.

Committee Reports

Undergraduate Curriculum Committee, Dr. Tom Ingram

Dr. Hippisley called on Dr. Tom Ingram to give his report and recommendation. Dr. Ingram shared that UA report from UCC is pretty basic. There are two new programs for us to vote on to be recommended to chair to be voted

on. There was a quorum at the UCC meeting. There are courses to consider.

The first program to look at is new program from College of Business--a BBA in consultative sales. It was very well put together. He has been working through the process for quite a while. They see significant demand of the program. The UCC has no concerns as it is proposed. Dr. Cooper reported it has cleared all the administrative ranks for review. It is recommended for approval. Dr. Hippisley asked for discussion. No discussion. Dr. Hippisley asked for a voice vote.

I. **In Favor: ALL**
II. **Opposed: 0**
Abstain: 0

Approved. Motion carries.

Second motion is BA in Theater Arts with teaching certificate. BA in theater arts already exists. They have worked with the authorities on state teaching certificate considerations. Dr. Dean is here for specific ideas. It has cleared administration hurdles up the line. UCC did not note any special issues, and it is recommended for approval for UA. No need for second. Dr. Hippisley asked for any discussion or comments. Dr. Deen added that the department worked closely with the College of Education. Students were getting alternative certification. Dr. Hippisley asked for a voice vote.

I. **In Favor: ALL**
II. **Opposed: 0**
Abstain: 0

Dr. Ingram shared the course flow items for review: 27 courses, 6 adds, 11 edits for COS, COLA 7 adds, 2 edits, COBA had one add. All courses were voted on and approved by UCC and are hereby recommended to UA for approval. Dr. Hippisley asked for discussion or comment. There was none.

III. **In Favor: ALL**
IV. **Opposed: 0**
Abstain: 0

Approved Motion carries.

Dr. Ingram expressed thanks to Dr. Cooper and others for getting the Course Leaf system up and running. So far it works seamlessly for workflow. Take back as a message that that now essentially separates program submissions. Dr. Cooper: What you see as a committee/body is what will appear in the catalog.

This concludes business for UCC.

Core Curriculum Committee, Tom Ingram

Tom Ingram has a report and recommendations. They met to discuss 3-4 main things. One was the provost had asked them last spring to review the current requirement of six hours of math in the university core curriculum. She suggested that they consider a reduction to three hours (shared in last meeting). They were one of few state universities that required six hours of math. The CCC met and there was quite a bit of discussion. He wants to give recognition to all the divergent views. There were many. People asked for the research and what were the significant issues. Do they have any direction that shows this is good or bad for the university. Some data was presented, e.g., by Mark Cooper. Students end up at UTA from various places so it's difficult to task someone with 3 vs 6 and where was it completed and did they do well, etc. With the time they had it was inconclusive and was impossible to get it done for the process of change. If they do recommend the change, it would take a full other cycle to be implemented. It would not be implemented this coming fall. It would take another cycle to get in the catalog up to the coordinating board [THECB]. Dr. Cooper: that would take a while for individual

programs to decide—can't be worked out for every program for next semester. They have a tentative timeline that it might be laid out. Other implications discussed—does having a core requirement of six hours of math make UTA more attractive or less attractive? Varying viewpoints were shared. Ideas that arose: how did it get into the core and programmatic implications. They did vote and got good feedback. There were seven voting members and the recommendation to reduce from 6 to 3 by a pass of a vote of four to three. Dr. Hippisley: Recommendation from committee (4-3) that six required math credits be changed to three and that those three extra credits go to the foundations component. The recommendation comes with the entailment that this would not happen until Fall 2026. There is time built into this recommendation. Plan for credits and implementation plan. We should vote for this as a package, and this will not happen until Fall 2026. The target for implementation was put together by Dr. Cooper for what might be there, e.g., Registrar will be impacted and individual units changing requirements. So, it's' a recommendation with a recognition that this could be a fussy process.

Kimberly Tate, Registrar, asked if this would impact the breadth of the math courses they offer as core options or do they anticipate 18-20 courses for math core to stay what it is. Tom—the general discussion began to drift if they were there to review what was in the core, e.g., if they put the three hours back is anyone else going to try and claim it. They said that's not our charge. There was a discussion of a generic math class that might be applicable. They tried to steer the discussion to we are not here to say what else happens. Tom deferred to Laura Mydlarz-they wouldn't know yet. They need to hear from who is changing what so they know but she images the breadth would shrink because they won't offer as many. Tom reminds reducing from six to three does not restrict any unit from requiring any additional math for their degree plan. (Gave example of stats). Erin Murrah-Mandrill (CAAS)—how does that jive with core complete? We cannot require students to take anything below 3000 level. If math is 2000 level, can we require students to take it. Kimberly Tate-the requirement for lower division if a student completes core complete AND field of study complete they cannot require the second math class. Tom Ingram—Dr. Lewis and Tom met with THEBC reps they stated if they make these completions, they said you can make a requirement of the second math class. Dr. Rebecca Dean—if that were to be true, she was about to make the suggestion. In COLA they are divided for reducing from six and other colleagues are embracing of it. The perspective from the dean is to question the impact on retention rates so she is somewhat more sympathetic. Nancy Michael—what are the hours going to be used for and the words they are being removed from the math, but it could be added to one of these other categories? Mark Cooper—the state law says 3 hours of math, six hours of the component area option. We say six hours of math. So, we would be removing the component area. Nancy—would implementation be no earlier than 2026 so we don't get surprised? Tom—the timelines is not part of the core's recommendation; it's a hypothetical timeline. We are not in a position to dictate to the university how it is implemented. Dr. Hippisley —we could vote on this that the likelihood that it will happen in 2025 and charge the committee to come up with implementation. Tom Ingram—there are many more parties to be consulted with multiple stakeholders. Dr. Hippisley —we never want to vote without understanding the repercussions. Chang –information systems—if we have to get the information about the impact, is there a projected possible timeline on how it would take. Dr. Hippisley —there is a recommendation to vote. Mark Cooper—the information suggests that for the bulk of our students retention would be improved by requiring fewer math courses. That doesn't help if you need two math courses for your degree plan. What we know is that about 70% of students who complete UTA do not take a second math class. They are already transferring or complete their math elsewhere. David Ewing (COE)—in going back to implementation timeline, could we amend the motion "we would like to see it more as no earlier than…." David—proposes an amendment no earlier implementation as no earlier than Fall 2026. Dr. Hippisley asks if this is a friendly amendment. Tom Ingram—no such thing as friendly amendment. The schedule didn't come as part of the core committee. The timeline was to help provide context only. Move that we include no earlier than Fall 2026 in addition to removed three credits. Darlene Hunter—it's a moot point. We don't know the rest of the university can do it. Dr. Hippisley asked if we have a second. Abeer Almughrabi seconded the motion. Dr. Hippisley asked for any discussion. Laura Mydlarz—the timeline is important for the students. It's not official until it is changed in the catalog.

Fall 2026 means that students now are in the old catalog. Tim Ponce—COLA—fine with it but the reality of doing administrative work is it's not going to happen either way. Laura Mydlarz added that it should be done at the same time, or some programs will be rushing through UCC. The students might perceive that this program has already dropped it. Dr. Hippisley we have on the floor a motion to amend the motion we will vote on:

The motion is on the amendment to add to the motion of removing three credits no earlier than Fall 2026.

Only voting on the amendment from David Ewing.

I. **In Favor: ALL**
II. **Opposed: 0**
Abstain: 0

Approved. Main motion.

David Ewing-when discussing—did the subject come up about recruitment and how that impacts Tier 1/R1? With lower standards we have a hard time recruiting the upper people. Tom—Yes. The provost did not raise it. Tom raised it. It was discussed the impact on it being negatively viewed. Laura Mydlarz—math talked about it internally. That was one of the main things they came up with. Without hard data or research….In COE you don't have to change anything. David Ewing—this is student perception. Dr. H, UT Austin requires three. Be careful of more math is better standards. Laura Mydlarz—Texas Tech and Texas A and M requires six hours of math. We were the third. Tim Ponce—are we concerned about students looking at core curriculum and judging quality of core curriculum by this? Sarah from COLA—do you have research on that? David Ewing-in COE they do pay attention to that. Dr. Hippisley, any other main discussion on main motion? Abeer—we don't necessarily lose the three credit hours of math. IF they are writing program why do they need that math?
Lynn Peterson—it might be useful for Laura to tell us what courses the math dept put in place? The math dept created two courses tailored for liberal arts students. One was statistics and one was contemporary math. Mike Ward economics—is the Core meant to be preparatory for degrees or for well-rounded students? Is this one of the things the core is trying to do? Tom—the core was put together by the state of Texas and it's legislature. Tom Ingram-well-rounded was the intent. Owen Parker—College of Business—an art student or writing student might feel like if the univ doesn't offer a certain number of credit hours in their discipline. Sarah Shelton: COLA-depts are able to make those decisions.

Dr. Hippisley: We are ready for a vote.

Motion: To remove three credits from the math category and put it into the foundational component category no earlier than Fall 2026. It's from committee so no second needed.

I. **In Favor: ALL but two**
II. **Opposed: 2**
Abstain: 0

Approved. Motion carries.

Calendar Committee, Ami Dominguez, Committee Chair

Ami Dominguez shared. Proposed changes it mimics the previous academic calendar. They are complying with guidelines set forth by THECB. Proposed starts dates fall within seven day start date of common calendar. Eight instruction weeks before and after spring break. No longer in alignment with AISD (Arlington Independent School District) They agreed to align their spring break with TCC

(Tarrant Community College). If UTA aligned with AISD and TCC, 9 weeks of instruction before spring break and 6 after spring break. This also means midterm grades due before spring break. We know this misalignment has caused concern with some depts. Discussion of pushing last day to drop to later in the term. They made this proposed change for last drop date.

No recommendation. We heard information on calendar #1 and calendar #2. Dr. Hippisley asked Ami if it would be useful to get input from this committee.

Kimberly Tate, that Laura Mydlarz had brought up about the drop date. They considered the request, and it gave them a change to look at that practice. They should consider changing the drop deadline. David Ewing (COE)—concern is bunch of students who have kids or other responsibilities and spring break, and they are having classes. Dallas college aligns with spring break, but TCC doesn't. To be able to align with every ISD that is not feasible. They don't have the flexibility in their calendar. CONHI rep—is this for 2026-2027? She is on the AISD calendar committee. AISD and TCC board made this decision. Laura Mydlarz—so this does affect more than Arlington ISD? It's six districts in Tarrant where most of faculty live. It signals a very negative thing. It adds a stress for work-life balance. David Ewing-if we are going to misalign—a lot of Tarrant is aligned. Laura-Grapevine, Southlake, etc align with TCC. We hit a lot of people with this misalignment. Dr. Hippisley —there was pedagogical reasons. Dr. Hippisley —reason was midterm grades before spring break. Rebecca Dean, COLA—agrees with everything Laura is saying. Job candidates-things that are important to them. Can't underscore enough with what Laura is saying. If this is going forward we have to be careful about messaging. Erin Murrah-Mandril- has there been an effort to talk to TCC in making them align. Ami-they are planning to reach out to them. Ahsley Purgason—please explain what the committees rationale and why we have chosen the dates we have chosen. Ami—to allow eight instructional weeks before spring break and eight instructional weeks after spring break. It would impact midterm grades which would occur before spring break. The other option was nine weeks before SB and six after SB. Kimberly Tate—to the point of Thanksgiving they have full fall breaks. Owen Parker—we need to serve Hispanic students, first gen, etc. and to make a decision of 8 and 8 is symmetric. He strongly suggests some type of displeasure with this decision. Dr. Hippisley —a resolution is a formal way of how we think. Ashley Purgason—a couple of faculty on the committee—this is a student success issue as well. She doesn't disagree with the comment that although the reps on the committee don't speak for all. Abeer—Question—was there any recommendation or request from faculty members for 8 and 8. Conroy—the impact is too great. Darlene Hunter—philosophical issue—how do we accommodate for the children of faculty. What do we do with our children?

Owen Parker suggested a pithy succinct resolution. Owen moves we make a statement that we are not on board with that change. Dr. Hippisley —make some simple language right now.

Language: There are strong objections to the change. We resolve as a body that we have strong objections to a calendar that misaligns our spring break with AISD and local school districts for reasons of work-life balance, student success, and communal harmony.

I. **In Favor: ALL**
II. **Opposed: 0**
Abstain: 0

Approval. Resolution carries.

New Business, Andrew Hippisley

Rebecca Lewis, Institutional Effectiveness. They do the assessment of the core curriculum. Two items.

1) One is updated core curriculum assessment plan. They made two additions. Written criterion for successes. The minimum they are expecting. If they don't average a 2 or more they need to discuss and see how to improve. Second faculty engagement date, first one this summer. They looked at assessment results from the core. They have put into a full report. The three recommendations are alignment, training integration. When they do the core assessment that is the communal assessment. They think there is some misalignment between assignment and rubric. They want to take courses they see this misalignment and see if they can get better alignment. That is the low hanging fruit. Faculty overwhelmingly recommended. Second is build a training course on the core curriculum. This is what a signature assignment is and what it means, etc. So, everyone is working from the same frame of reference. They are going to look for the experts to help with that. They are going to do 1-on-1 consultations with experts who are experts at teaching, to talk about strategies to help with aligning the signature assignments. To try and build more support for faculty to assess the core and to deliver the core courses where assessment and teaching aligns. The assessment plan—was presented to UCC. They voted an approval of this. She is looking for Undergraduate Assembly support to implement in the spring. SACS requires "seeking improvement" –need to be in compliance. Need to demonstrate to SACS we are in compliance with this standard. Dr. Lewis needs to know if there are any objections by end of semester. She is interested if anyone is interested in participating in this process. The documents have been added by Mark Cooper to the folder "Core Curriculum Assessment Plan".

NOTE: Update on 1/21/25—Dr. Lewis received no feedback from Undergraduate Assembly members via email feedback on this. Let the minutes reflect that the invitation was made and no objections were raised, thus UA consent to the plan is assumed.

Other matters arising, Andrew Hippisley

Good of the Order, Andrew Hippisley

Abeer, announcement for WFSN they are having an event December 5, 2024. Mark Cooper mentions UA archives are searchable. Tom, CC course proposals is out and is due last day of class this semester. They will start reviewing as soon as they get them. They will have a chance for two re-submissions, just in case.

Motion to Adjourn, David Ewing

The meeting was adjourned.

Respectfully submitted, Peggy Semingson, College of Liberal Arts

University Core Curriculum Committee Summary Update:

Date: Tuesday, 19-November 2024
To: Undergraduate Assembly
From: Tom Ingram, Core Curriculum Committee, Chair
Subject: Core Curriculum Committee Update

The Core Curriculum Committee met on Wednesday 16-October 2024. The committee reviewed the charge of Provost Brown to review the current university core curriculum math requirement and possible reduction of the current 6 hours to 3 hours. Additionally, the CCC is continuing its discussion of the relationship of CCC to UCC and Undergraduate Assembly, CCC membership, terms, and development of proposed CCC By-Laws to be presented to the Undergraduate Assembly.

Attendance:
Voting Members: Boardman, Breuer, Christie, Ingram, Rogers, Shipman,
Tanizaki had conflict and Dr. Laura Mydlarz attended as non-voting substitute.
Ex-Officio: Cooper and Lewis

New Business:
Proposal to reduce the UTA Core Curriculum Math Requirement from 6 hours to 3 hours

*** Brief Review of CCC Math Discussion ***

The Core Curriculum Committee was asked by Provost Brown to review the current UTA Math Core Requirement of 6 hours. Provost Brown asked the CCC to consider reducing the UTA Core Curriculum Math requirement from 6 hours to 3 hours.

The provost noted that UTA was one of only a few major state universities in Texas to still require 6 hours of math in the university general core requirements.

The CCC meet on Wednesday, 16-October 2024 to consider the provost's request for review of the math requirement in the university general core requirements.

The following is the CCC chair's brief recap of the CCC discussion. The CCC generally agreed that adequate math preparation benefited students from across the university. The CCC discussed the possibility that the 6-hour math requirement might be viewed as a strength and point of distinction of UTA graduates. The committee also discussed that the current 6-hour math core requirement might be a detriment in recruiting of new students to UTA.

Some research was presented concerning past student's record of math completed at UTA v other institutions. Some discussion was had as to whether other research would provide substantive insights in the time available for the CCC to respond.

The discussion ended with the possibility that a reasonable compromise was to support a reduction of the

UTA university general math core curriculum from the current 6 hours to 3 hours, while providing flexibility for individual university units to still require additional math hours appropriate for their programs.

*** end of review ***

The following question was submitted to the UCC for vote:

The UTA Core Curriculum math requirement should be reduced from 6 hours to 3 hours and should be recommended to the Undergraduate Assembly.

The CCC was asked to submit online anonymous votes by 4 pm on Thursday, 14-November 2024. A total of 7 voting members are on the committee. The result of the vote was 4 yes, 3 no, and no abstentions.

The CCC vote supports the reduction of the UTA Core Curriculum math requirement from 6 hours to 3 hours and is recommended to the Undergraduate Assembly for approval.

Implemenation notes (for information):

- Approving this change would "move" the 3 hours from the Mathematics Component Area to the Foundation Core Component Area (per State guidelines).
- Individual majors that require specific core selections as necessary preparation for upper-division course work would need to make appropriate adjustments in their degree plans. For example, a degree that previously required two courses in the math component may now require one in the math component and one in the component area.
- The development of new guidelines for the core and the adjustment of existing curricula will take some time. It could not be accomplished by April 2025 in time for the 2025-2026 Calendar.

The target for implementation is the 2026-27 Calendar.

Fall 2024	Discussion and approval of implementation recommendations (CCC, UA, Provost)
Spring 2025	CCC to review Foundation Component Option area requirements for UTA core and recommend changes as necessary for consideration and approval by UA and Provost
April 2025	CCC, UA, and Provost to agree on Component Option language
Spring 2025	Academic units to begin discussion of changes to degree requirements
Fall 2025	Academic units to submit changes to degree plans for UCC, UA, Provost to review
Fall 2025	CCC, UA, and Provost to finalize Catalog changes for General Education Core
April 2026	Deadline for all core-related changes
Fall 2026	New requirements in place for matriculating class

Other CCC updates

New CORE Curriculum Course Proposals for Fall 2025

The deadline to submit proposals is Friday, 6-December 2024.

Learn more about core courses and the Core Curriculum Committee on our webpage, including the timeline found here and pasted below:

2024-25 Timeline

December 6, 2024	Deadline to submit proposals to CCC
January 17, 2025	CCC completes review of proposals
February 7, 2025	Minor revisions returned to CCC
February 11, 2025	Undergraduate Assembly Meeting
February 21, 2025	Resubmission to CCC (if major revisions required)
March 7, 2025	CCC completes review of resubmitted proposals
April 8, 2025	Undergraduate Assembly Meeting

With respect,

Tom L Ingram, Core Curriculum Committee Chair

University Undergraduate Curriculum Committee
Meetings Summary from:
Tuesday, 5-November 2024

Date: Tuesday, 19-November 2024

To: The Undergraduate Assembly
From: Tom Ingram, UCC Chair
Subject: UCC Chair's Summary

The University Undergraduate Curriculum Committee (UCC) met on Tuesday, 5-November 2024.
The UCC utilize both the Course Leaf "program workflow report" and the "course workload report." The UCC expressed thanks to all who worked to get Course Leaf software integrated and up and running.

The UCC was reminded of the ongoing discussion of the relationship of the UCC -> CCC -> and the UA. The need for better communication and potential coordination between the UCC and CCC was noted. The UCC was also reminded of the CCC charge to consider the reduction of the UTA core curriculum math requirement form 6 hours to 3 hours.

The UCC considered and acted on two new programs and course updates for SCIE, LART, and BUSA. A quorum of voting UCC members was present. All items considered by the UCC passed and are recommended to the UA for approval.

With respect,

Tom L Ingram, UCC Chair

UCC Details for meeting on Tuesday, 5-November 2024

UCC Attendance:

- Voting Members: Tom Ingram (Chair), Bonnie Sue Boardman, Darlene Hunter, Fernando Jaramillo, Adwait Khare, Erin Murrah-Mandril, Tara Martin, Laura Mydlarz, Lynn Peterson, Steven K Quevedo, Cynthia St John, Seiichiro Tanizaki, Carter Tiernan, Abu B Yilla
- Ex-officio (non-voting): Mark Cooper, Ami Dominguez, Jennifer King, Conroy E Kydd, Rebecca Lewis, Martha A Salinger
- Guests: Cheryl Donaldson, Greg Wicklman

UCC New Business Action Items:

1. **Program Workflow Items** (summary table)

1.1. New Program Proposal: BBA in Consultative Sales.

The UCC passed unanimously and is recommended for approval by the Undergraduate Assembly.

1.2 New Program Proposal: BA in Theatre Arts with Teaching Certification.

The UCC passed unanimously and is recommended for approval by the Undergraduate Assembly.

2. **Course Workflow Items (**summary table)

UCC Courses Considered: A total of 27 courses were presented (14 adds, 13 edits, & 0 delete.)
2.1. SCIE: 6 adds & 11 edits
2.2. LART: 7 adds & 2 edit
2.3. BUSA: 1 add

The UCC passed unanimously and is recommended for approval by the Undergraduate Assembly.

*** End of UCC report to UA ***

Title	Status	College (college)	Course Description (description)	Justification for proposal (justification)
CHEM 2284: SYNTHESIS AND ANALYSIS LABORATORY II	Edited	SCIE	Experiments will include syntheses and analysis, characterization of unknown substances, and use of the chemical literature. A focus will be placed on advancing the use of modern chemical technologies for both synthetic and analytical work in a guided inquiry format.	Course Attributes: The "Typically Offered" section is updated.
MATH 4315: MATHEMATICAL FINANCE	Added	SCIE	Option pricing based on geometric Brownian motion. Pricing contracts via arbitrage. The Black-Scholes formula and the delta hedging strategy. Call Option on dividend paying securities. European and American Put Options. Valuations by expected Utility and Portfolio Selection Problem. Value at Risk and conditional Value at Risk. The Capital Assets Pricing Model.	To better serve students who wish to study mathematical finance, we want to add this new course as an option in our current "actuarial science option" for the math major, and we want to change the designation "actuarial science option" to "financial-actuarial science option".
SCIE 4292: SELECTED TOPICS IN SCIENCE	Added	SCIE	Topics in science not treated in the regular curriculum. Topic, format, and prerequisites to be determined by the instructor. May be repeated for credit as different topics are offered.	The course description of the existing SCIE 4192 reads: "(Variable credit 1-3 hours as arranged). Topics in science not treated in the regular curriculum. Topic, format, and prerequisites to be determined by the instructor. May be repeated for credit as different topics are offered." Seems like SCIE 4292 and 4392 should have been created at the same time, but were not. At any rate, we do have a need to be able to offer a 4000 level special topic course for two credit hours.
SCIE 4392: SELECTED TOPICS IN SCIENCE	Added	SCIE	Topics in science not treated in the regular curriculum. Topic, format, and prerequisites to be determined by the instructor. May be repeated for credit as different topics are offered.	The course description of the existing SCIE 4192 reads: "(Variable credit 1-3 hours as arranged). Topics in science not treated in the regular curriculum. Topic, format, and prerequisites to be determined by the instructor. May be repeated for credit as different topics are offered." Seems like SCIE 4292 and 4392 should have been created at the same time, but were not. At any rate, we do have a need to be able to offer a 4000 level special topic course for three credit hours.
MATH 0102: INTERMEDIATE ALGEBRA SUPPORT	Added	SCIE	The course supports students in developing skills, strategies, and reasoning needed to succeed in mathematics, including communication and appropriate use of technology. Topics include the study of relations and functions, inequalities, and algebraic expressions and equations (including absolute value, polynomial, radical, and rational), with a special emphasis on linear and quadratic expressions and equations. Credit in this course does not fulfill any degree requirements. This is a corequisite course and requires continuous concurrent enrollment with MATH 1302. Prerequisite: An appropriate assessment test score. TSI MATH score of at least 940.	We are adding this Non-Course Based Option (NCBO) to comply with Texas law on offering short NCBO review courses to bring them to the level they need in order to enroll in a college-level course.
MATH 0115: INTERMEDIATE ALGEBRA SUPPORT FOR BUSINESS	Added	SCIE	The course supports students in developing skills, strategies, and reasoning needed to succeed in mathematics for business, including communication and appropriate use of technology. Topics include the study of relations and functions, inequalities, and algebraic expressions and equations (including absolute value, polynomial, radical, and rational), with a special emphasis on linear and quadratic expressions and equations. Credit in this course does not fulfill any degree requirements. This is a corequisite course and requires continuous concurrent enrollment with MATH 1315.	We are adding this Non-Course Based Option (NCBO) to comply with Texas law on offering short NCBO review courses to bring them to the level they need in order to enroll in a college-level course.
MATH 0101: DEVELOPMENTAL MATHEMATICS SUPPORT	Added	SCIE	The course supports students in developing skills, strategies, and reasoning needed to succeed in mathematics, including communication and appropriate use of technology. Topics include the study of numeracy and the real number system; algebraic concepts, notation, and reasoning; quantitative relationships; mathematical models; problem-solving; relations and functions, inequalities, and algebraic expressions and equations. Credit in this course does not fulfill any degree requirements. This is a corequisite course and requires continuous concurrent enrollment with MATH 1301.	This course is the same as our current MATH 0100. The change in course number simplifies the course numbering system for advisors and students. The TSI office, which operates directly under the umbrella of DSS, has requested a more simplified numbering system. In Fall 2025, we plan to phase out MATH 0100 and replace it by MATH 0101.
CHEM 3175: BIOPHYSICAL CHEMISTRY LABORATORY	Edited	SCIE	Introduction to the physical experimental techniques used in quantitative biochemical practice.	Course Attributes: The "Typically Offered" section is updated.
CHEM 3315: INTRODUCTION TO BIOPHYSICAL CHEMISTRY	Edited	SCIE	A basic course introducing the physical principles that govern biological systems and processes, and the methods used for their investigation. Topics include solution thermodynamics, biomolecular interactions, enzyme kinetics, transport processes (diffusion, sedimentation, electrophoresis, viscous flow), and the applications of spectroscopic methods (absorption, emission and scattering of radiation, and the utilization of polarized light).	Course Attributes: The "Typically Offered" section is updated.
CHEM 3317: INORGANIC CHEMISTRY	Edited	SCIE	An overview of descriptive main group chemistry, solid state structures and the energetics of ionic, metallic, and covalent solids, acid-base chemistry and the coordination chemistry of the transition metals. The course is intended to explore and describe the role of inorganic chemistry in other natural sciences with an emphasis on the biological and geological sciences. Important compounds and reactions in industrial chemistry are also covered. Intended for both chemistry and non-chemistry majors.	Course Attributes: The "Typically Offered" section is updated.
CHEM 4318: INORGANIC CHEMISTRY	Edited	SCIE	An overview of the chemistry of the transition metals. Topics include symmetry and applications, bonding models, magnetism, synthesis of metal complexes, modern characterization techniques including IR, NMR, and electronic spectroscopy, organometallic compounds, reaction mechanisms, catalysis, and bioinorganic chemistry.	Course Attributes: The "Typically Offered" section is updated.

MATH 1301: CONTEMPORARY MATHEMATICS	Edited	SCIE	This course covers real-world applications of mathematics intended for Non STEM (Science, Technology, Engineering and Mathematics) majors. It develops problem-solving and critical thinking skills. Topics include the mathematics of dimensional analysis, mathematical sets and logic, voting methods, number sense, intermediate algebra skills, probability, statistics, and finance. The use of online platforms and calculators are required. See course syllabus for details. Credit may be received for only one of MATH 1301, MATH 1302/1402, or MATH 1315.	We are changing the course description to more accurately reflect the content and purpose of this course.
MATH 1421: PREPARATION FOR CALCULUS	Edited	SCIE	This course integrates and builds upon concepts and skills from college algebra and trigonometry that are essential to success in calculus. Problem solving activities form the basis for the establishment of these mathematical connections.	We removed MATH 1301 as a pre-requisite for this course, as MATH 1301 is not adequate preparation for it.
PSYC 4432: ADVANCED TOPICS IN HEALTH	Edited	SCIE	This course will cover current topics in Health Psychology using an interactive, participatory format that includes a lecture portion and a laboratory section. The course will focus on specific content topics that are especially relevant today to better understand and use advanced concepts in Health Psychology. Completion of the course is essential for students who are interested in pursuing a career in Health Psychology research. May be repeated for credit as specific topics vary.	Removing special topics designation.
PSYC 4431: ADVANCED TOPICS IN COGNITIVE SCIENCE	Edited	SCIE	This course will cover current topics in Cognitive Psychology using an interactive, participatory format that includes a lecture portion and a laboratory section. The course will focus on specific content topics that are especially relevant today to better understand and use advanced concepts in Cognitive Psychology. Completion of the course is essential for students who are interested in pursuing a career in Cognitive l Psychology research. May be repeated for credit as specific topics vary.	Removing special topics designation.
PSYC 4412: ADVANCED TOPICS IN SOCIAL PSYCHOLOGY	Edited	SCIE	This course will cover current topics in Social Psychology using an interactive, participatory format that includes a lecture portion and a laboratory section. The course will focus on specific content topics that are especially relevant today to better understand and use advanced concepts in Social Psychology. Completion of the course is essential for students who are interested in pursuing a career in Social Psychology research.	Removing special topics designation.
CHEM 2283: SYNTHESIS AND ANALYSIS LABORATORY I	Edited	SCIE	Students will perform experiments that build mastery in standard laboratory techniques and illustrate theoretical concepts related to organic synthesis and quantitative analysis methods. Students will continue to develop their mastery of analysis through an introduction to the acquisition and statistical analysis of quantitative and qualitative data, acquired in the context of a series of guided inquiry design and synthesis projects. Syntheses may involve small molecules, polymers, and materials designed to perform specific functions. Students will continue to develop their communication and group work skills by sharing independent data and critical feedback with peers. Additionally, laboratory exercises will involve basic titrimetric, spectrophotometric, and chromatographic methods. Students must remain enrolled in at least one of CHEM 2321 and CHEM 2335 beyond the mid-semester date to remain enrolled in CHEM 2283.	Course Attributes: The "Typically Offered" section is updated.
HIST 4390: INTERNSHIP I	Edited	LART	Supervised internship providing hands-on experience working in archives, records centers, museums, or other history-oriented agencies or organizations in the local community.	We are adding an Internship II course and it was pointed out by the college curriculum committee that adding "History" in the course title was redundant.
ANTH 3348: CULTURAL ENCOUNTERS: MIGRATION AND IDENTITIES	Edited	LART	This course focuses on the expanding field of migration studies in social and cultural anthropology. It traces the history of migration studies in anthropology, discusses the major theoretical contributions of anthropologists to the interdisciplinary field of migration, and addresses key contemporary topics in migration studies including globalization, transnational communities, gender, identity, and citizenship. The course heavily relies on ethnographic case studies of different immigrant populations in the U.S. written by anthropologists in the recent past.	We're changing course titles to better communicate their purpose to students. This is to help address our Program Review.
THEA 2363: STAGE MANAGEMENT	Added	LART	Introduction to the principles and techniques of stage management, explores practical application, and examines topics specific to the work of a stage manager, including communication throughout the production processes, running rehearsals, calling a show, and employment after graduation.	NAST accreditation requirement to bring this course content, currently combined with another course, into its own course.
THEA 3363: THEATRICAL PRODUCTION MANAGEMENT	Added	LART	Lecture course focusing on topics of professional practice in operations, planning, management, leadership, and the collaborative processes for theatre practitioners. Participants will develop an understanding of the production manager role within an organization, the responsibilities of a production manager, and the tools of the production manager.	NAST accreditation requirement to offer upper division courses in this subject matter.
THEA 4363: THEATRE MANAGEMENT AND ADMINISTRATION	Added	LART	Lecture course focusing on topics of professional practice in operations, planning, management, and the collaborative processes for theatre leadership. Participants will explore current and past trends in company formation, fundraising, marketing, and the business of the arts. Students will develop an understanding of the various leadership roles within an organization, the responsibilities of those positions, and the tools of the arts manager.	NAST Accreditation requirement to include upper division electives in this area.

PHIL 3305: HISTORY OF PHILOSOPHY: CLASSICAL INDIAN & BUDDHIST PHILOSOPHY	Added	LART	Introduces the Classical Indian philosophical tradition and the Buddhist philosophical tradition as they developed inside and outside of India. Covers the origins and history of the six "orthodox" schools of Classical Indian philosophy and the three "heterodox" schools—Buddhism, Jainism, and Carvaka materialism—and their contributions to epistemology, metaphysics, ethics, philosophy of mind, philosophy of language, and philosophy of religion. There are no prerequisites but at least one prior course in Philosophy or Religious Studies is recommended.	Currently there are no courses in the catalogue on non-Western philosophical traditions. In view of the cultural, historical, religious, and geopolitical significance of the Indian philosophical tradition as well as intrinsic philosophical interest and substantial contributions to philosophy, it would be advisable to add this course to the catalogue. It is also likely to garner significant student interest, as has been indicated by the success of pervious iterations of the course (taught as a topics course under 4388 - TOPICS IN THE HISTORY OF PHILOSOPHY).
HIST 4392: INTERNSHIP II	Added	LART	Additional supervised internship providing hands-on experience working in archives, records centers, museums, or other history-oriented agencies or organizations in the local community.	We have need for a continuing internship or second internship course to accommodate the internship program. We do not want students to “repeat for credit” for internal tracking reasons since students will either be expanding upon their initial internship if they stay with one partner or take on a different internship with a different partner. Continuing on in a second internship will require permission of the internship director.
HIST 3393: PUBLIC HISTORY	Added	LART	This course introduces students to the history, theory, ethics, and practice of public history. Students will explore a variety of applications of public history, including in archives, museums, historic sites, monuments, memorials, cemeteries, national parks, and digital projects. Students will visit local history sites and hear from guest speakers who are professionals in the field. Throughout the semester, students will apply their knowledge and engage in the best practices of public history by working with a community or institution on a project.	This course, along with the existing Archives and the proposed courses on Practical History and History and Leadership represent our expansion of career preparation and exploration courses for a 21st Century History degree.
ANTH 3346: GLOBAL IMPACTS OF TOURISM	Edited	LART	Examines the cultural practices of travel and the impact of tourism on both host and guest communities. Various forms of tourism are addressed including, but not limited to, ethnic, historical, regional, health and medical, and ecotourism. Themes of the "tourist gaze" authenticity, identity, consumption, ritual, borders, and pilgrimage will be explored.	We are changing the title of the course to better communicate course content to a broader audience of potential students.
HIST 4389: ORAL HISTORY: METHODOLOGY AND PRACTICE	Added	LART	This course equips students with a solid foundation in planning and completing oral history interviews. It covers the principles of preparation, performance, and recording oral histories, with a focus on ethics, archival techniques, and emerging technologies. The course teaches the essential elements of oral history practice, from interviewing and researching to transcription, interpretation, and publication. By the end of the course, students will be well-prepared to conduct professional oral histories for scholarly, public, and archival purposes.	This course pairs with our internship program and teaches the skills needed for interns to participate in oral history projects. Oral history is a crucial component of public history, and there is a growing demand for professional oral historians in academic, archival, and media fields. This course is vital to address that need by providing students with the technical and ethical knowledge required to research and archive oral histories competently. Oral history is critical in documenting marginalized voices and preserving firsthand accounts of historic events that would otherwise be lost.
INSY 4321: MOBILE APP DEVELOPMENT	Added	BUSA	This course will provide a broad introduction to principles, techniques, and best practices needed to build user experiences for the web, mobile devices, and desktop environments. Coverage includes User Design, layouts, UX testing plans, and execution. The course focuses on using Cross-Platform Application Development to build native apps on multiple platforms like Android, iOS, and Windows. Students will use contemporary tools to build basic Multi-platform App UI.	This course will keep our curriculum up to date so that we can equip our students with cutting-edge knowledge in Mobile App Development to reflect current practices in industry.

Title	Status	Catalog Description	College/School	Responsible Department
: Sales BBA	Added	The Bachelor of Business Administration in Consultative Sales prepares students for a career in professional selling and sales management. Students will gain specialized skills concerning how to make a persuasive, informative, and ethical sales presentations; how to manage and lead a team of sales professionals; and the impact of technology on professional selling, key account, and sales management activities. These foundational skills are applicable in any industry that employs business-to-business sales professionals.	BUSA	MARK
: Theatre Arts Teaching Certification BA	Added	Students in the Bachelor of Arts in Theatre Arts with Teaching Certification track take a breadth of courses in theatre and performance such as acting, script analysis, stage management, theatre history, design, and technology. Taken alongside College of Education courses like classroom management and assessment methods, this degree confers EC-12 teaching certification, preparing students to enter the teaching profession upon graduation. Unlike many degrees like it, our program allows for and encourages students to minor in a cognate field or other field of interest.	LART	THEA

`PROPOSED Academic Calendar 2026-2027

Fall Term - Regular Session, 2026 **(16 meeting weeks: 15 instructional weeks + 1 final exam week)**

Registration for Fall Term – Regular Session	April 6, 2026 – August 16, 2026
First day of classes	August 17, 2026
Late registration	August 17-21, 2026
Labor Day holiday	September 7, 2026
Census date	September 1, 2026
Last day to drop classes	October 30, 2026
Registration begins for Spring 2027	November 2, 2026
No Classes Scheduled	November 25, 2026
Thanksgiving holidays	November 26-27, 2026
Last day of classes	December 1, 2026
Student Study Day (no 16-week classes)	December 2, 2026
Final exams	December 3-4, 5 (Dept), 7-9, 2026
Commencement ceremony	December 11, 2026
Grades Due	December 14, 2026

Fall Term – 1st Five Week Session, 2026 **(5 meeting weeks: 5 instructional weeks + 1 final exam day)**

Registration for Fall Term – 1st Five Week Session	April 6, 2026 – August 16, 2026
First day of classes	August 17, 2026
Late registration	August 17-18, 2026
Census date	August 20, 2026
Labor Day holiday	September 7, 2026
Last day to drop classes	September 9, 2026
Last day of classes	September 21, 2026
Final exams	September 22, 2026

Fall Term – 1st Eight Week Session, 2026 **(8 meeting weeks: 8 instructional weeks + 1 final exam day)**

Registration for Fall Term – 1st Eight Week Session	April 6, 2026 – August 16, 2026
First day of classes	August 17, 2026
Late registration	August 17-18, 2026
Census date	August 24, 2026
Labor Day holiday	September 7, 2026
Last day to drop classes	September 23, 2026
Last day of classes	October 8, 2026
Final exams	October 9, 2026

Fall Term – 2nd Five Week Session, 2026 **(5 meeting weeks: 5 instructional weeks + 1 final exam day)**

Registration for Fall Term – 2nd Five Week Session	April 6, 2026 – September 27, 2026
First day of classes	September 28, 2026
Late registration	September 28–29, 2026
Census date	October 1, 2026
Last day to drop classes	October 20, 2026
Last day of classes	October 29, 2026
Final exams	October 30, 2026

Fall Term – 2nd Eight Week Session, 2026 **(8 meeting weeks: 8 instructional weeks + 1 final exam day)**

Registration for Fall Term – 2nd Eight Week Session	April 6, 2026 – October 11, 2026
First day of classes	October 12, 2026
Late registration	October 12-13, 2026

Census date	October 19, 2026
Registration begins for Spring 2027	November 2, 2026
Last day to drop classes	November 17, 2026
No Classes Scheduled	November 25, 2026
Thanksgiving holidays	November 26-27, 2026
Last day of classes	December 8, 2026
Final exams	December 9, 2026
Commencement ceremony	December 11, 2026

Fall Term – 3rd Five Week Session, 2026 **(5 meeting weeks: 5 instructional weeks + 1 final exam day)**

Registration for Fall Term – 3rd Five Week Session	April 6, 2026 – November 1, 2026
First day of classes	November 2, 2026
Late registration	November 2-3, 2026
Registration begins for Spring 2027	November 2, 2026
Census date	November 5, 2026
Last day to drop classes	November 24, 2026
No Classes Scheduled	November 25, 2026
Thanksgiving holidays	November 26-27, 2026
Last day of classes	December 8, 2026
Final exams	December 9, 2026
Commencement ceremony	December 11, 2026

Spring Term - Winter Intersession, 2026-2027 **(12 meeting days: 11 instructional days + 1 final day)**

Registration for Spring Term – Winter Intersession	November 2, 2026 – December 13, 2026
First day of classes	December 14, 2026
Late registration	December 14, 2026
Census date	December 15, 2026
No classes scheduled	December 23, 2026 – January 1, 2027**Pending HR Approval
Classes continue	January 4, 2027
Last day to drop classes	January 4, 2027
Last day of classes	January 7, 2027
Final exams	January 8, 2027

Spring Term – Regular Session, 2027 **(16 meeting weeks: 15 instructional weeks + 1 final exam week)**

Registration for Spring Term – Regular session	November 2, 2026 – January 10, 2027
First day of classes	January 11, 2027
Late registration	January 11-15, 2027
Martin Luther King Jr. Day holiday	January 18, 2027
Census date	January 27, 2027
Spring Vacation	March 8-12, 2027
Last day to drop classes	April 2, 2027
Registration begins for Summer & Fall 2027	April 5, 2027
Last day of classes	April 27, 2027
Student Study Day (no classes)	April 28, 2027
Final exams	April 29-30, May 1 (Dept), 3-5, 2027
Commencement ceremony	May 7, 2027
Grades Due	May 10, 2027

Spring Term – 1st Five Week Session, 2027 **(5 meeting weeks: 5 instructional weeks + 1 final exam day)**

Registration for Spring Term – 1st Five Week Session	November 2, 2026 – January 10, 2027
First day of classes	January 11, 2027
Late registration	January 11-12, 2027
Census date	January 14, 2027
Martin Luther King Jr. Day holiday	January 18, 2027
Last day to drop classes	February 3, 2027

Last day of classes	February 11, 2027
Final exams	February 12, 2027

Spring Term – 1st Eight Week Session, 2027 **(8 meeting weeks: 8 instructional weeks + 1 final exam day)**

Registration for Spring Term – 1st Eight Week Session	November 2, 2026 – January 10, 2027
First day of classes	January 11, 2027
Late registration	January 11-12, 2027
Martin Luther King Jr. Day holiday	January 18, 2027
Census date	January 19, 2027
Last day to drop classes	February 17, 2027
Last day of classes	March 4, 2027
Final exams	March 5, 2027

Spring Term – 2nd Five Week Session, 2027 **(5 meeting weeks: 5 instructional weeks + 1 final exam day)**

Registration for Spring Term –2nd Five Week Session	November 2, 2026 – February 14, 2027
First day of classes	February 15, 2027
Late registration	February 15-16, 2027
Census date	February 18, 2027
Spring Vacation	March 8-12, 2027
Last day to drop classes	March 16, 2027
Last day of classes	March 25, 2027
Final exams	March 26, 2027

Spring Term – 2nd Eight Week Session, 2027 **(8 meeting weeks: 8 instructional weeks + 1 final exam day)**

Registration for Spring Term –2nd Eight Week Session	November 2, 2026 – March 14, 2027
First day of classes	March 15, 2027
Late registration	March 15-16, 2027
Census date	March 22, 2027
Registration begins for Summer & Fall 2027	April 5, 2027
Last day to drop classes	April 20, 2027
Last day of classes	May 4, 2027
Final exams	May 5, 2027
Commencement ceremony	May 7, 2027

Spring Term – 3rd Five Week Session, 2027 **(5 meeting weeks: 5 instructional weeks + 1 final exam day)**

Registration for Spring Term –3rd Five Week Session	November 2, 2026 – March 28, 2027
First day of classes	March 29, 2027
Late registration	March 29–30, 2027
Census date	April 1, 2027
Registration begins for Summer & Fall 2027	April 5, 2027
Last day to drop classes	April 20, 2027
Last day of classes	April 29, 2027
Final exams	April 30, 2027
Commencement ceremony	May 7, 2027

Summer Term – Summer Intersession, 2027 **(12 meeting days: 11 instructional days + 1 final day)**

Registration for Summer Term – Summer Intersession	April 5, 2027 – May 9, 2027
First day of classes	May 10, 2027
Late registration	May 10, 2027
Census date	May 11, 2027
Last day to drop classes	May 19, 2027
Memorial Day holiday	May 31, 2027
Last day of classes	May 24, 2027
Final exams	May 25, 2027

Summer Term – 14 Week Session, 2027 **(14 meeting weeks: 13 instructional weeks + 2 final exam days)**

Registration for Summer Term – 14 Week Session	April 5, 2027 – May 9, 2027
First day of classes	May 10, 2027
Late registration	May 10-11, 2027
Memorial Day holiday	May 31, 2027
Census date	May 27, 2027
Last day to drop classes	July 6, 2027
Last day of classes	August 4, 2027
Final exams	August 5-6, 2027

Summer Term – 1st Five Week Session, 2027 **(19 meeting days: 18 instructional days + 1 final day)**

Registration for Summer Term – 1st Five Week Session	April 5, 2027 – May 31, 2027
First day of classes	June 1, 2027
Late registration	June 1-2, 2027
Census date	June 7, 2027
Last day to drop classes	June 22, 2027
Last day of classes	June 30, 2027
Final exams	July 1, 2027

Summer Term – 1st Seven Week Session, 2027 **(25 meeting days: 24 instructional days + 1 final day)**

Registration for Summer Term – 1st Seven Week Session	April 5, 2027 – May 9, 2027
First day of classes	May 10, 2027
Late registration	May 10-11, 2027
Census date	May 13, 2027
Memorial Day holiday	May 31, 2027
Last day to drop classes	June 9, 2027
Last day of classes	June 21, 2027
Final exams	June 22, 2027

Summer Term – 11 Week Session, 2027 **(11 meeting weeks: 10 instructional weeks + 2 final exam days)**

Registration for Summer Term – 11 Week Session	April 5, 2027 – May 31, 2027
First day of classes	June 1, 2027
Late registration	June 1-2, 2027
Census date	June 21, 2027
Last day to drop classes	July 15, 2027
Last day of classes	August 4, 2027
Final exams	August 5-6, 2027

Summer Term – 2nd Seven Week Session, 2027 **(25 meeting days: 24 instructional days + 1 final day)**

Registration for Summer Term – 2nd Seven Week Session	April 5, 2027 – June 27, 2027
First day of classes	June 28, 2027
Late registration	June 28-29, 2027
Census date	July 1, 2027
Last day to drop classes	July 27, 2027
Last day of classes	August 5, 2027
Final exams	August 6, 2027

Summer Term – 2nd Five Week Session, 2027 **(20 meeting days: 19 instructional days + 1 final day)**

Registration for Summer Term – 2nd Five Week Session	April 5, 2027 – July 4, 2027
First day of classes	July 5, 2027
Late registration	July 5-6, 2027
Census date	July 8, 2027
Last day to drop classes	July 26, 2027
Last day of classes	August 5, 2027
Final exams	August 6, 2027

We resolve as a body that we object to a calendar with a Spring Break that misaligns with that of AISD for student success and faculty work/life balance reasons, and communal harmony.