THE UNIVERSITY OF TEXAS AT DALLAS

Academic Governance
800 West Campbell Road, AD 23, Richardson, TX 75080-3021
Office: (972) 883-6751 FAX: (972) 883-2276

MEMORANDUM

DATE: March 2, 2022

TO: Academic Council*

COPY TO:

Richard C. Benson	Nils Roemer
Rafael Martín	Steven L. Small
Inga Musselman	Jennifer Holmes
Calvin Jamison	Stephanie Adams
Amanda Rockow	George Fair
Yvette Pearson	Hasan Pirkul
Jessica Murphy	David Hyndman
Juan González	Douglas Dow

FROM: Academic Governance
Cynthia Haynes, Secretary to Academic Governance

SUBJECT: Academic Council Meeting

Academic Council will meet on **Wednesday, March 2, 2022** via **Microsoft Teams**.
If you cannot attend, please notify us at academic.governance@utdallas.edu Thank you!

2021-2022 ACADEMIC COUNCIL
Ashley Barnes
Dinesh Bhatia
Adam Chandler
Mary Beth Goodrich
Bill Hefley **
Karen Huxtable-Jester
Syam Menon
Syed Naqvi
Elizabeth Pickett
Ravi Prakash*
Richard Scotch ***
Tres Thompson
Shilyh Warren ***

*Speaker
**Secretary
*** Vice-Speaker

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AGENDA
ACADEMIC COUNCIL MEETING
March 2, 2022 @ 1:00-3:00 PM
via Microsoft Teams

1. Call to Order, Announcements & Questions	Richard Benson
2. Approval of the Agenda	Ravi Prakash
3. Approval of Minutes – February 2, 2022	Ravi Prakash
4. Speaker's Report	Ravi Prakash
5. THECB/SACSCOC/Legislative Updates	Serenity King
6. NCFS/TXCFS/FAC Report	Ravi Prakash/R. Scotch/S. Warren/ B. Hefley
7. Committee on Committees Recommendations	Ravi Prakash
8. Staff Council Future of Remote Work Survey Results Presentation	Jennifer Klunk/Web Pierce
9. CEP Recommendations A. 2022-'23 Undergraduate Course Inventory B. 2022-'23 Undergraduate Degree Plans C. 2022-'23 Graduate Course Inventory D. 2022-'23 Graduate Degree Plans	Syam Menon
10. Discussion of a Resolution in Favor of Academic Freedom	Ravi Prakash
11. Office of the Provost's Faculty Mentoring Program	Francesca Filbey/Meghna Sabharwal
12. International Travel Application Process Changes Presentation	Imperio Shanks
13. BRIGHT Leaders	Colleen Dutton
14. Adjournment	Richard Benson

RETURN TO COUNCIL AGENDA

UNAPPROVED AND UNCORRECTED MINUTES

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

Academic Council Meeting
February 2, 2022 @ 1:00pm-3:00pm (via Microsoft Teams)

Present: Stephanie G. Adams, Ashley Barnes, Richard Benson, Dinesh Bhatia, Adam Chandler, Connor Donegan, Brian Dourty, Colleen Dutton, Frank Feagans, Gene Fitch, Juan González, Mary Beth Goodrich, Debra Greszler, Cynthia Haynes, Bill Hefley, Karen Huxtable-Jester, Serenity King, Jennifer Klunk, Rafael Martín, Syam Menon, Jessica Murphy, Inga Musselman, Syed Kaazim Naqvi, Sanaz Okhovat, Terry Pankratz, Kara Peak, Yvette Pearson, Elizabeth Pickett, Imaan Irfan Razak Macchiwalla, Amanda Rockow, Richard Scotch, Ryan Short, Scott Simpson, Amanda Smith, Steven Small, Lucien Thompson, Vy Trang, Shilyh Warren

Absent: Ravi Prakash

1. **Call to Order, Announcements, and Questions – Richard Benson**
   Vice Speaker Scotch chaired the meeting in place of Speaker Prakash and called the meeting to order. Speaker Prakash was out of the country due to a death in the family. Dr. Benson announced there is a new statue of Jack Kilby donated by Harlan Crow. It is located in the TI Plaza. Due to inclement weather, the campus will close at 5:30pm today (Wednesday) and Thursday. A decision regarding possible closures on Friday will be determined on Thursday.

   Terry Pankratz and others have been working on a plan to fund health insurance to graduate teaching assistants and research assistants. More information will be presented at the February Senate meeting.

   Dr. Adam Chandler asked two questions on behalf of ATEC graduate students and the ATEC Associate Dean of Graduate Studies:

   1) Why are there no de-densification plans to help prevent issues such as the spread of COVID-19 for students? Many graduate students are adversely impacted by COVID-19 (infection/reinfection, deaths in the family due to COVID-19, etc.).

   2) The ATEC Associate Dean of Graduate Studies wanted to express her concern and would like to advocate for more flexibility for graduate teaching assistants regarding teaching modality and de-densification. Is the university accounting for how the loss of family members and illness can impact the degree time-to-completion?

   Dr. Benson responded that the delta and omicron surges are different. Classes were online for the first three weeks of the semester in response to the omicron surge. We have effective tools to either prevent the illness or minimize its impact. Other area institutions also elected to delay the start classes by a week and began the semester online. UT Dallas is among the last institutions to transition back to in-person classes. For students who are re-infected with COVID-19 or dealing with family problems, faculty are encouraged to provide some flexibility during this time. There have been provisions like alternative teaching assignments for immunocompromised individuals but very few have asked for this accommodation. The Provost sent a memo on this matter earlier in the week stating that if faculty were approved for alternative teaching assignments, the arrangement can still continue for the spring semester. Faculty and teaching assistants can still apply for this accommodation. This plan is like UT Austin's plan. All submitted requests were approved. This topic of conversation can continue at the next Academic Senate meeting.

2. **Approval of the Agenda – Richard Scotch**
   Vice Speaker Scotch called for a motion to approve the agenda. Syam Menon moved; Bill Hefley seconded. The motion was approved by unanimous consent.

3. **Approval of December 1, 2021 Minutes – Richard Scotch**
   Vice Speaker Scotch called for a motion to approve the minutes. Syam Menon moved; Dinesh Bhatia seconded. There were no corrections. The motion was approved by unanimous consent.

4. **Speaker's Report – Richard Scotch**
   Vice Speaker Scotch reported the 3+3+3 ad hoc committee for the evaluation of academic administrators policy would be comprised of 3 faculty, 3 staff representatives, and 3 administrators. Jennifer Klunk, Staff Council President, has provided the names of the three staff representatives. Dr. Bill Hefley moved that the 3+3+3 ad hoc committee be added to the agenda and there be a short discussion on who should be considered for the 3 faculty and 3 administrators positions. Vice Speaker Scotch will speak to Dr. Meghna Sabharwal and ask her for recommendations from EPPS because of their expertise in evaluations. Speaker Prakash or Vice Speaker Scotch will reach out to the Committee on Committees for recommendations. Dr. Stephanie Adams recommended that 1 or 2 administrators who have previously held administrative roles be on the committee. Dr. Hefley referred to earlier discussions that had suggested 1 school dean and 2 department/program heads be appointed to this committee.

5. **THECB/SACSCOC/Legislative Updates – Serenity King**
   Dr. King reported she will have a one-pager that outlines the updates to the 60x30TX Higher Education Strategic Plan that was presented and adopted at the last THECB meeting. The goals are essentially the same with new metrics.

   The Doctor of Business Administration degree proposal was approved by THECB. This is the first doctoral program proposal approved under the leadership of President Benson and Provost Musselman.

   The first meetings of the 5th year SACSCOC committees are scheduled.

   There were 22 new STEM CIP codes added that will impact some of our programs, including the Social Data Analytics and Research program. The Business Analytics and Data Science programs are in the process of receiving the STEM CIP codes. This will help with international student recruitment and retention. We are proactively looking at CIP codes in areas that UTD does not have existing programs to see if there are programs that can be added to our offerings.

6. **NCFS/TXCFS/FAC Report – Ravi Prakash, Richard Scotch, Shilyh Warren, Bill Hefley**
   Vice Speaker Scotch reported there have been no meetings of the NCFS or TXCFS since the last Council meeting. The next TXCFS meeting will be held on April 8-9, 2022.

   The FAC meeting met the previous week. Speaker Prakash, Vice Speaker Richard Scotch, and Vice Speaker Shilyh Warren attended all or part of the meetings. At the Thursday morning session, Helen Mohrmann, Chief Information Security Officer, spoke about cybersecurity concerns like phishing. There was a discussion with UT System Executive Vice Chancellor of Academic Affairs, Dr. Archie Holmes. He reported on some state-level initiatives such as a grant program for at-risk students and the attempt to improve learning analytics on various campuses, especially Hispanic-serving campuses. Chancellor James Miliken was scheduled to speak during the Friday morning session, but he was unable to attend. Laura Chambers, Executive Director of Employee Benefits, presented on student health benefits. There was discussion of enhancing health benefits for graduate students, especially teaching assistants. Dr. Scotch also attended the Governance committee meeting. The committee voted to reaffirm the white paper on shared governance that was approved by the FAC and former Chancellor William McRaven in 2016. Vice Speaker Shilyh Warren reported that she attended the Academic Affairs committee meeting in which the COVID-19 legacy project was discussed. This project focuses on how COVID-19 has affected faculty productivity and tenure & promotion. There was discussion on best practices (some of which have already been put into practice at UT Dallas) such as opt-in for an extra year on the tenure clock and evaluations. The committee will share a white paper on these best practices soon.

   There were no questions.

7. **Committee on Committee Recommendations – Richard Scotch**
   There are currently no specific recommendations to share at this time but there will be recommendations at the Senate meeting.

8. CEP Recommendations – Syam Menon

Dr. Menon reported CEP met on Feb. 1, 2022. There are seven recommendations approved to move forward.

A. 2022-'23 Undergraduate Course Inventory (Dec CUE)
There were 2 additions and 25 edits. HONS 3102 is repeatable up to 4 SCH as topics vary.

B. 2022-'23 Undergraduate Course Inventory (Jan CUE)
There were 11 additions, 27 edits, 9 removals. None of the additions were repeatable.

C. 2022-'23 Core Course Inventory (Dec CUE)
PHIL 2304 (existing course) is being proposed as a core course. This course was previously approved as core course at UT Dallas but was denied by the THECB. The new proposal addresses the concerns and issues of the previous proposal.

D. 2022-'23 Undergraduate Degree Plans (Jan CUE)
All the major changes have already gone through the governance process and the remainder are minor edits.

E. 2022-'23 Graduate Course Inventory
There were 9 additions, 33 removals, and none of the additions were repeatable.

F. 2022-'23 Graduate Degree Plans
All the major changes have already gone through the governance process and the remainder are minor edits.

G. Reducing SCH Requirements for the MA in Latin American Studies
This proposal is to reduce the semester credit hour requirements for the MA in Latin American Studies by changing the study abroad internship requirement into an elective. The total number of SCH is reduced from 36 to 33.

9. Revision to the ECS Bylaws – Mark Spong

Dr. Mark Spong was not in attendance. Dean Stephanie Adams reported that the Academic Affairs Committee (AAC) in ECS reviewed and updated the bylaws in 2021. Four new departments were added but the representation on committees does not reflect these changes. New positions have been added in the school and operational changes were not reflected in the bylaws. The school faculty approved the updates before winter break.

10. Approval of Updates to Emeriti Titles Perquisites and Privileges of Emeriti Title Holders – UTDPP1046 – Serenity King

Dr. King reported this is a proposal presented to the Senate by Dr. Joe Izen and the Senate approved in Fall 2021. Revisions were made after the Senate meeting (the policy document was not brought before the Senate) to reflect those changes. There was discussion at Deans Caucus and additional revisions were made. The policy draft was then sent to Speaker Prakash who spoke to Dr. Izen and Dr. Theresa Towner on how to reflect a gender-neutral option for faculty to choose from. The other changes made were to align with Dr. Izen's suggestion on what title a research faculty would be given with the existing policy on research faculty. Language on access to software (when possible) was inserted. A change in the approvals process was made to reflect the UT System policy updates.

11. Update on Campus Climate Survey – Colleen Dutton

Colleen Dutton reported that the campus climate survey will be open on February 28-March 13, 2022. There are 43 total questions (40 questions with Likert scale, 3 open-ended questions although all questions will have textbox for additional comments).

Vice Speaker Richard Scotch asked for a motion to place all agenda recommendations on the Senate agenda. Tres Thompson moved. Bill Hefley seconded. Unanimous approval to place all agenda recommendations on the Senate agenda.

12. Adjournment – Richard Benson

Dr. Benson adjourned the meeting at 1:50pm.

APPROVED: _____ _____

Ravi Prakash
Academic Council

Date

RETURN TO COUNCIL AGENDA

THECB/SACSCOC/Legislative Updates

As of February 22, 2022

Serenity Rose King, PhD

1. THECB
    A. THECB initiatives update presentation to Texas Council of Chief Academic Officers (TCCAO)
2. SACSCOC
3. Legislative

RETURN TO COUNCIL AGENDA

Winter Retreat:
Texas Council of Chief Academic Officers

Updates from the Texas Higher Education Coordinating Board

THECB
Texas Higher Education
COORDINATING BOARD

Ray Martinez, J.D.
Deputy Commissioner for Academic Affairs & Workforce Education

January 28, 2022

RETURN TO COUNCIL AGENDA

Agenda

GEER-Funded Projects

Data Modernization

SB25 Recommended Course Sequencing

Enrollment Trends

Population Changes

60x30TX Refresh

RETURN TO COUNCIL AGENDA

About THECB

Executive Leadership

Harrison Keller
Commissioner of Higher Education

Nichole Bunker-Henderson
General Counsel

Lori Fey
Deputy Commissioner

Melissa Henderson
Executive Director, Associate Commissioner

Ray Martinez
Deputy Commissioner

Rey Rodriguez
Deputy Commissioner, Chief of Staff

Liz Bolin
Deputy Chief of Staff

RETURN TO COUNCIL AGENDA

Agency Overview

Commissioner of Higher Education

Agency Operations	Academic Affairs and Workforce Education	Data Analytics and Innovation
Business Services	Academic and Health Affairs	Funding and Resource Planning
Communications	College Readiness and Success	Project Management and Information Office
Human Resources	Digital Learning	Strategic Planning
Information Solution and Services	Workforce Education	
Student Financial Aid Programs		

General Counsel

Internal Audit and Compliance

Texas Higher Education Foundation

ITEM #5

RETURN TO COUNCIL AGENDA

Aligning our Internal Strategic Planning

Talent Strong Texas
Equitably fostering the skills and spurring the innovation vital to the Texas economy

As a ***partner***, ***resource*** and ***advocate*** for Texas institutions of higher education, we aim to:

Educate with purpose
Support innovative education that offers value to students throughout their lives

Expand access
Leverage financial aid to remove barriers to student enrollment, improve affordability, and enhance value

Clear the path
Promote efficient and flexible pathways and transfer opportunities for students to earn postsecondary credentials of value

Support success
Improve student supports and advising related to college and career options, costs, and potential value

Build a vibrant Texas future
Promote research, development, and innovation for the benefit of Texas

FOUNDATIONS

- Collaboratively-created, data-informed **policy and rules**
- Useful, modern **data infrastructure** to provide insights and inform decisions by all stakeholders
- **Effective and disciplined organization**, including strategy, systems, processes, and people
- Aligned, innovative **funding** mechanisms, including formula funding, grants, and partnerships
- **Strong, trusted partnerships** with institutions, employers, philanthropy, and other stakeholders

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GEER-Funded Projects

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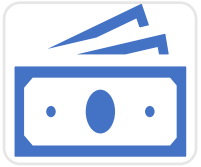
CARES Act : GEER Funds $175 Million



Need-Based Aid [$57 M]

- TEXAS Grant, TEOG, TEG
- Maintain 2020-2021 commitments

Reskilling/Upskilling [$46.5 M]

- Short-term, high-value credentials
- Financial aid for rapid completions

Emergency Aid [$46.5 M]

- Last-dollar emergency aid
- Tuition, fees, materials

Digital Learning [$10 M]

- Open education resources (OER)
- Digital learning clearinghouse

Data Infrastructure [$15 M]

- Actionable intelligence
- Dynamic, secure

Coronavirus Aid, Recovery, and Economic Security (CARES) Act

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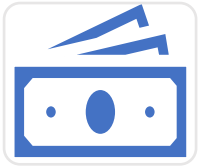
CRRSAA: GEER I Fund $94.6 Million

Expanding Capacity [$48.2 M]

- High-demand, high-value credentials
- Grants, repository, cost analysis

My Texas Future [$10 M]

- Online portal for all audiences
- Tools for decision-making



Financial Aid, Enrollment [$28.5 M]

- Student success support
- Grants, consortium, advising

Grad TX Expansion [$4 M]

- Financial support for completions
- Policy focus

Data Security and Accessibility [$4 M]

- Protect personal information
- Accessible information

Coronavirus Response and Relief Supplemental Appropriations Act

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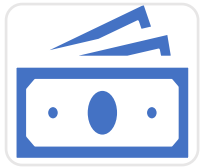
CRRSAA: GEER II Fund
$93.3 Million

Announced Dec. 20, 2021



Financial Aid [$37.5 M]

- Nursing loan repayment
- Transfer grants, TSLP

Data Infrastructure [$5 M]

- Actionable intelligence
- Dynamic, secure

Workforce Alignment [$20.5 M]

- Short-term, high-value credentials
- Commercial Driver License (CDL)

Student Success [$30 M]

- Enrollment, retention, completion
- Advising

Coronavirus Response and Relief Supplemental Appropriations Act

GEER Funds Administered by AAWE

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Academic Affairs and Workforce Education GEER Funded Programs

Texas TRUE (GEER Funded)	$ 26.01 M
Credentials of Value	$ 15.85 M
Reskilling/Upskilling Grants (3 Rounds)	$ 37.80 M
Texas Leadership Scholarship Program	$ 7.00 M
Work Based Learning	$ 5.00 M
Completion Grant Initiative	$ 5.00 M
Student Success Consortium	$ 1.50 M
Advising Resources	$ 4.00 M
Texas TRUE (Legislature Funded)	$ 15.00 M
TOTAL	$ **113.6 M**

RETURN TO COUNCIL AGENDA

Data Modernization

RETURN TO COUNCIL AGENDA

Data Modernization Initiative

Vision

Equip internal and external stakeholders with **actionable insight** and **data for decision-making** purposes

Goals

Design and implement a **modern, flexible data architecture;** Deliver **user-centered value** through **dynamic access, robust governance** and **security**

Identify and **deliver high-priority reports and/or dashboards** utilizing current data

Evolve current **processes and websites** to support new offerings

Approach

Planning & Detailed Design (6 months) → Proof of Concept (2 months) → Implementation (12-18 months)

ITEM #5

RETURN TO COUNCIL AGENDA

Current Data Views – Fall Enrollment Report

Fall Enrollment by Ethnicity
Texas Public Universities

Institution		Fall 2018							Fall 2019						
		White	African American	Hispanic	Asian	International	Other	Total	White	African American	Hispanic	Asian	International	Other	Total
003541	Angelo State University	5,320	762	3,501	174	236	249	10,242	4,796	714	4,167	153	238	221	10,289
003581	Lamar University	6,484	3,570	2,674	572	494	382	14,176	6,617	3,647	3,013	583	389	562	14,811
003592	Midwestern State University	2,885	905	1,145	177	386	214	5,712	2,694	910	1,123	163	301	309	5,500
003630	Prairie View A&M University	164	8,037	838	195	232	50	9,516	144	7,563	772	178	217	66	8,940
003606	Sam Houston State University	10,619	3,888	5,026	451	294	747	21,025	10,588	4,015	5,206	467	314	773	21,363
003624	Stephen F. Austin State University	7,784	2,201	2,355	174	117	427	13,058	7,713	2,031	2,395	169	116	438	12,862
003625	Sul Ross State University	661	161	953	14	10	86	1,885	578	141	884	12	6	23	1,644
000020	Sul Ross State University Rio Grande College	61	5	797	3	NA	24	890	54	9	733	2	2	21	821
003631	Tarleton State University	8,600	1,269	2,537	186	81	445	13,118	8,483	1,292	2,681	202	87	432	13,177
009651	Texas A&M International University	162	48	7,415	33	169	57	7,884	216	55	7,786	36	150	62	8,305
003632	Texas A&M University	35,920	2,156	13,753	4,596	5,284	1,985	63,694	35,370	2,042	14,194	5,030	5,130	2,093	63,859
010298	Texas A&M University at Galveston	1,295	39	348	42	15	67	1,806	1,138						
042295	Texas A&M University-Central Texas	1,035	658	566	92	5	108	2,464	992						
003565	Texas A&M University-Commerce	5,497	2,684	2,348	288	412	843	12,072	5,144	2,					
011161	Texas A&M University-Corpus Christi	4,416	751	5,756	360	362	284	11,929	4,256						
003639	Texas A&M University-Kingsville	1,212	416	5,735	91	999	88	8,541	1,117						
042485	Texas A&M University-San Antonio	1,176	471	4,616	106	138	109	6,616	1,067						
029269	Texas A&M University-Texarkana	1,180	338	299	36	66	148	2,067	1,142						
003642	Texas Southern University	202	7,646	871	317	642	54	9,732	197	7,					
003615	Texas State University	17,508	4,321	14,323	1,031	537	924	38,644	16,927	4,					
003644	Texas Tech University	20,358	2,646	10,283	1,147	2,153	1,258	37,845	20,686	2,					
003646	Texas Woman's University	6,388	2,775	4,043	1,406	254	498	15,364	6,292	2,					
009930	The University of Texas Permian Basin	2,208	419	2,762	165	121	159	5,834	1,952						
003599	The University of Texas Rio Grande Valley	892	236	25,131	386	779	1,065	28,489	919						
003656	The University of Texas at Arlington	14,231	6,457	11,615	4,533	4,467	1,193	42,496	13,668	6,					
003658	The University of Texas at Austin	21,247	2,484	11,296	10,354	4,240	2,063	51,684	20,301	2,					

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Fall Enrollment at Public Institutions

Tab	Report Title
Univ.EnrollByEth	Fall Enrollment at Public Universities by Ethnicity
Univ.EnrollByGende	Fall Enrollment at Public Universities by Gender
HRI.EnrollByEth	Fall Enrollment at Public Health-Related Institutions by Ethnicity
HRI.EnrollbyGender	Fall Enrollment at Public Health-Related Institutions by Gender
2yr.EnrollByEth	Fall Enrollment at Public 2-year Institutions by Ethnicity
2yr.EnrollbyGender	Fall Enrollment at Public 2-year Institutions by Gender
Fall.EnrollFlex	Fall Enrollment at Public Universities and 2-year Institutions Including Flex Entry

Source: THECB, CBM001
Flex enrollment only includes those students not otherwise enrolled in the fall semester.
*Flex enrollments shown here are unduplicated at the sector and state levels. Figures shown as totals will not sum to the individual flex enrollments from each institution.

Source: http://www.txhigheredaccountability.org/AcctPublic/InteractiveReport/Predefined

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Progress Examples – Enrollment Dashboard

(1 of 4)

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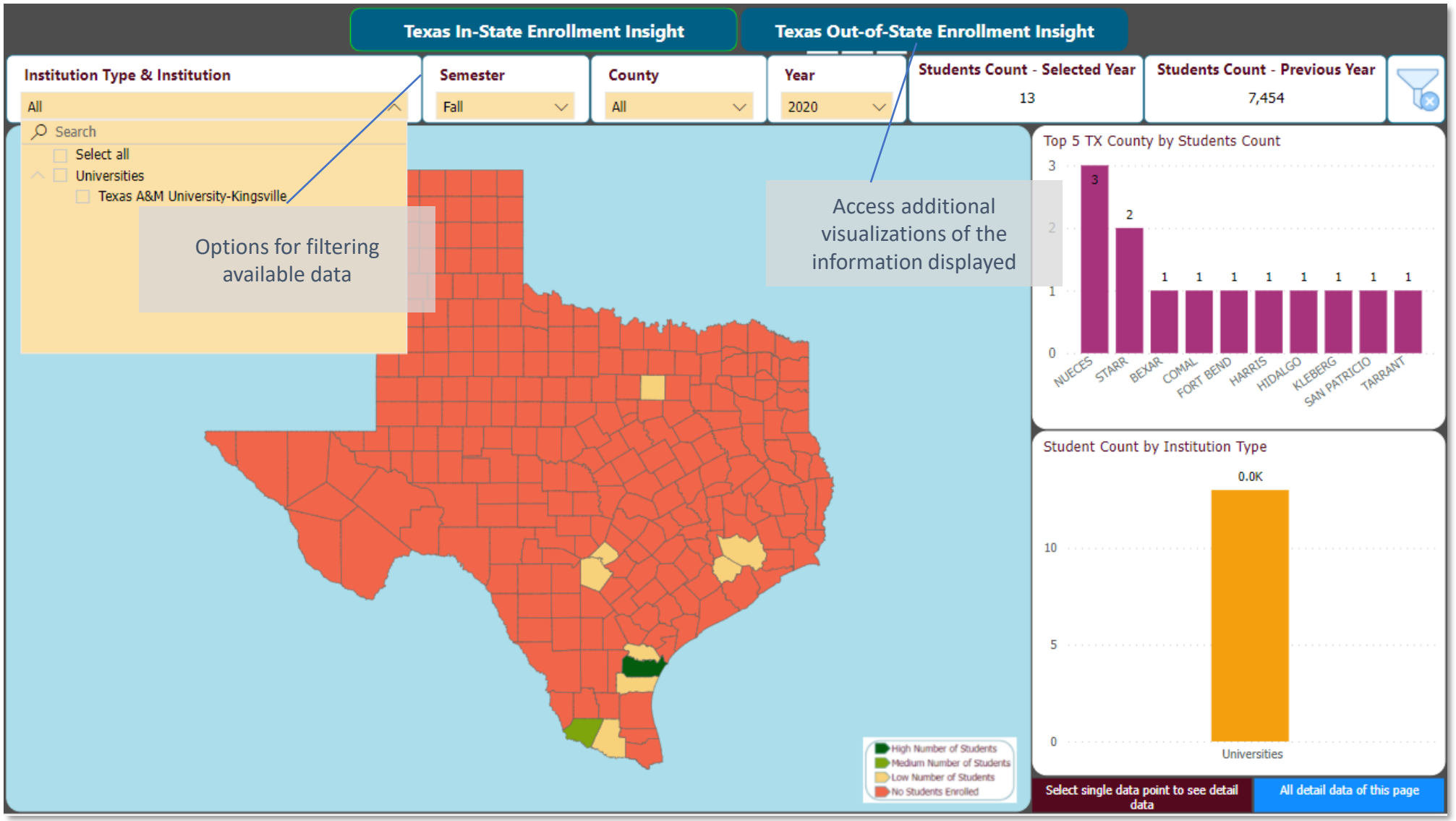
Progress Examples – Enrollment Dashboard

(2 of 4)



ITEM #5

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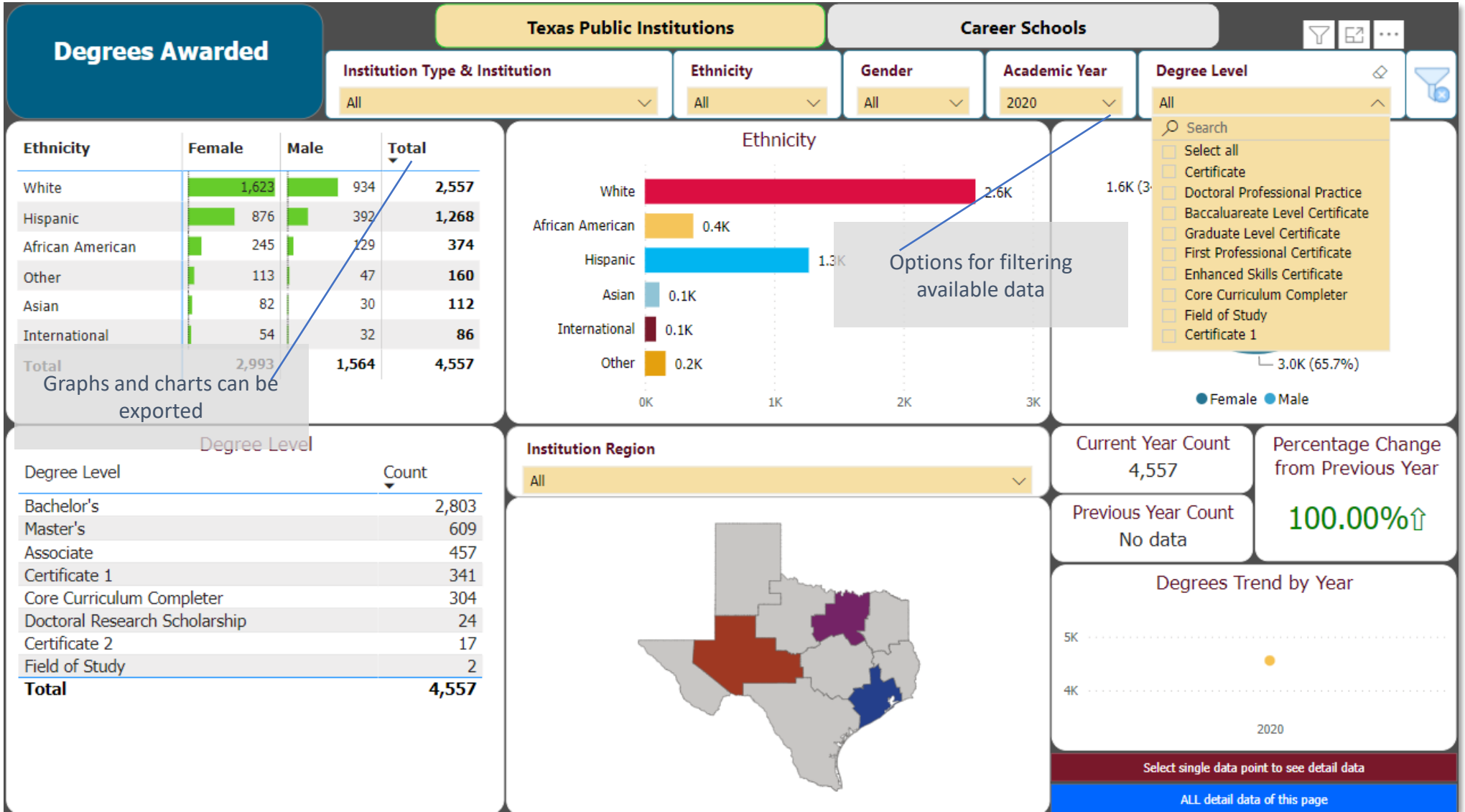
Progress Examples – Degrees & Certificates Dashboard

(3 of 4)



RETURN TO COUNCIL AGENDA

Other Noteworthy Progress

Data Management & Infrastructure

- Created automated curation and validation pipelines
- Built Extract-Transfer-Load (ETL) pipelines that move on-premises data to cloud
- Completed development and production environments in CI/CD pipeline
- Migrated CBM data supporting initial dashboards
- Launched data architecture and governance project with Deloitte team
- Identified priority use cases for privileged data portal and secure data enclave

Tools

- Improved the test-data generation tool that creates de-identified data sets for use in development environments

Program Management

- Launched change management work with Deloitte team to support upcoming releases
- In progress on procurement for public portal UI/UX design and development, responses due Jan. 19
- Provided $2.26M in grants to 57 public institutions for reporting system updates, funded by GEER

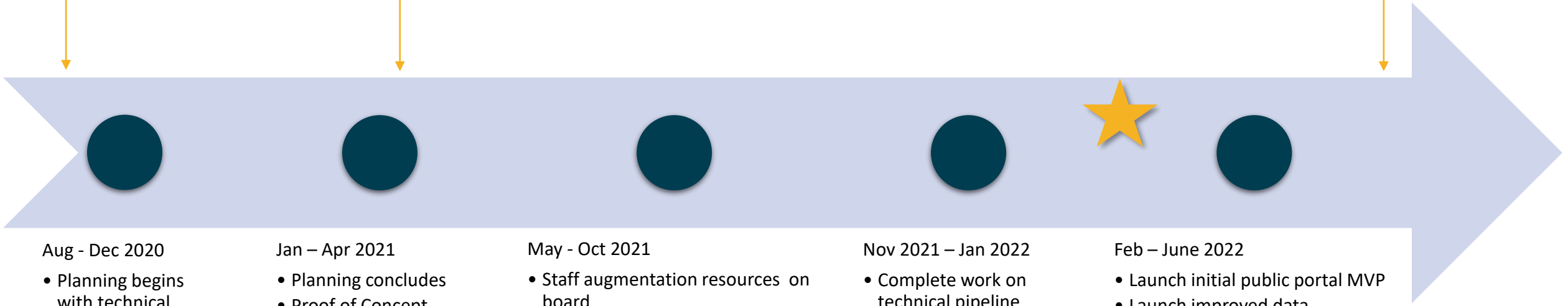
ITEM #5

RETURN TO COUNCIL AGENDA

Data Modernization Initiative Timeline

Planning/Proof of Concept
9 months

Execution
14 months



Aug - Dec 2020

- Planning begins with technical discovery and stakeholder engagement
- Conceptual design developed
- THECB data governance review launched

Jan – Apr 2021

- Planning concludes
- Proof of Concept
- Procurement launch
- Initial technical projects launch
- Enhanced THECB data governance designed and implemented

May - Oct 2021

- Staff augmentation resources on board
- Project roadmap work launches on 12 of 19 projects
- Parallel focus on technical pipeline and public-facing assets
- Tri-agency data governance review launched

Nov 2021 – Jan 2022

- Complete work on technical pipeline
- Develop additional portals with differentiated data access
- Initial internal release of new public portal to include most frequently requested data

Feb – June 2022

- Launch initial public portal MVP
- Launch improved data submission portals
- Complete remaining technical projects
- Consider additional scope as budget and GEER timeline allows
- Implement enhanced Tri-agency data governance, as needed

RETURN TO COUNCIL AGENDA

SB 25 Implementation

Meeting Senate Bill 25 Obligations

Statutory Obligation	Status of Implementation
Allow students to provide consent to share information about other programs if not admitted to their institution of choice.	 DONE
Students must file degree plan earlier (at 15 or 30-hours).	 DONE
Study Core Curriculum/Meta Majors	 DONE
Producing a report on non-transferable credit	 DONE – with improvements needed
Collecting recommended course sequence data	 In progress

RETURN TO COUNCIL AGENDA

SB 25 - Recommended Course Sequence

- Institutions are required to develop one recommended course sequence for each undergraduate certificate and degree program offered
- Institutions are required to include the recommended course sequences in the institution's course catalog and on the institution's Internet website
- Institutions are required to report the recommended course sequences to the Coordinating Board beginning in fall 2021.
  - Initial data collection occurred Aug 1 – Dec 1 of this year
  - Data integrity and exploration is in process
  - The Coordinating Board will use reported recommended course sequences to provide tools and resources to students and advisors to help students identify a viable path for transfer and/or completion of a credential or degree, as well as provide analysis to institutions

RETURN TO COUNCIL AGENDA

Value of Recommended Course Sequence Data: Examples of analysis

New analyses for institution use

- Comparisons by major to allow for greater cross-institutional insights
- Comparison of RCS courses with graduating student course-taking
- Analysis of overlap between core and program-specific requirements

Input to transfer policy implementation and deliberations

- Analysis to inform Texas Transfer Advisory Committee deliberations

New tools for students and families

- MapMyPath interactive dashboard with credential pathways for student exploration

RETURN TO COUNCIL AGENDA

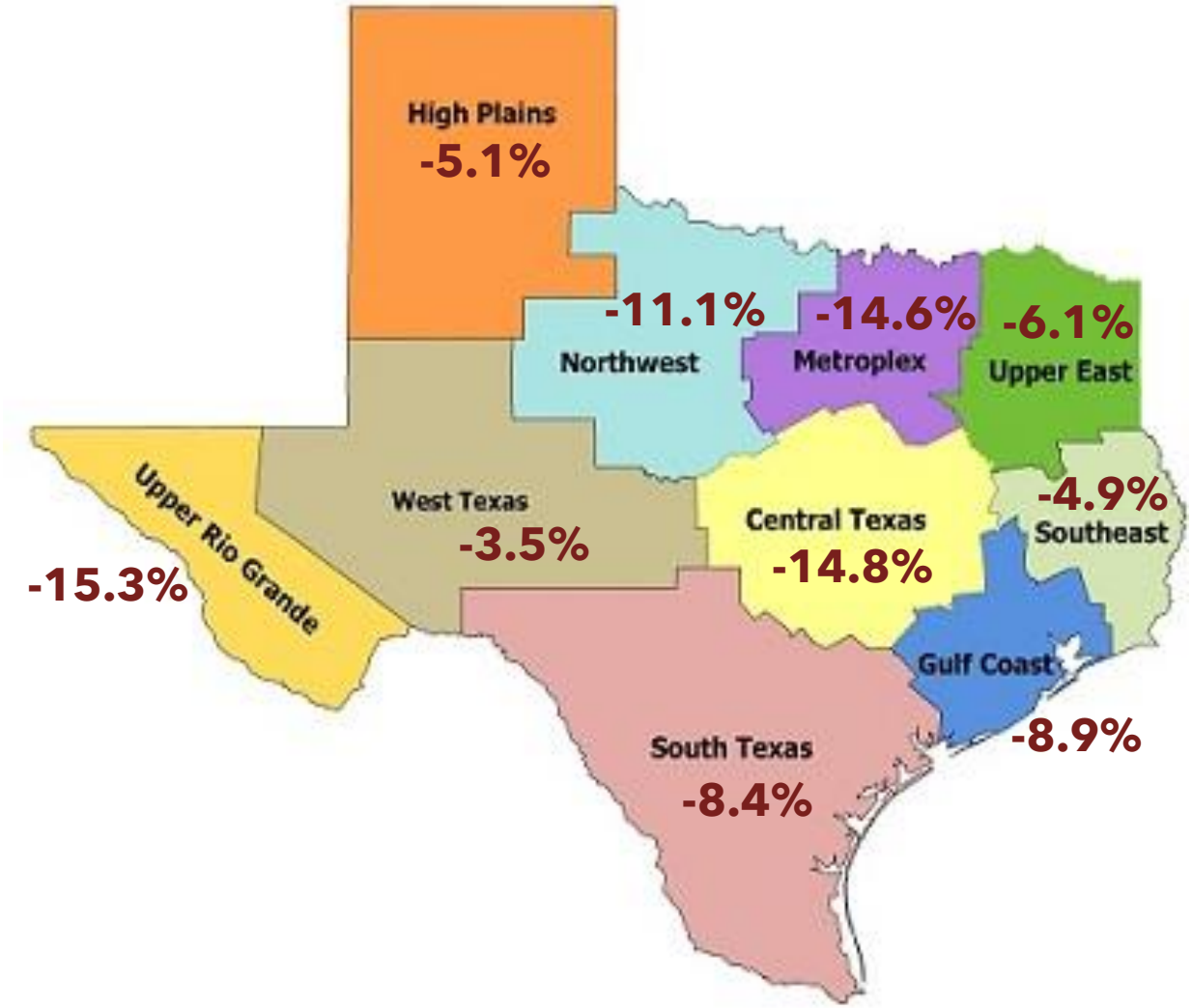
Preliminary Enrollments

While other sectors have recovered or stayed stable, two-year institutions continue to experience enrollment declines

Sector	Certified 2019 Enrollment	Certified 2020 Enrollment	Fall 2019 to Fall 2020 Percent Change	Preliminary 2021 Enrollment	Fall 2020 to Fall 2021 Percent Change	Fall 2019 to Fall 2021 Percent Change
Public Universities	657,985	667,046	1.4%	668,876	0.3%	1.7%
Public Two-year Colleges*	747,110	673,605	-9.8%	666,848	-1.0%	-10.7%
Health-Related (all types)	29,735	30,528	2.7%	32,614	6.8%	9.7%
Independent Colleges and Univ.	125,918	125,373	-0.4%	127,280	1.5%	1.1%
Total	**1,560,748**	**1,496,552**	**-4.1%**	**1,495,618**	**-0.1%**	**-4.2%**

*This includes TSTCs which grew by ~4,900 students from 2019 to 2021

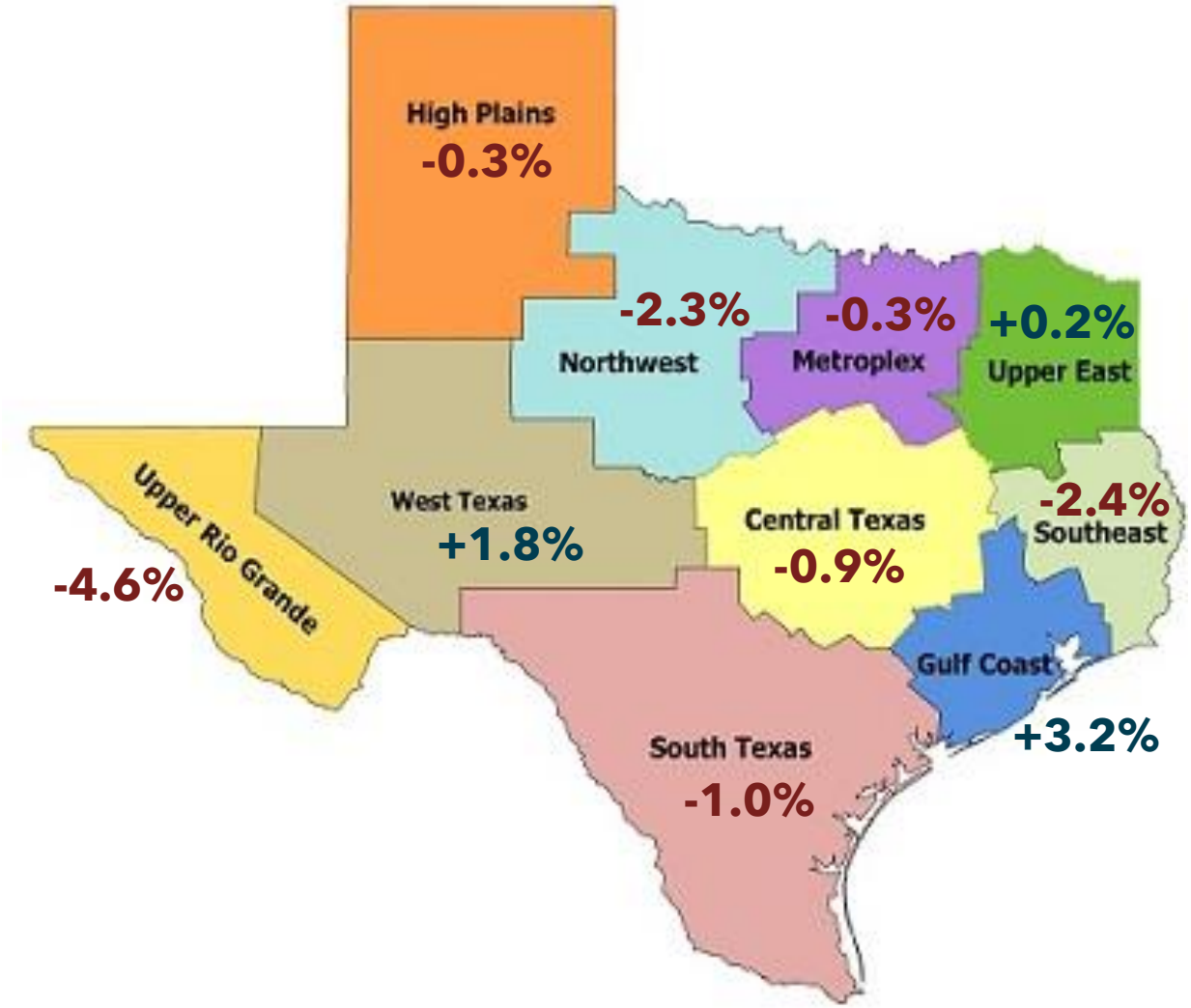
Enrollment declines varied by region for 2-year institutions



2021 preliminary vs **2019** certified

Enrollments continue to vary by region for all institutions

ITEM #5



2021 preliminary vs **2020** certified

RETURN TO COUNCIL AGENDA

Population Changes

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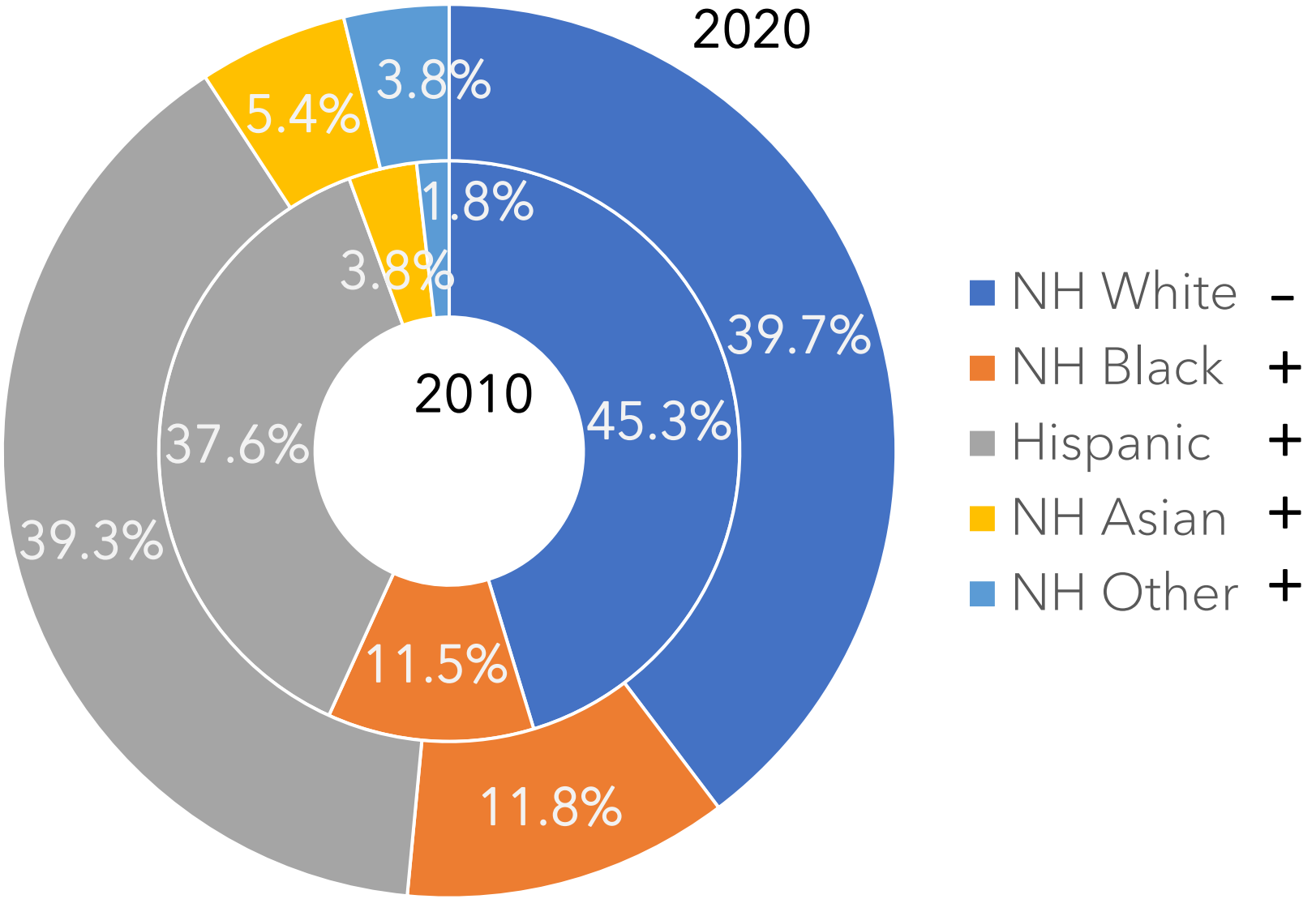
Population growth in Texas outpaced other states

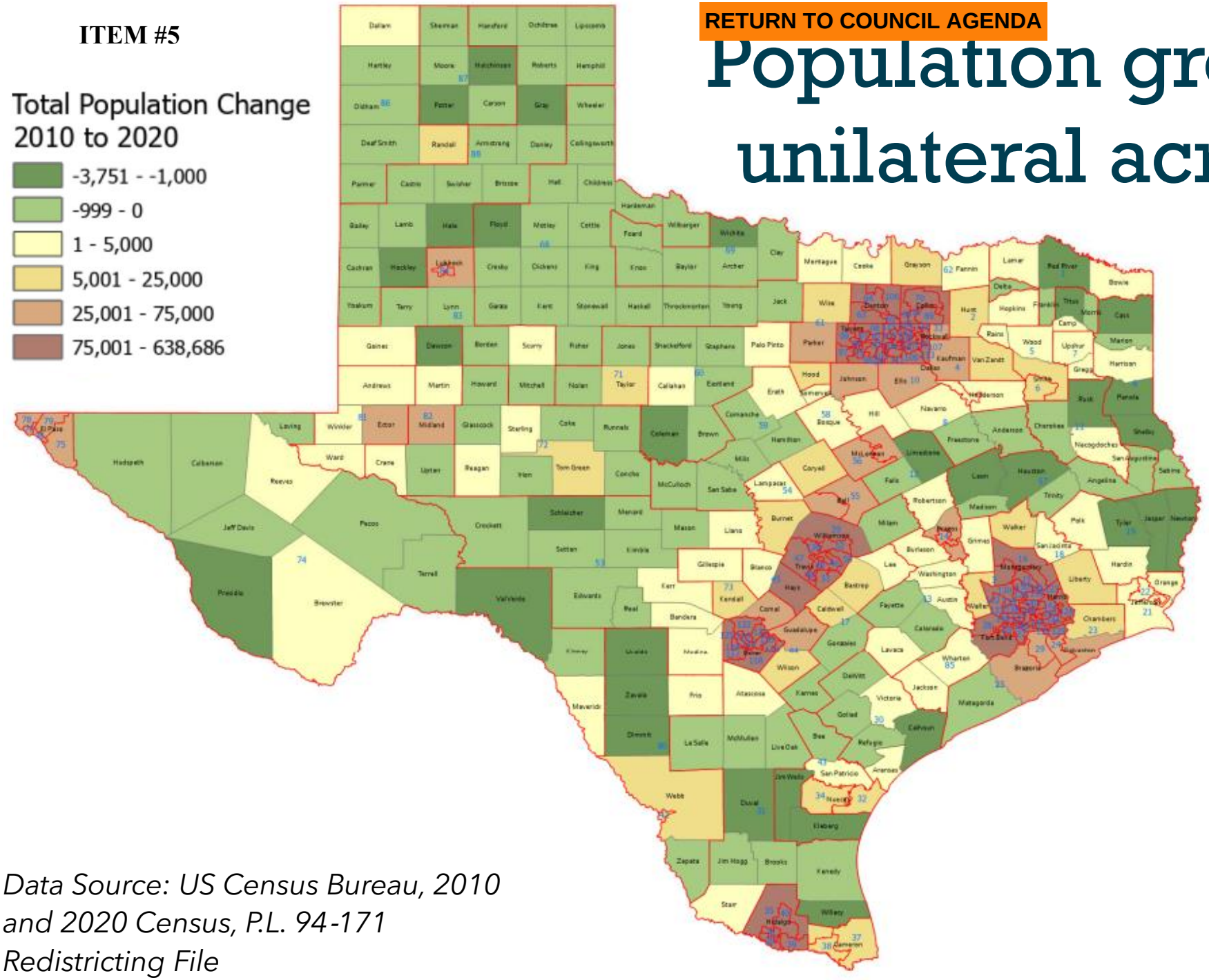
	2010 Population	2020 Population	Numeric Change 2010-2020	Percent Change 2010-2020
United States	308,745,538	331,449,281	22,703,743	7.4%
Texas	**25,145,561**	**29,145,505**	**3,999,944**	**15.90%**
Florida	18,801,310	21,538,187	2,736,877	14.60%
North Carolina	9,535,483	10,439,388	903,905	9.50%
Colorado	5,029,196	5,773,714	744,518	14.80%
Oregon	3,831,074	4,237,256	406,182	10.60%
Montana	989,415	1,084,225	94,810	9.60%
California	37,253,956	39,538,223	2,284,267	6.10%
New York	19,378,102	20,201,249	823,147	4.20%

Data Source: U.S. Census Bureau. 2010 and 2020 Census Apportionment File

Demographic Shifts, 2010 to 2020



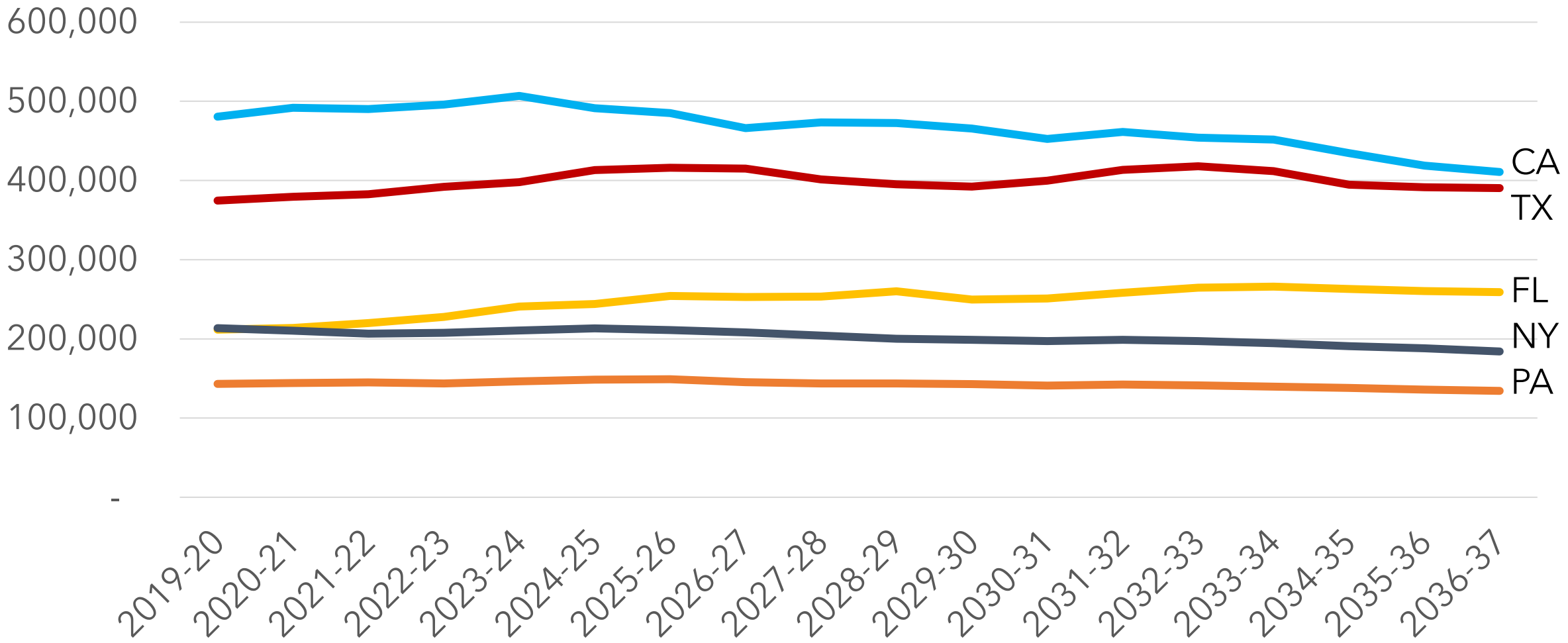
Population growth was not unilateral across the state



- 56% of counties lost population overall
- 78% lost NH White
- 62% lost NH Blacks
- 25% lost Hispanics
- 19% lost NH Asian

Data Source: US Census Bureau, 2010 and 2020 Census, P.L. 94-171 Redistricting File

High school graduations are projected to grow in Texas over the next 15 years



Data Source: WICHE Knocking at the College Door

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60x30TX Refresh

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The *60x30TX* Strategic Plan for Texas Higher Education

60x30TX

60% of Texans 25-34 with credentials by 2030

Completion

550,000 credentials in 2030

Marketable skills

Marketable skills for all credentials

Student debt

60% of first-year wages

RETURN TO COUNCIL AGENDA

Strengthening the *60x30TX* plan

Build on the focus of the original *60x30TX* plan to increase postsecondary attainment by developing clear goals that expand the educated workforce and drive economic prosperity.

Leverage and accelerate innovation to drive research, commercialization, and economic development. The challenges posed by COVID-19 have spurred and accelerated innovations globally. By prioritizing research, data, and technology, our institutions will drive discoveries and economic development opportunities that are crucial for the state's future prosperity.

Expand our focus to adult learners beyond 25-34-year-olds. Building a more adaptable workforce that can navigate current challenges and drive long-term economic growth requires a strategic emphasis on expanding opportunities for all Texans.

Prioritize high-value credentials to align with workforce needs. Certain skills and credentials will be especially important to help displaced workers immediately return to work, and create a more resilient Texas workforce for the future.

Ensure all Texans have equal access to tools and resources that promote educational attainment. The disproportionate impact of COVID-19 on Black, Hispanic, rural, and low-income Texans has magnified the importance of removing barriers to high-quality postsecondary education and training so all Texans can participate in, contribute to, and benefit from the Texas economy.

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Questions

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THECB
Texas Higher Education
COORDINATING BOARD

Ray Martinez, J.D.

Deputy Commissioner, Academic Affairs and Workforce Education

ray.martinez@highered.texas.gov

RETURN TO COUNCIL AGENDA

Future of Remote Work Survey

Staff Council Ad-Hoc Committee

RETURN TO COUNCIL AGENDA

How we prepared the Survey

- Modified a Committee report from Boston University
  - 3,200 Faculty & Staff participated
  - Led by University Executives
  - Link to BU Survey
  - Link to BU Recommendations
  - Link to BU article highlighting best practices after one semester
- Wanted to create a neutral, fact-finding survey to gather responses from Staff and Supervisors.
- Survey sent to 2,443 Staff
- Survey date: November 1-19, 2021

ITEM #8

Demographics

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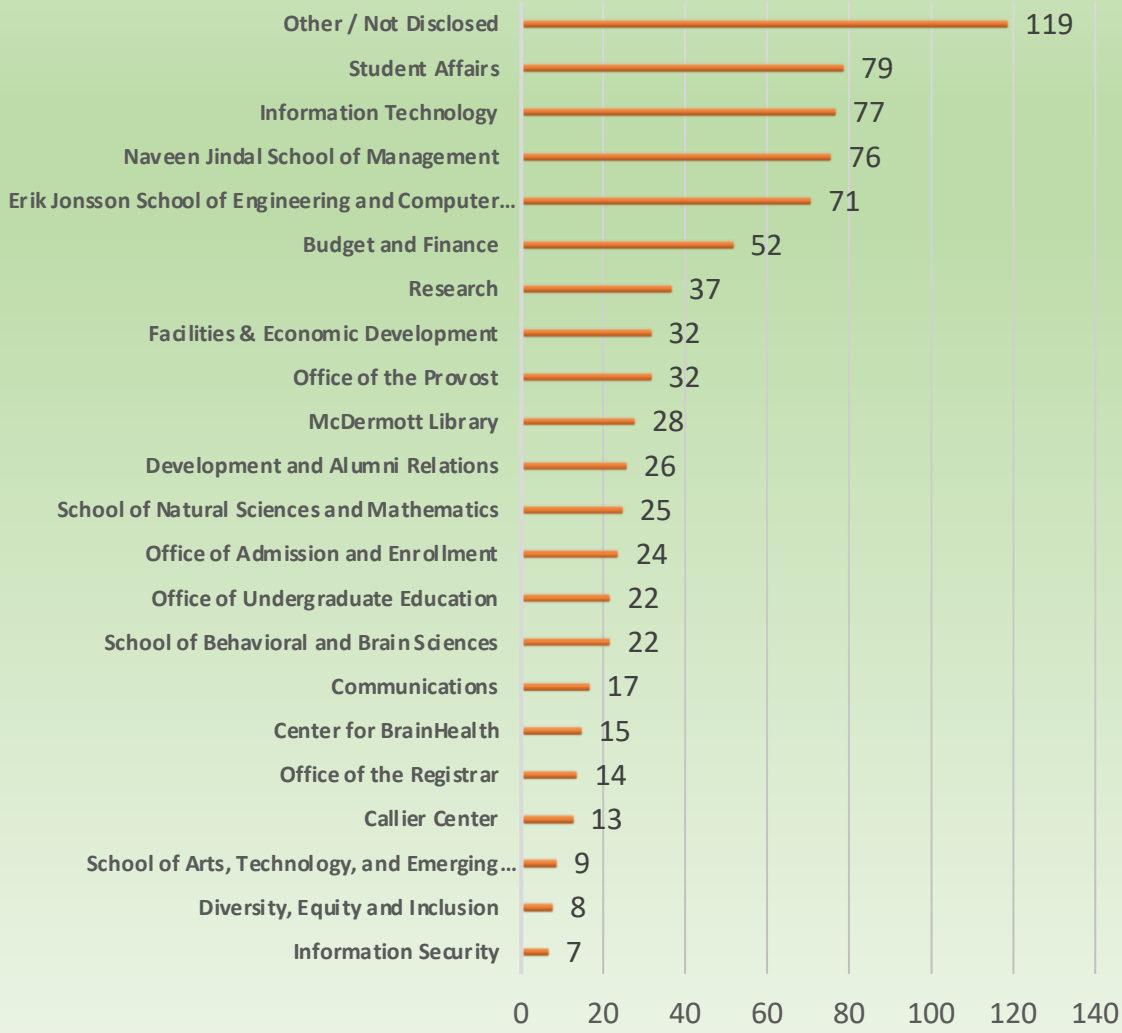

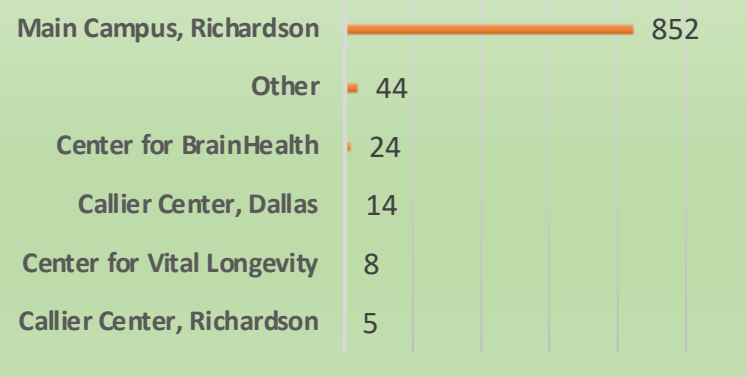

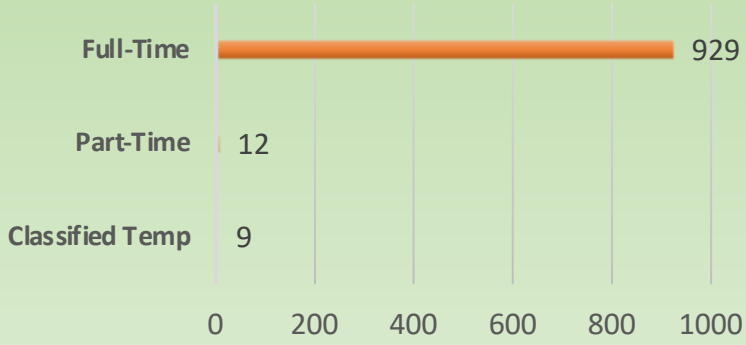

Total Respondents: 1,072 (43.88% response rate) **Supervisors: 319**

ITEM #8

Demographics

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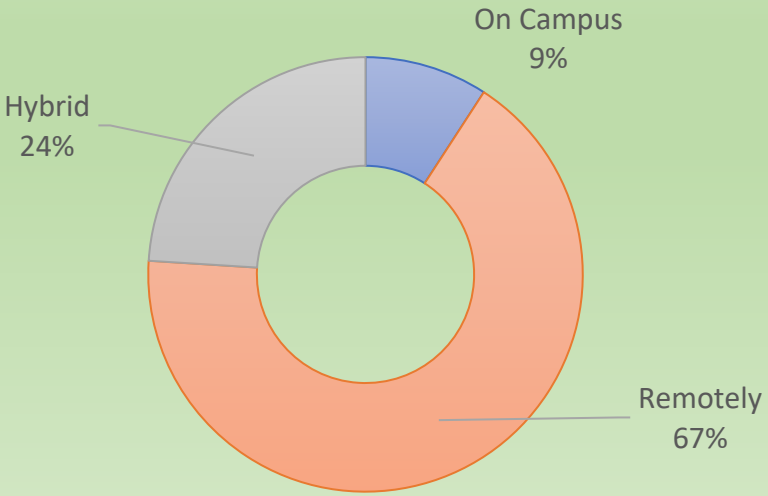
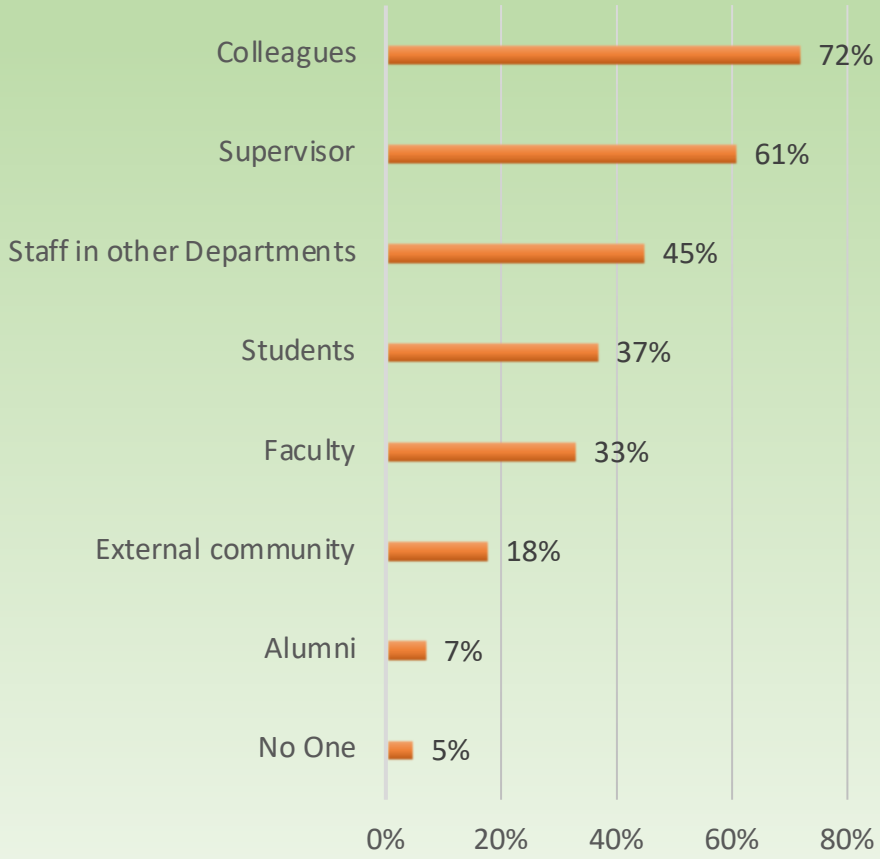
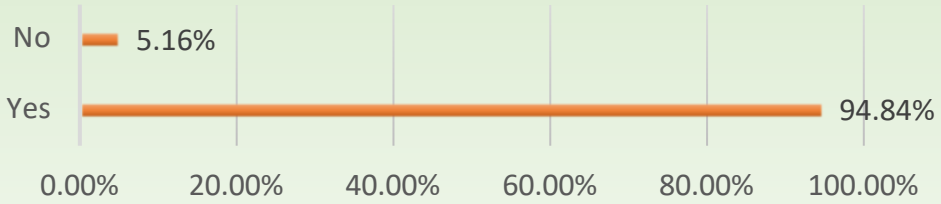
DURING THE 2020-2021 ACADEMIC YEAR, WHAT WAS YOUR TYPICAL WORKING ARRANGEMENT?



PRE-COVID, WHAT INDIVIDUALS OR GROUPS DID YOU NORMALLY INTERACT WITH IN PERSON IN AN AVERAGE DAY? (SELECT ALL THAT APPLY)



IS YOUR JOB ONE THAT COULD BE PERFORMED REMOTELY, SOME OR ALL OF THE TIME?



A quick note about responses presented

- COVID-19 related responses were noted but are not being presented here
  - COVID healthcare concerns in regard to returning to campus
  - Childcare costs / concerns related to COVID-19 indirect effects
- Survey results presented focused on the ongoing concern of the future of work

ITEM #8

Working during the Pande

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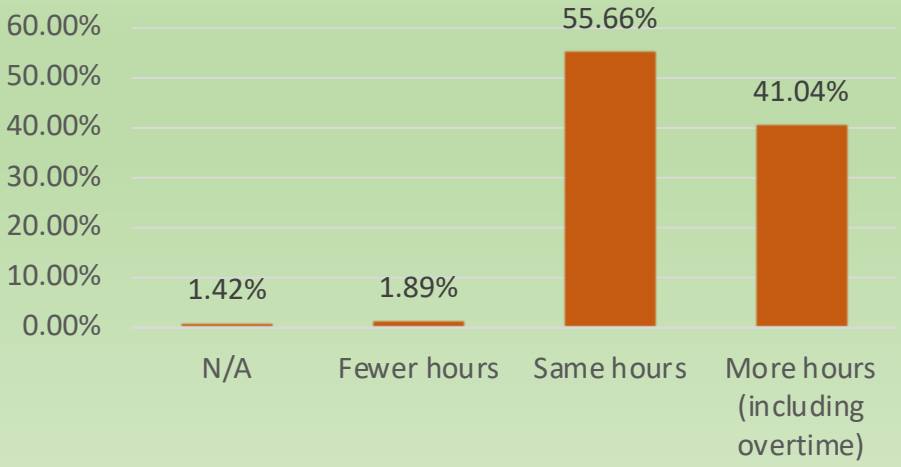
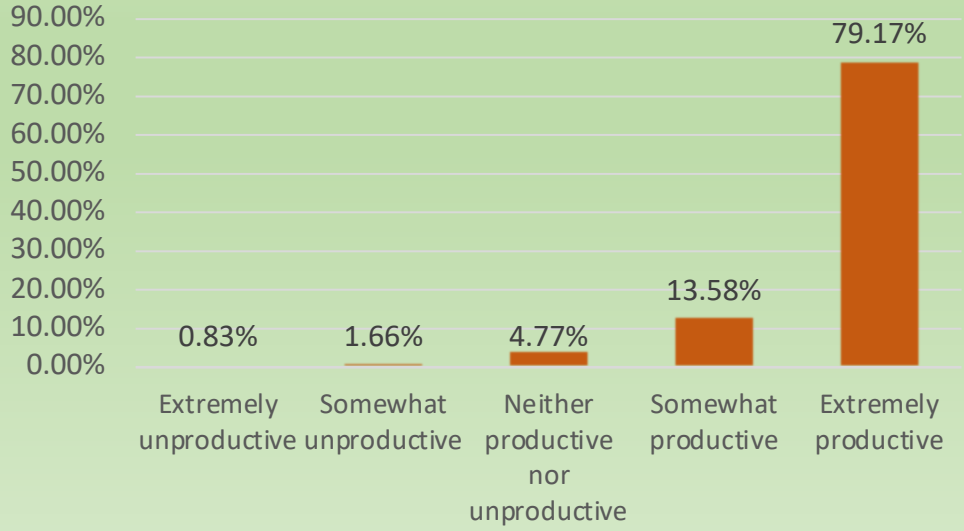
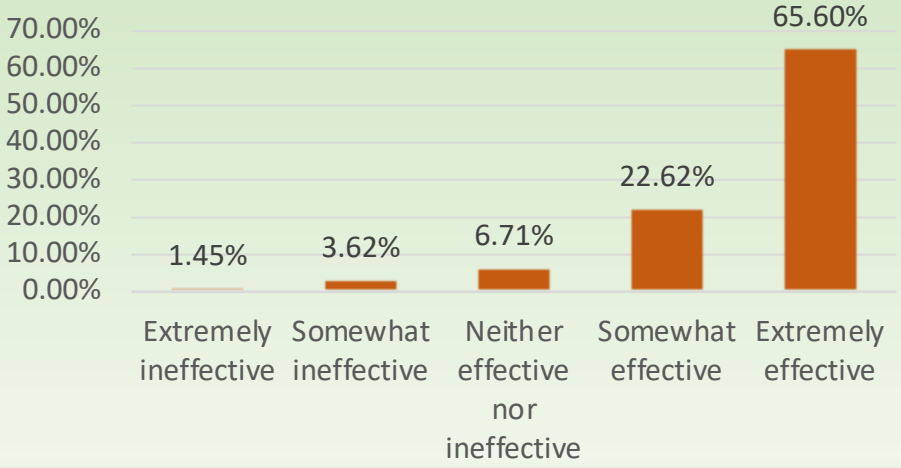
…did you work fewer, same, or more hours than pre-COVID-19 pandemic?



…how productive were you in your work-from-home setup compared to being in the office?

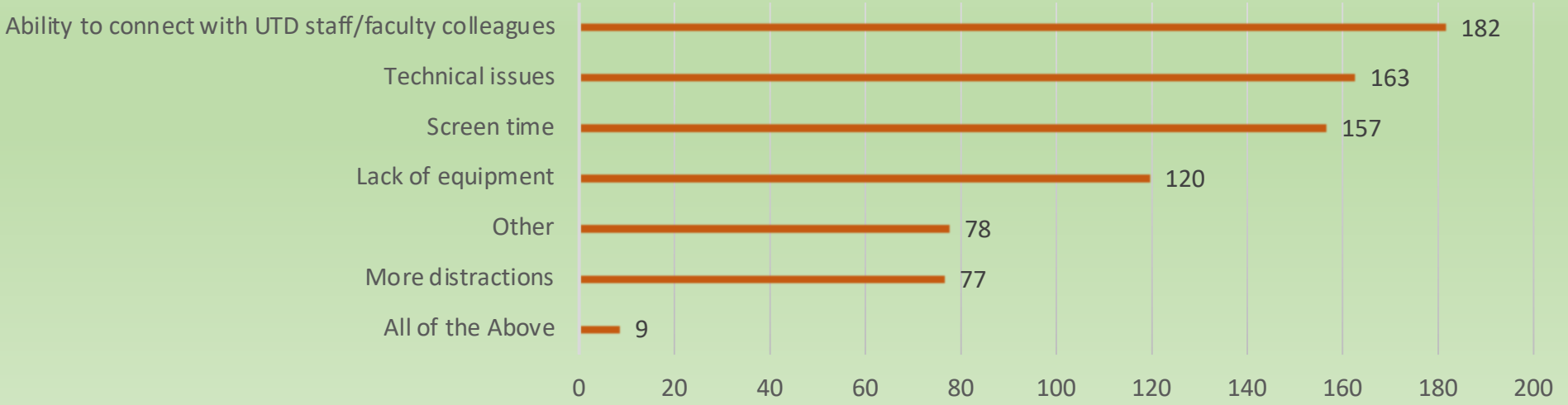


…how effective was remote communication compared to being in the office?



"My work output was more streamlined and organized. I felt more engaged and purposeful in the work that I was doing. I felt as though my time was properly utilized, less wasted time with in office fillers." – Anonymous survey response

ITEM #8 FROM A JOB PERSPECTIVE, WHAT WAS *DIFFICULT* FOR YOU WHEN WORKING FROM HOME DURING THE 2020-2021 ACADEMIC YEAR? (SELECT ALL THAT APPLY)

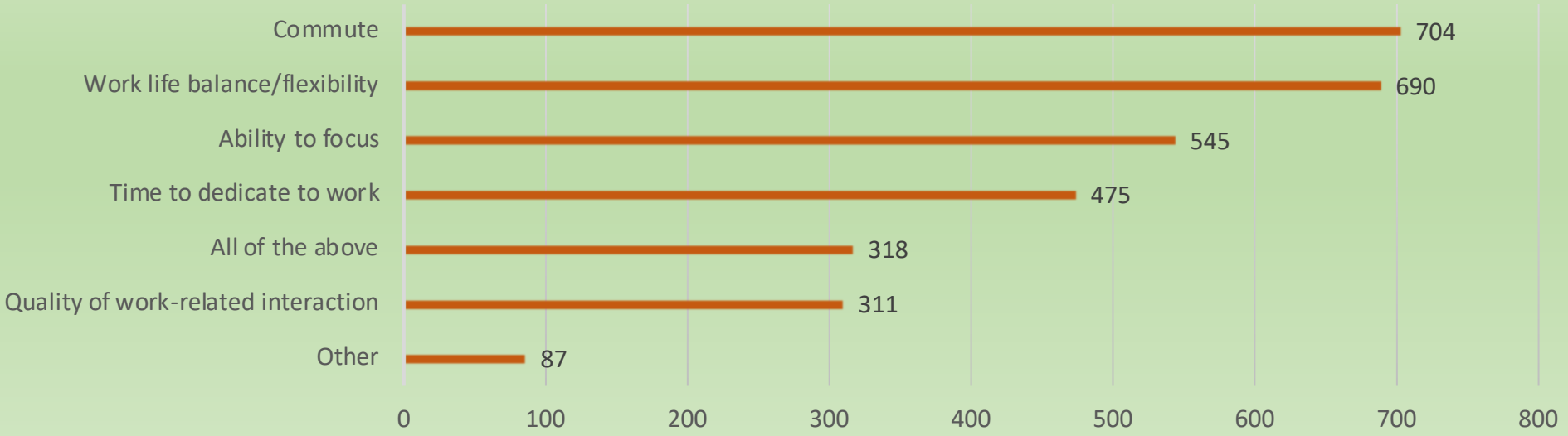


"Work/life balance shifted a bit. I find I work longer hours while working remotely since I don't have to worry about a commute. This contributed to an overall increase in productivity, but also dances with the edge of burnout…."

"The one type of interaction I missed was the random "running into people" that happens when on campus. It's more of a social-emotional benefit than a work benefit -- ask about kids, grandkids, did you see the Cowboys play -- that sort of thing."

"Did not have the proper work setup at home (ergonomically chair, desk, small laptop) no designated work space."

ITEM #8 FROM A JOB PERSPECTIVE, WHAT WAS *BETTER* WHEN WORKING FROM HOME DURING THE 2020-2021 ACADEMIC YEAR? SELECT ALL THAT APPLY.



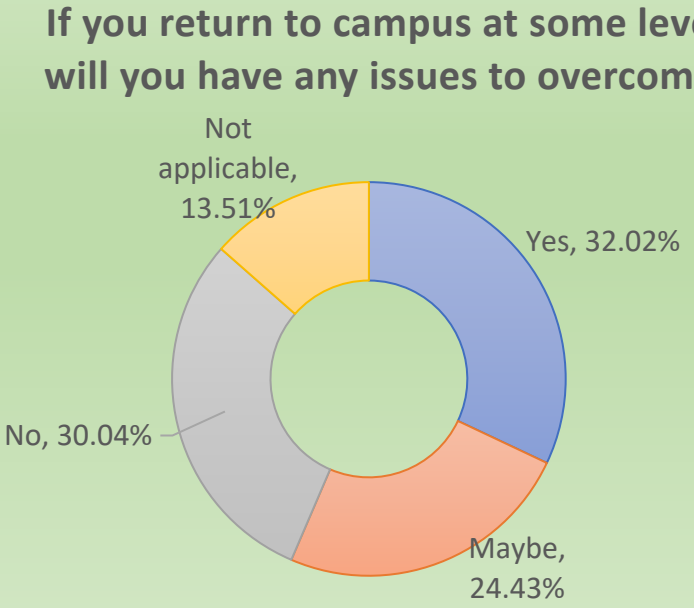
"Working remotely forced our office to digitize and update a lot of our processes. It was hard in the beginning, but had a much bigger payoff. I feel this is a much more efficient use of my time with regards to scheduling and day to day processes."

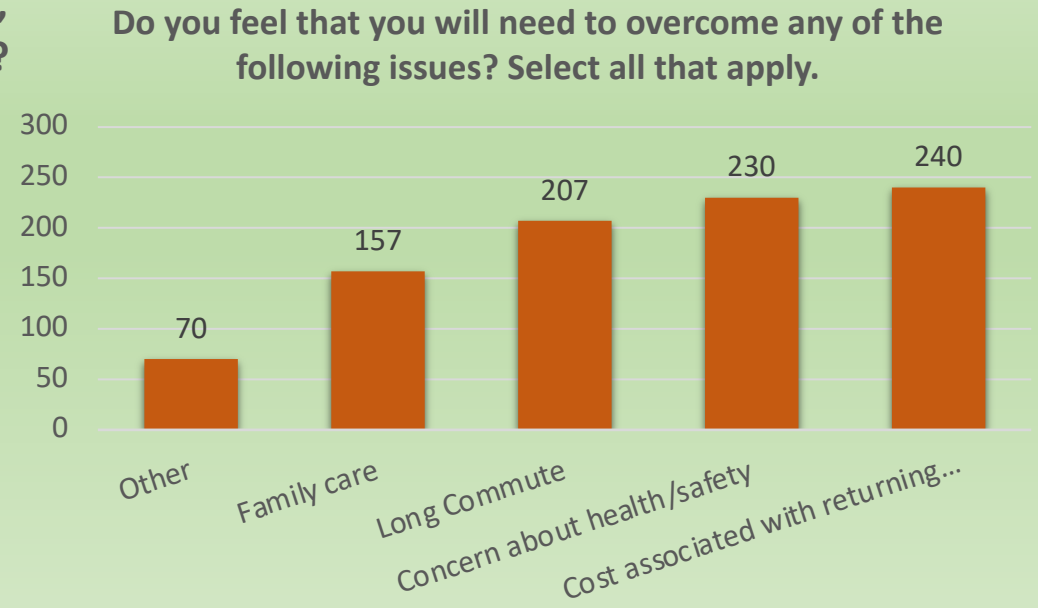
"Cutting time for commute, meant adding time for wellness, work/life balance. Work became more focused, schedules were less hectic."

"I felt like I had time to focus on project work, leading me to develop more creative solutions to everyday problems for my stakeholders."

RETURN TO COUNCIL AGENDA

Returning to work – Staff responses



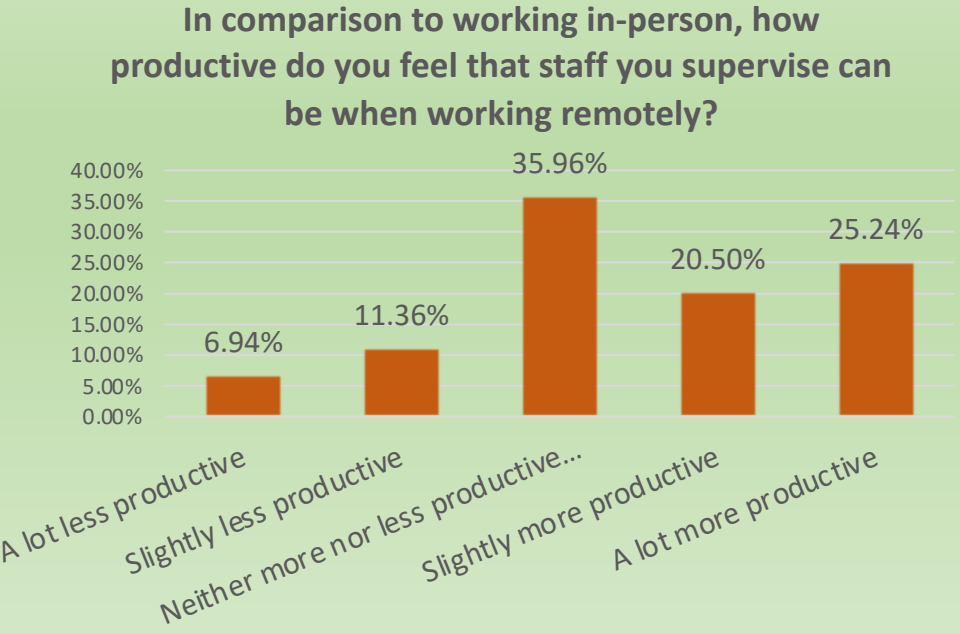


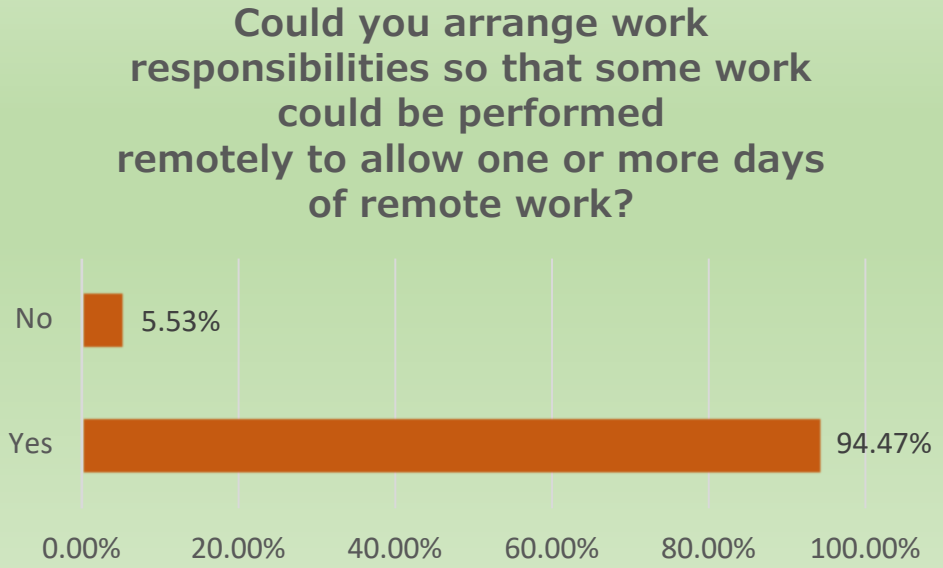
"The mental strain and range of negative emotions associated with knowing I can do 95% of my work remotely and not being given a good reason for needing to come into the office to do the same work on a different computer. "

"Mental health- frankly, it is much harder for me to have the time I need to take care of myself when I have to be on campus full-time. The remote arrangement we had during covid really put this in perspective. Being allowed to return to flexibility 1-2 days a week would improve my life and health dramatically. "

ITEM #8

Supervisor Responses (319 responses)

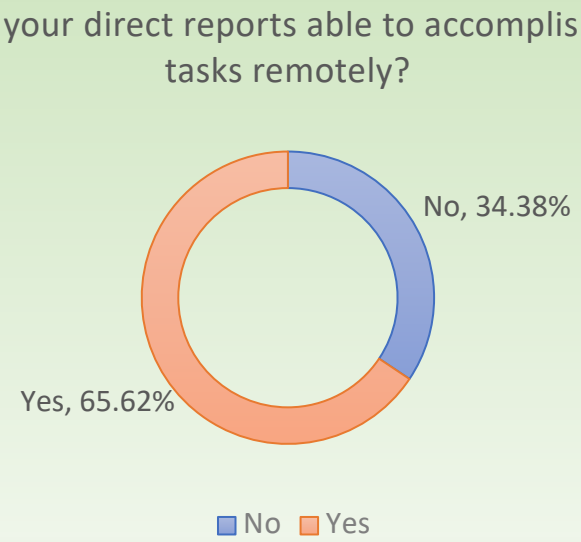




If remote work cannot be done, please explain:

"Supervising student staff is hard to do from home. Also, you can't run facilities from home."

"Cannot repair campus mechanical problems from home….."



ITEM #8

Supervisor Engagement

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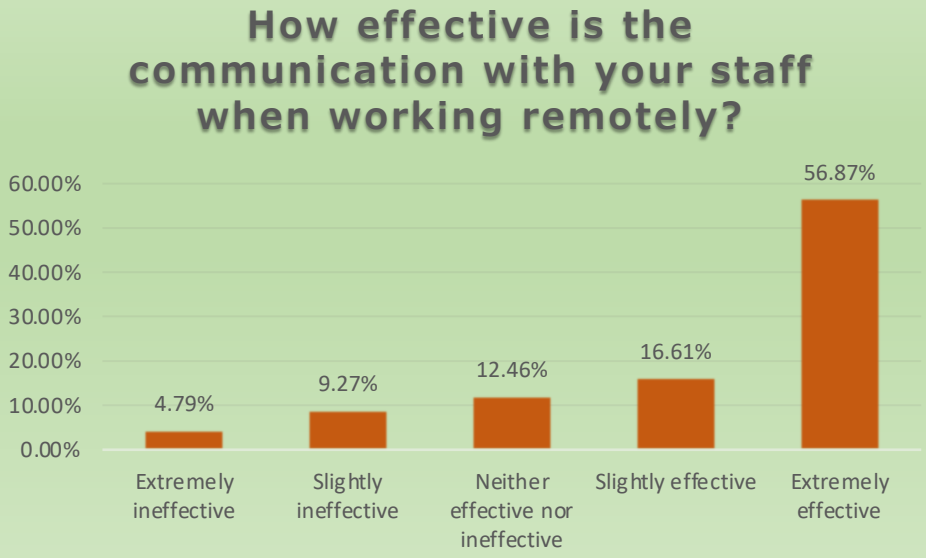
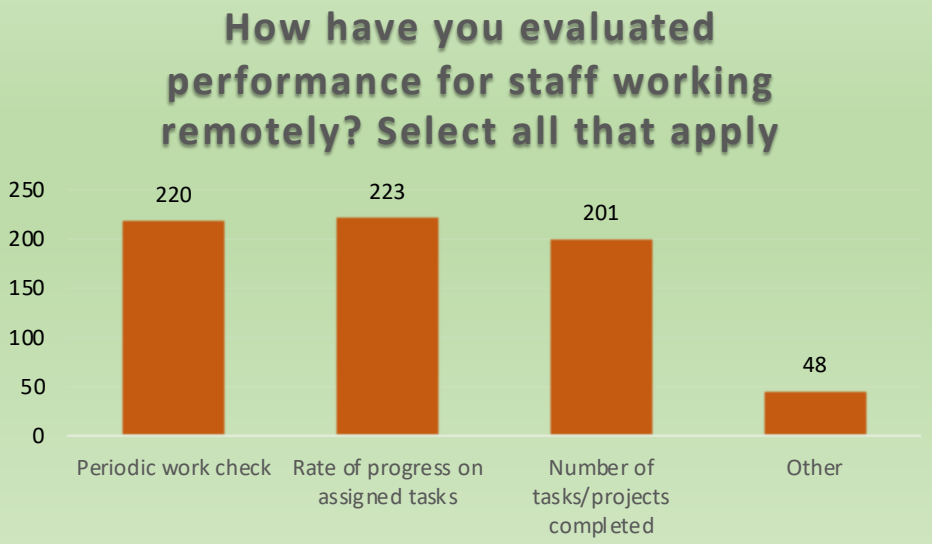


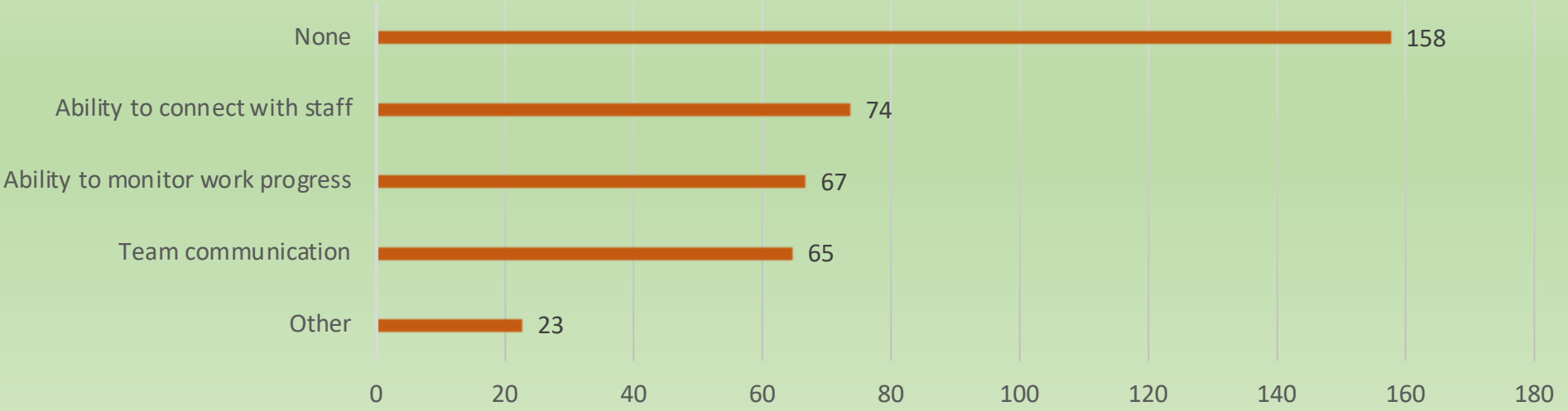


"staff seem to respond well to meetings that are interesting and allow them to actively participate. most seem to enjoy opportunities to learn information about other departments on campus."

"Scheduling one day a week where entire staff is in office. Staff Meetings via that one in-person day or remote as necessary. Continuing to support participation in ERGs. Coordinating remote work schedules to ensure that staff is available in person which allows for the continued engagement."

ITEM #8

WHAT HAVE YOU FOUND TO BE *DIFFICULT* AS A SUPERVISOR OF REMOTE STAFF? SELECT ALL THAT APPLY.



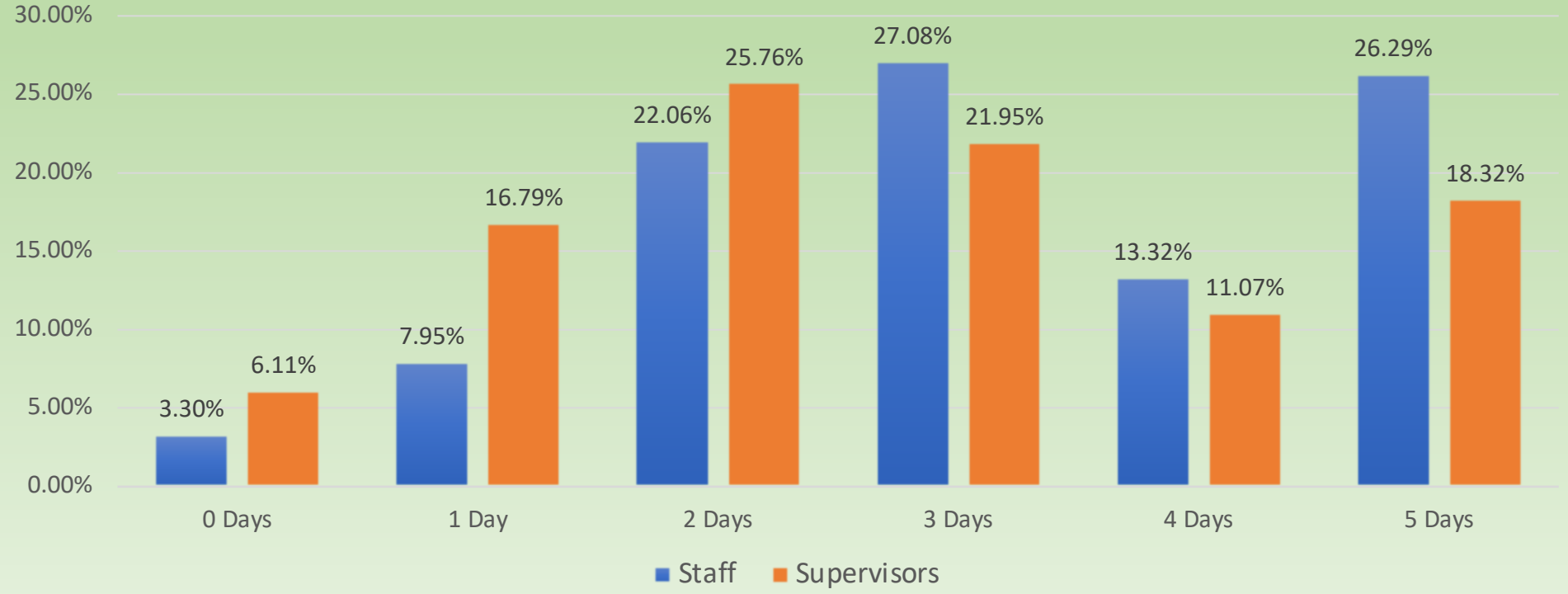
"It was hard to tell if staff were struggling. I find that easy to do in person. So I would want them to still come in and be connected."

"Working remotely made it difficult to learn from each other, know about issues on campus or within the department, and limited opportunities for employee growth. Remote employees work in a "bubble"."

"I worry about our organizational culture and orienting new employees in a predominantly remote work environment."

ITEM #8 An alignment of Staff and Supervisor

Staff - days per week would you like to work from home VS Supervisors - days per week on average would you be willing to allow staff to work from home? (select all that apply)



"My direct supervisor is supportive of it and knows how diligent I am even working from home. His supervisors do not support it. They want everyone to be in person all the time."

External Pressures

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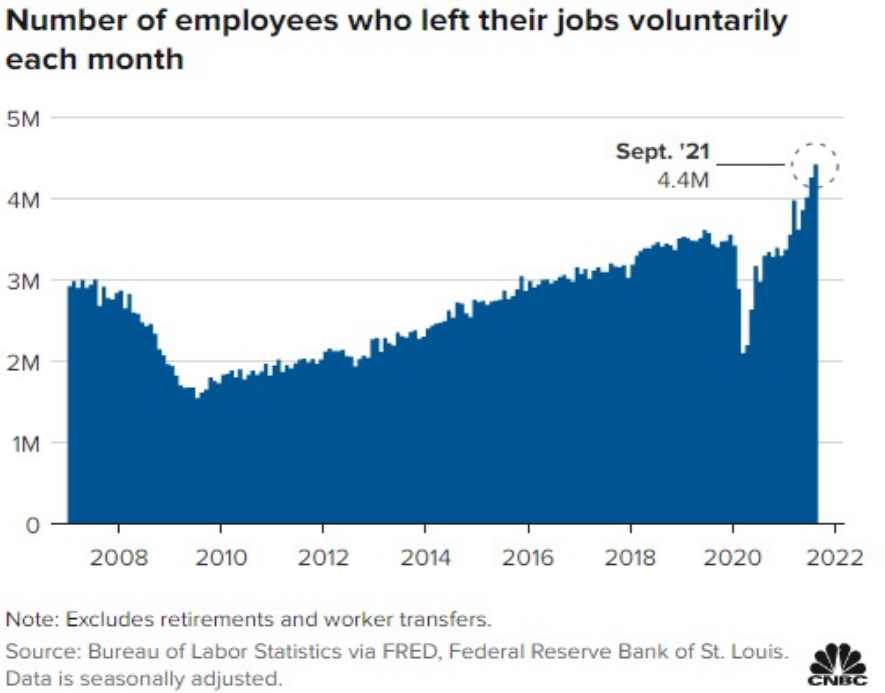
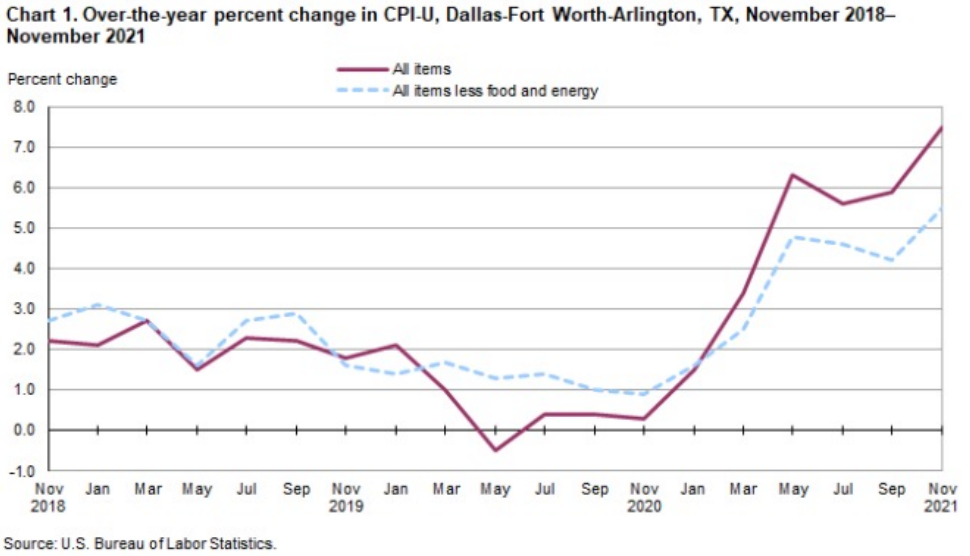


Over the last 12 months, the CPI-U increased 7.5 percent, the largest rise since December 1981. The index for all items less food and energy increased 5.5 percent over the year. Energy prices jumped 40.9 percent, largely the result of an increase in the price of gasoline. The food index advanced 4.4 percent. (See chart 1 and table 1.)



- “The Great Resignation”

-The TRS employee contribution rate will increase from 7.7% to 8.0% for all eligible employees beginning with the September 1, 2021 paycheck.

-%7.5 DFW Inflation + .3% TRS cost = 7.8% vs. 4% Merit

ITEM #8

Internal Pressures

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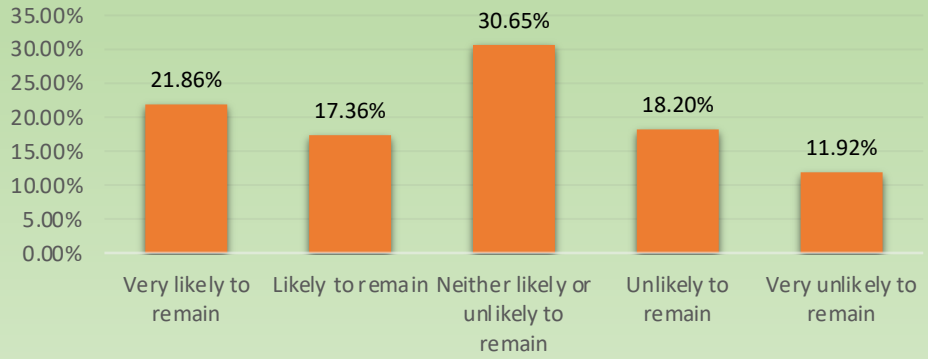
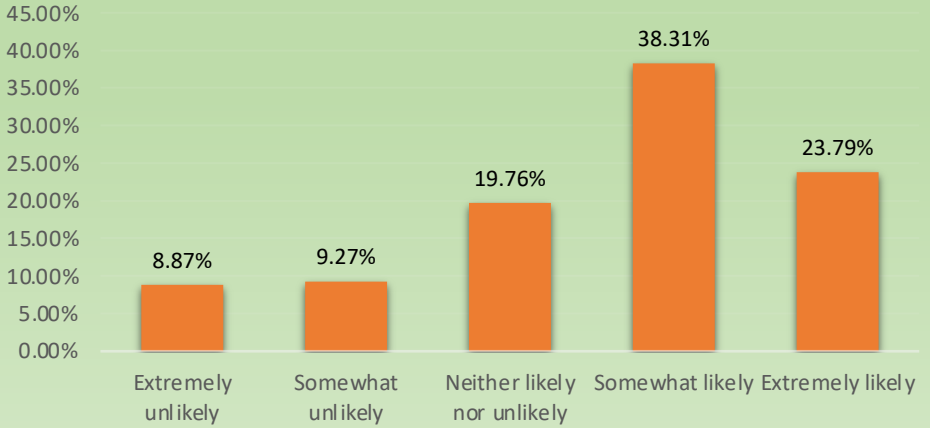
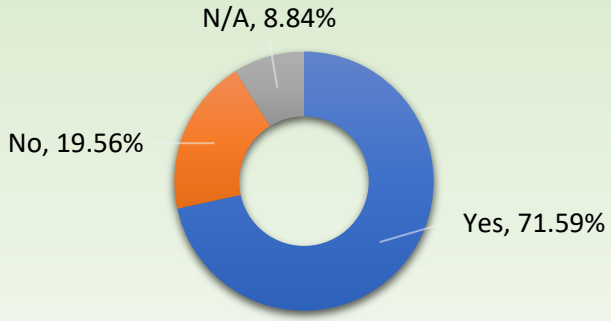
If you do not have an opportunity to work remotely one or more days per week, how likely will that influence your decision to remain at UTD?



How likely is it that you will have challenges recruiting staff, without offering remote working options?



Do you feel like your supervisor(s) is supportive of a work from home arrangement?



"I am in charge of hiring FTE staff in my department. Since COVID, I've seen a significant decrease of applicants now, compared to pre-Covid. The applicants we do have almost always ask for a remote or hybrid work assignment. When they find out that they are expected to work 100% on campus, most withdraw their application either immediately or once they are offered the position."

RETURN TO COUNCIL AGENDA

ITEM #8

Attract Talent

Recruit the Highest-Quality Students, Faculty, Staff and Administrators

Link to Strategic Plan

Supporting Initiatives

5. Recruit outstanding staff to support University operations.
6. Recruit women and members of underrepresented groups for faculty, staff and administrative positions.
7. Ensure current hiring and recruitment practices are sustainable and aligned with the principles of DEI to hire and retain a diverse faculty, staff and administration.
9. Reinstate faculty and staff exit surveys and evaluate aggregate data to identify areas that could inform retention practices.
10. Periodically survey the campus to ensure that our culture is "best in class" to accomplish the preceding objectives.

"I feel that UTD needs to be more aggressive with keeping their staff. This is the first in 2 years we actually received merit raises. We are losing good staff to other employers constantly. We do not have the money to compensate our people monetary wise, we need to be open to other options. Working remotely or a hybrid schedule can be this solution…."

"UT Dallas prides itself on being an innovative, adaptive University. Embracing the reality of a hybrid workplace as the present and future is an opportunity to "walk the talk." "

What Staff see

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Reasons for Hybrid / Remote	Reasons against Hybrid / Remote
Better Mental Health	"Culture"
More Productive	"VP / Dean doesn't believe in it"
Commute time	"We should be physically present"
Gas / Toll savings	Little to no communication from Leadership
Food cost savings	
More Work hours	
More Life hours	
Less Distractions	
Environmental Benefits	

"If your WFH policy offers minimal or no flexibility and your justification for requiring everyone to be back in the office is something vague like, "It's better for our culture if people are physically together," expect people to resent — and likely resist — it."

-To Retain Employees, Give Them a Sense of Purpose and Community
Harvard Business Review

ITEM #8

RETURN TO COUNCIL AGENDA

RWA Approval Process change

Approval Process:

All in-state RWA requests will be approved at the discretion of the unit/school/division executive leadership in accordance with unit specific criteria and protocols, and those defined by UTD.

Proposed RWA Approval Process

All in-state RWA requests up to 50% will be approved at the discretion of the direct Supervisor. Any request in excess of 50% remote must also be approved at the discretion of the unit / school / division executive leadership in accordance with specific criteria and protocols, and those defined by UTD.

"...I have worked for UTD for almost 22 years now and I have never seen the morale this low before, even working during years without raises and financial hardships. The option to work from home even 2 or 3 days a week would provide a cost break, improve work/life balance, and potentially create an emotional boost for everyone. The staff feels undervalued, unseen, and unheard. Campus wide we have lost many valuable employees, not because of being required to work on campus, but from the toxic environment UTD has become. I think before we grew to accept certain treatment as it is what it is, however, the break showed everyone how dysfunctional the office environment is for some."

Improved training / WFH standards

- Training of supervisors for managing both in-person and remote employees.
- Implementation of an ERG for remote employees
- Training for all employees on Teams use/etiquette
- Templates / requirements for proper WFH technology / workspace
- Incorporate WFH training into annual compliance training

ITEM #8

One last quote (from 30 pages of comments)

"I've never felt more able to achieve an actual work/life balance than during completely remote work (during covid) and the 50% schedule we currently observe. We always talk about this mystical 'balance' but until recently, it felt like another buzz word for leadership to throw around. I've lost 85 pounds since March 2020, spend more time with my child and family, cook more homemade meals, and the ability to work 50% remote has opened up additional DFW cities for when we plan to buy a house in a couple months. It's striking to me that all this can occur with no impact to my work- quite the opposite in fact. I am a more productive and efficient worker without social distractions and the simple lack of a 1.5 hour daily commute has changed my life so drastically for the better, I come to work in a better mood and dare I say 'happy'."

Giving employees choice to return to work can build trust: PWC U.S. chairman - 12-10-21

*Future of Remote Work Survey Report**

Staff Council Ad Hoc Committee

The University of Texas at Dallas

February 2022

***(The individual responses in this report have been redacted or omitted where necessary to preserve the anonymity of respondents. They have also been shortened for conciseness.)**

Table of Contents:

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27- Could you arrange work responsibilities so that some work could be performed remotely to allow one or more days of remote work? If "No", please explain (optional):
28- How many days per week on average would you be willing to allow staff to work from home? Select all that apply.
29- How effective is the communication with your staff when working remotely?
30- What have you found to be difficult as a supervisor of remote staff? Select all that apply.
31- What have you found to be difficult as a supervisor of remote staff? If "Other", please specify (optional):
32- How have you evaluated performance for staff working remotely? Select all that apply.
33- How have you evaluated performance for staff working remotely? If other, please specify (optional):
34- How likely is it that you will have challenges recruiting staff, without offering remote working options?
35- Regarding staff working remotely, do you have any recommendations on engagement techniques (i.e. monthly remote community meetings around shared interests, community events such as volunteer projects, employee resource groups (ERGs), etc.)?
36- Please provide any additional comments or suggestions you may have regarding the future of remote work. Selecting the submit button below will complete the survey.

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1- In what unit is your primary role at the University? (optional)

#	Answer	%	Count
1	Office of the President	0.25%	2
2	Office of the Provost	3.98%	32
3	Budget and Finance	6.46%	52
4	Communications	2.11%	17
5	Development and Alumni Relations	3.23%	26
6	Diversity, Equity and Inclusion	0.99%	8
7	Facilities & Economic Development	3.98%	32
8	Human Resources	0.75%	6
9	Information Security	0.87%	7
10	Information Technology	9.57%	77
11	Institutional Compliance	0.00%	0
12	Internal Audit	0.37%	3
13	Legal Affairs	0.12%	1
14	Public Affairs	0.00%	0
15	Research	4.60%	37
16	Strategic Planning and Analysis	0.00%	0
17	Student Affairs	9.81%	79
18	McDermott Library	3.48%	28
19	School of Arts and Humanities	0.62%	5
20	School of Arts, Technology, and Emerging Communication	1.12%	9
21	School of Behavioral and Brain Sciences	2.73%	22
22	Erik Jonsson School of Engineering and Computer Science	8.82%	71
23	School of Economic, Political and Policy Sciences	0.37%	3
24	School of Interdisciplinary Studies	0.62%	5
25	Naveen Jindal School of Management	9.44%	76
26	School of Natural Sciences and Mathematics	3.11%	25
27	Office of Undergraduate Education	2.73%	22

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28	Office of Graduate Education	0.75%	6
29	Office of the Registrar	1.74%	14
30	Office of Admission and Enrollment	2.98%	24
31	Center for Vital Longevity	0.75%	6
32	Center for BrainHealth	1.86%	15
33	Callier Center	1.61%	13
34	Other	10.19%	82
	Total	100%	805

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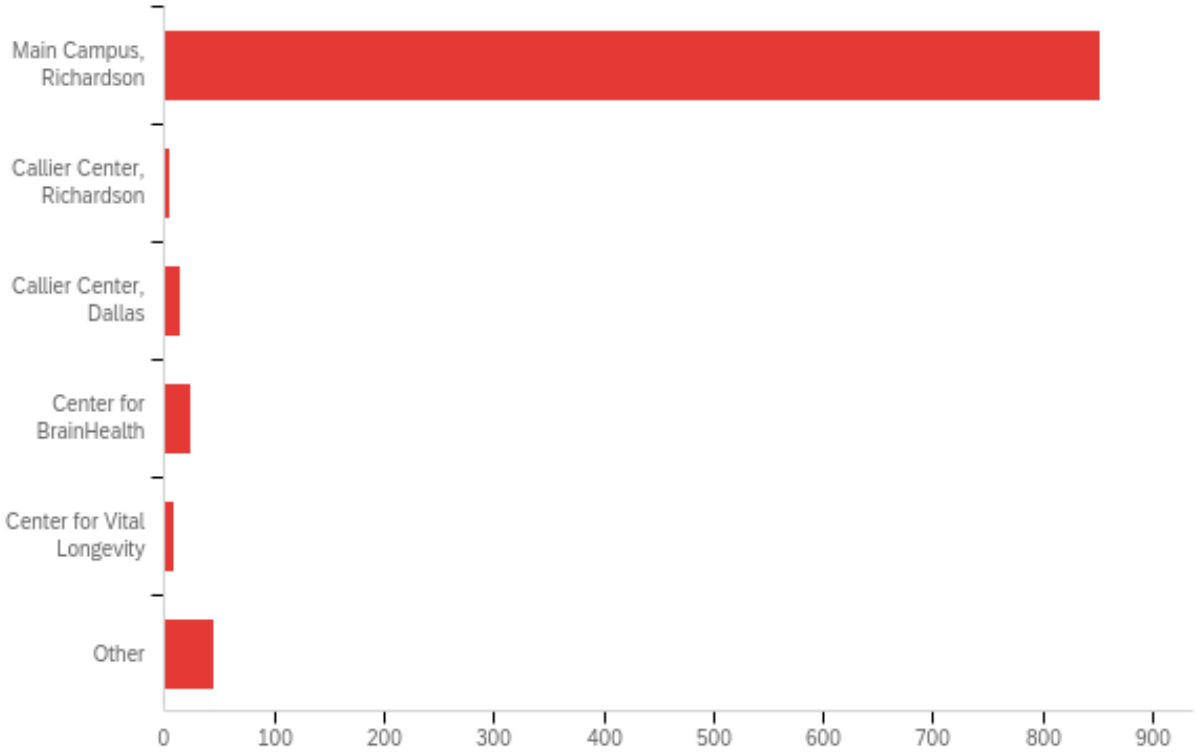
2 - What campus do you spend the majority of your time on?



#	Answer	%	Count
1	Main Campus, Richardson	89.97%	852
2	Callier Center, Richardson	0.53%	5
3	Callier Center, Dallas	1.48%	14
4	Center for BrainHealth	2.53%	24
5	Center for Vital Longevity	0.84%	8
6	Other	4.65%	44
	Total	100%	947

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3 - What campus do you spend the majority of your time on? If other, please specify (optional):

sp2
ARDC Building
ARDC
I provide support for UT Arlington, UT System, UT Rio Grande Valley, UT Tyler, UT El Paso, UT San Antonio, and UT Permian Basin
UT System ARDC (Arlington Regional Data Center)
ARDC
I started during the pandemic and have not spent any time on campus
ROC
OIT
ROC
SPN Building, Richardson
ARDC
ARDC
ARDC
SPN2
Arlington Data Center (ARDC)
Regional employee
SPN2
ARDC
Arlington Regional Data Center (ARDC)
ARDC
ardc
ROC
ARDC
ARDC
Synergy Building

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ARDC
ARDC (SIS)
ARDC
ARDC
SPN
Remote/Home (Before the pandemic, Main Campus, Richardson)
ARDC
ARDC Office - I am an SIS staff
ARDC

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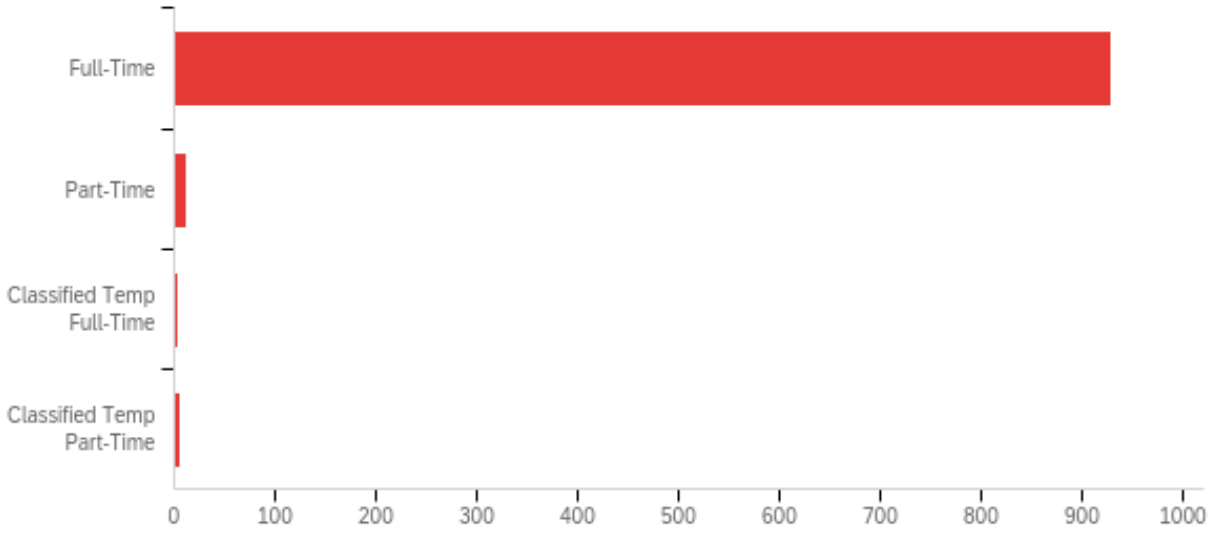
4 - Do you work full-time or part-time?



#	Answer	%	Count
1	Full-Time	97.79%	929
2	Part-Time	1.26%	12
3	Classified Temp Full-Time	0.32%	3
4	Classified Temp Part-Time	0.63%	6
	Total	100%	950

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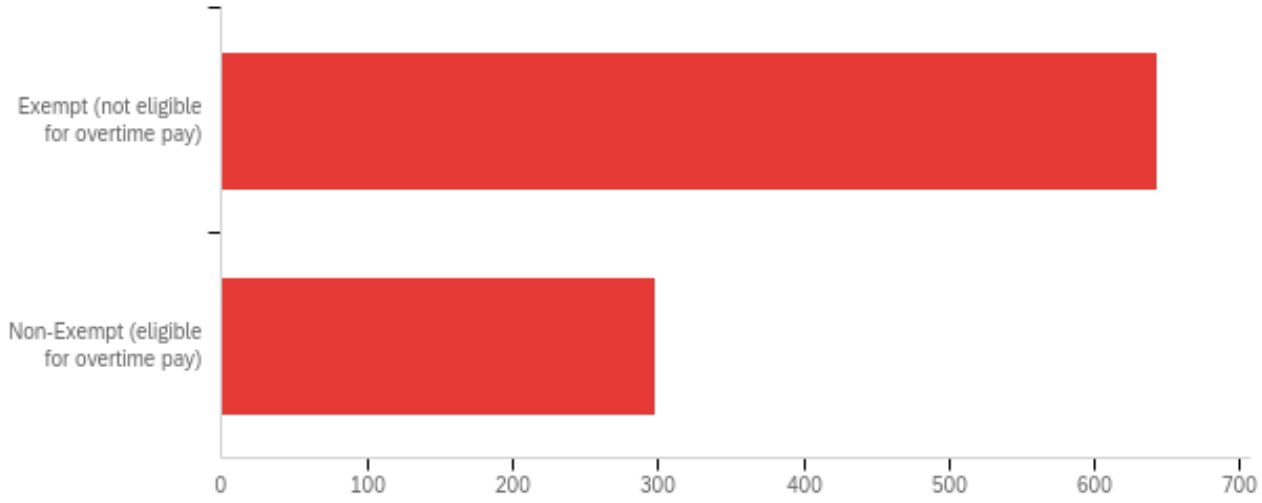
5 - Is your job classified as:



#	Answer	%	Count
1	Exempt (not eligible for overtime pay)	68.33%	643
2	Non-Exempt (eligible for overtime pay)	31.67%	298
	Total	100%	941

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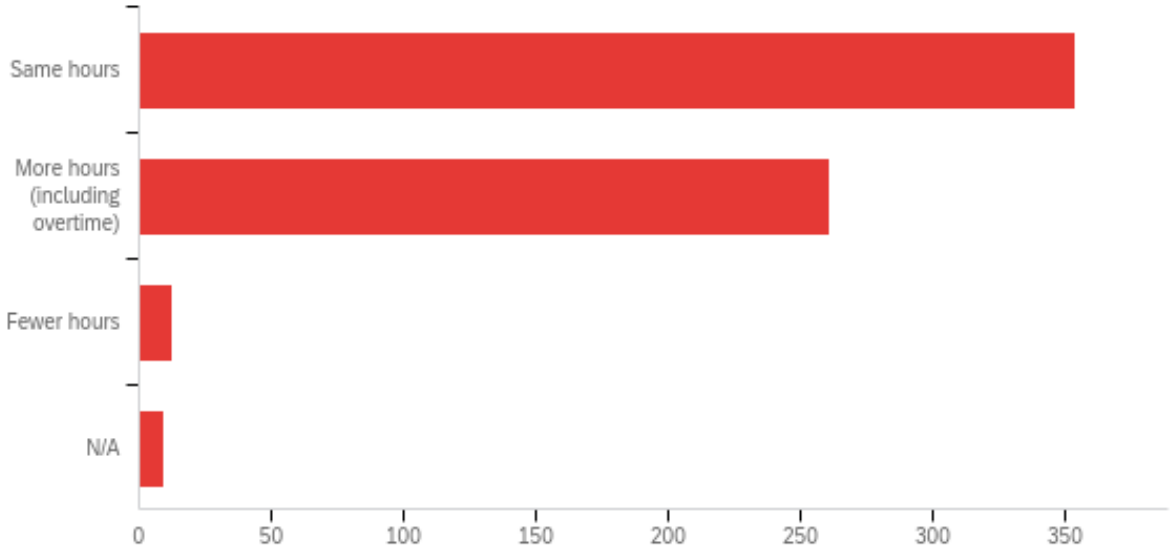
6 - During the COVID-19 pandemic, did you work fewer, same, or more hours than pre-COVID-19 pandemic?



#	Answer	%	Count
1	Same hours	55.66%	354
2	More hours (including overtime)	41.04%	261
3	Fewer hours	1.89%	12
4	N/A	1.42%	9
	Total	100%	636

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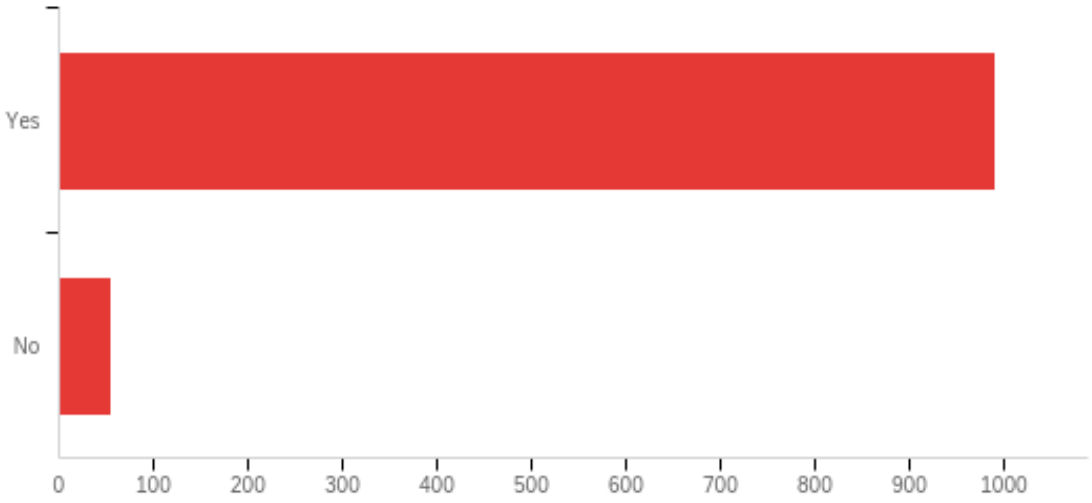
7 - Is your job one that could be performed remotely, some or all of the time?



#	Answer	%	Count
1	Yes	94.84%	992
2	No	5.16%	54
	Total	100%	1046

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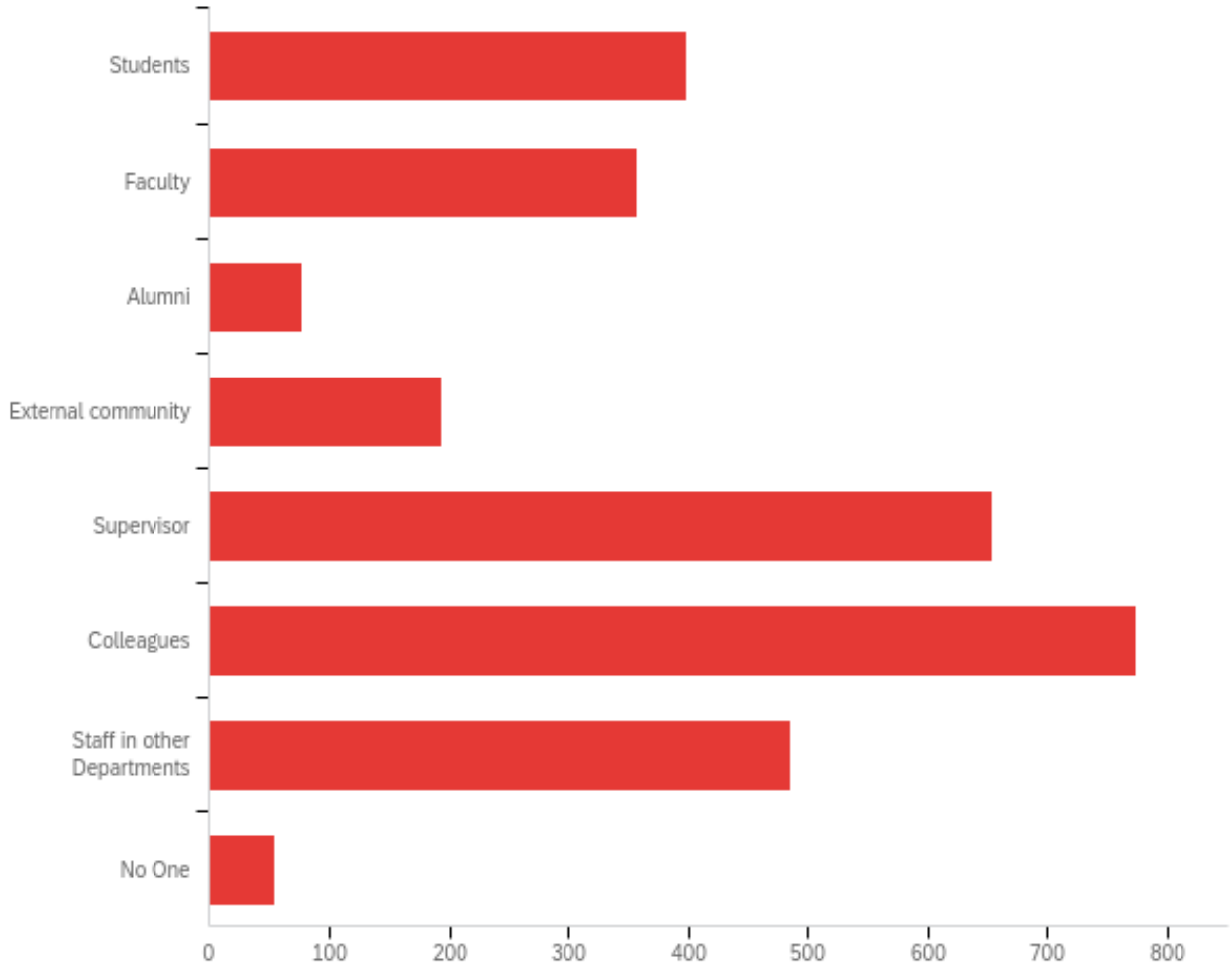
8 - Is your job one that could be performed remotely, some or all of the time? If yes, pre-COVID, what individuals or groups did you normally interact with in person in an average day? Select all that apply.



#	Answer	%	Count
1	Students	13.29%	398
2	Faculty	11.92%	357
3	Alumni	2.60%	78
4	External community	6.44%	193
5	Supervisor	21.87%	655
6	Colleagues	25.84%	774
7	Staff in other Departments	16.19%	485
8	No One	1.84%	55
	Total	100%	2995

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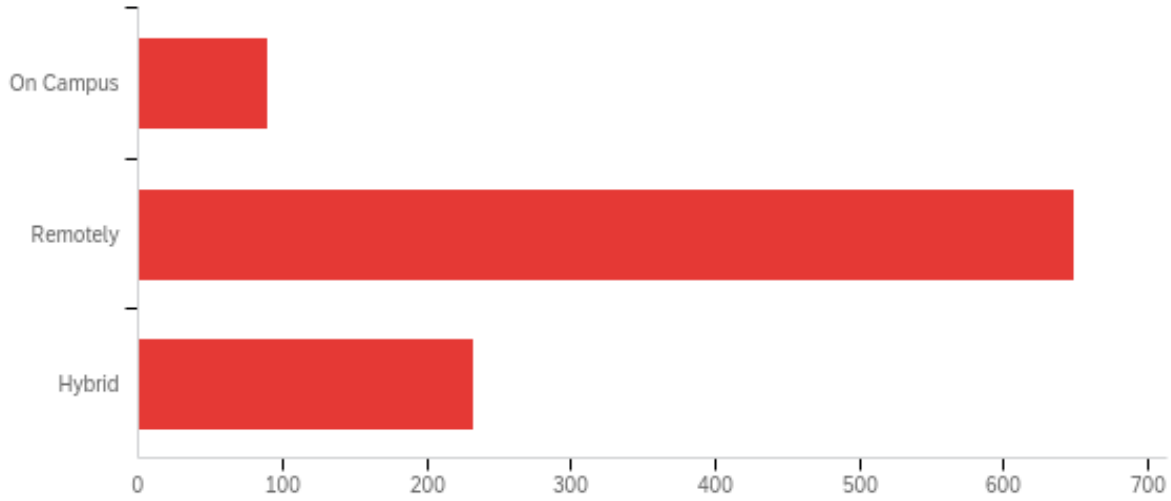
9 - During the 2020-2021 academic year, what was your typical working arrangement?



#	Answer	%	Count
1	On Campus	9.17%	89
2	Remotely	66.84%	649
3	Hybrid	24.00%	233
	Total	100%	971

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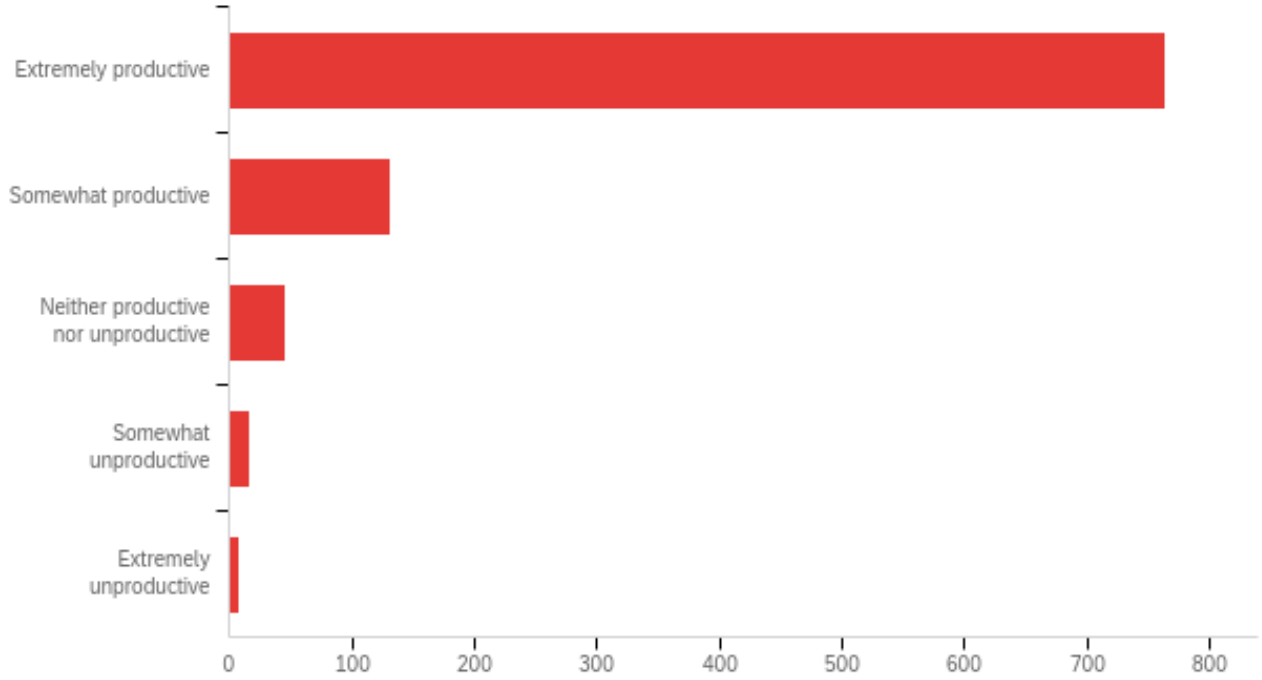
10 - During the 2020-2021 academic year, how productive were you in your work from home setup compared to being in the office?



#	Answer	%	Count
1	Extremely productive	79.17%	764
2	Somewhat productive	13.58%	131
3	Neither productive nor unproductive	4.77%	46
4	Somewhat unproductive	1.66%	16
5	Extremely unproductive	0.83%	8
	Total	100%	965

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11 - During the 2020-2021 academic year, how effective was remote communication compared to being in the office?

#	Answer	%	Count
1	Extremely effective	65.60%	635
2	Somewhat effective	22.62%	219
3	Neither effective nor ineffective	6.71%	65
4	Somewhat ineffective	3.62%	35
5	Extremely ineffective	1.45%	14
	Total	100%	968

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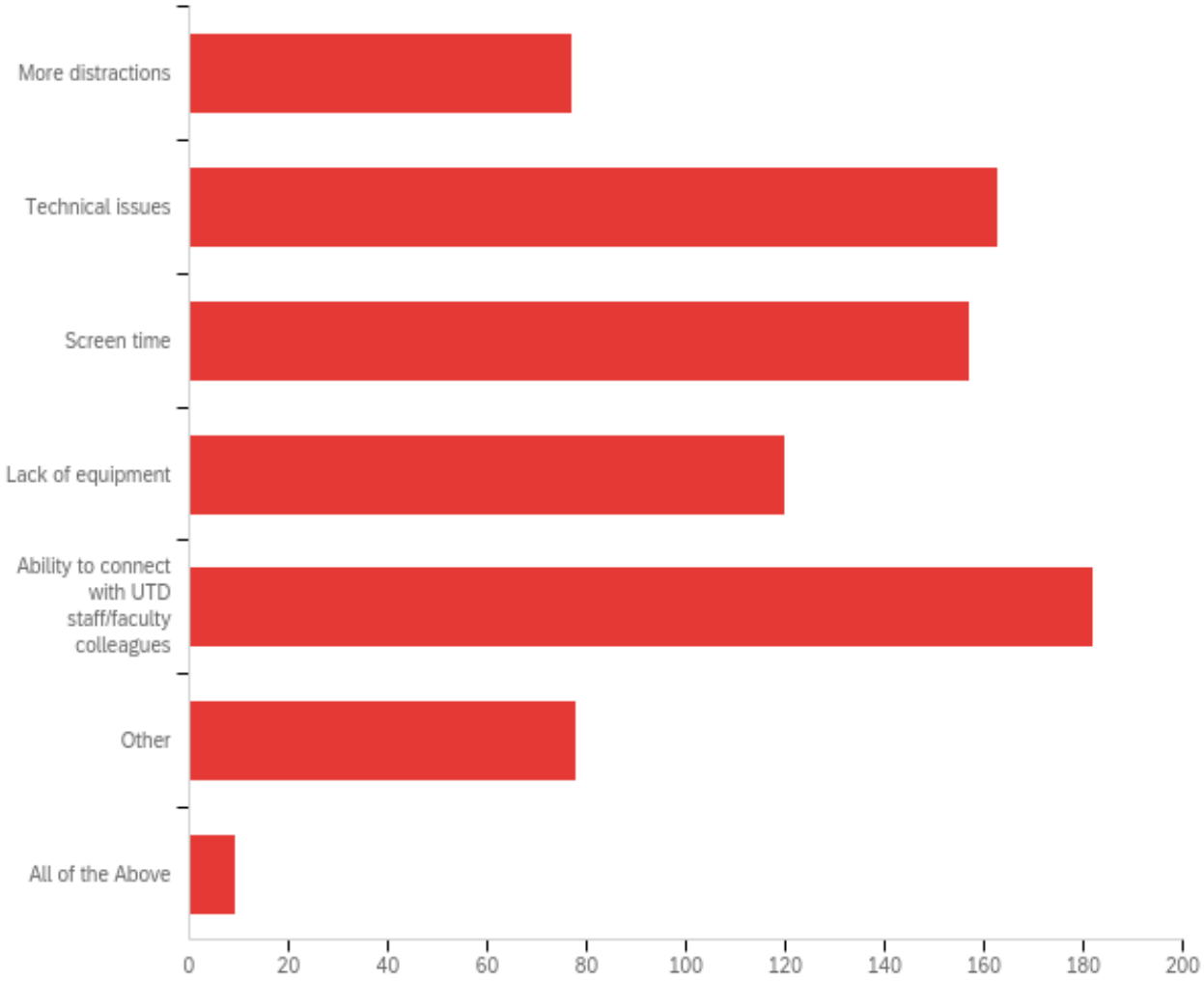
12 - From a job perspective, what was difficult for you when working from home during the 2020-2021 academic year? Select all that apply.



#	Answer	%	Count
1	More distractions	9.80%	77
2	Technical issues	20.74%	163
3	Screen time	19.97%	157
4	Lack of equipment	15.27%	120
5	Ability to connect with UTD staff/faculty colleagues	23.16%	182
6	Other	9.92%	78
7	All of the Above	1.15%	9
	Total	100%	786

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13- From a job perspective, what was difficult for you when working from home during the 2020-2021 academic year? Other includes (optional):

Not having the personal interaction with coworkers

There was no separation of work from home. This made it difficult to stop the work day.

I knew that some of my colleagues were struggling and it was hard to casually check in on them. the formality of scheduling a meeting dis-incentivized casual conversation that helps me as a supervisor to know how my staff is doing with their morale and productivity, as well as if they need EAP referrals or other support.

Did not have the proper work setup at home (ergonomically chair, desk, small laptop) no designated work space.

Work/life balance shifted a bit. I find I work longer hours while working remotely since I don't have to worry about a commute. This contributed to an overall increase in productivity, but also dances with the edge of burnout (though there are a lot of other factors that contributed to dancing along the edge of burnout for the 2020-2021 year)

Lack of separation between work and home.

The one type of interaction I missed was the random "running into people" that happens when on campus. It's more of a social-emotional benefit than a work benefit -- ask about kids, grandkids, did you see the Cowboys play -- that sort of thing.

Lack of casual contact with colleagues. I came to realize how much work occurred just in the contact with folks. Small things that were usually caught and prevented if someone was down the hall grew until things had become more serious and it was difficult to deal with remotely.

Having to wait for questions to be answered by supervisors. When I am in the office I can sometimes just walk to my bosses office to ask questions. My computer is incredibly slow and needs to be upgraded, but this is an issue whether I work remote or on campus.

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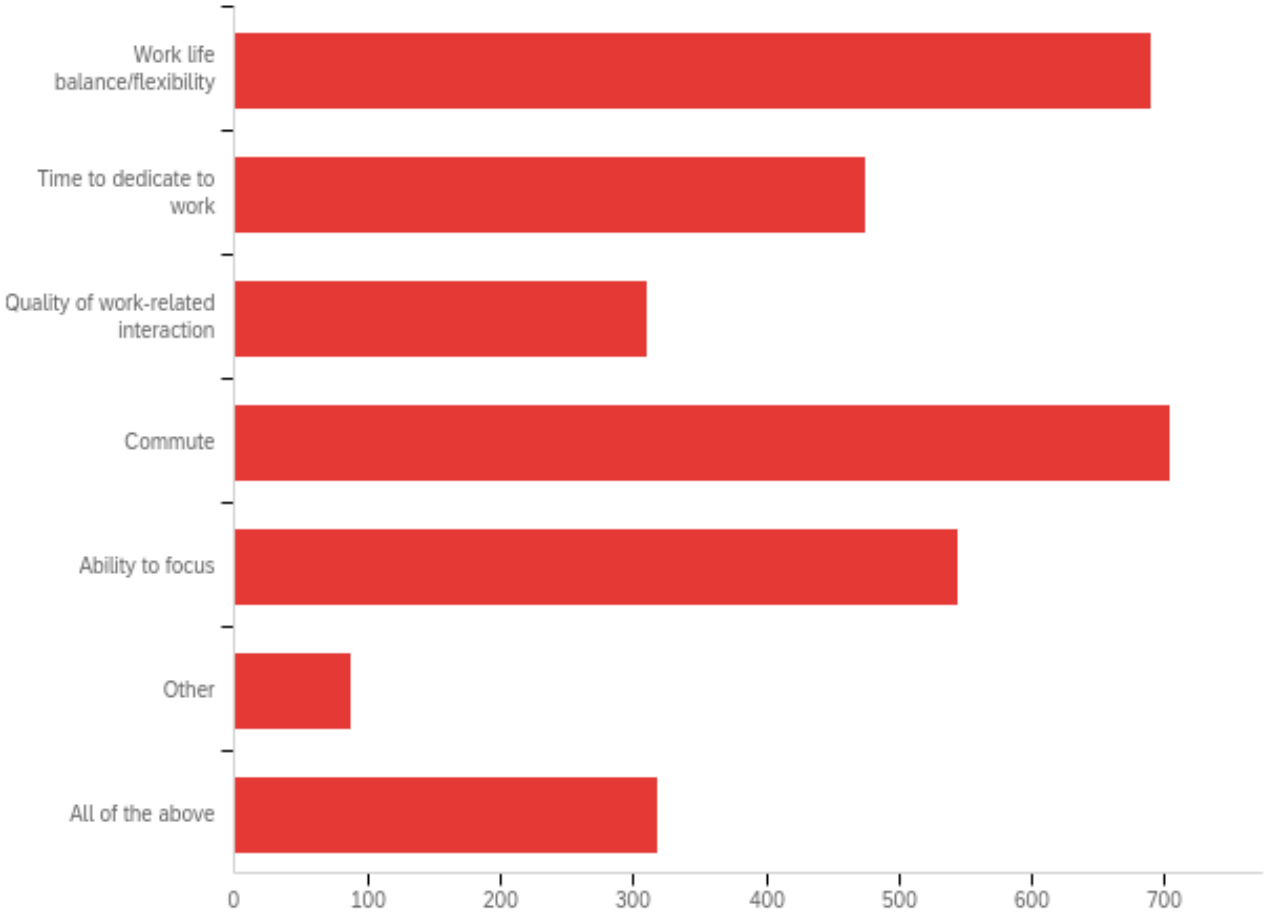
14 - From a job perspective, what was better when working from home during the 2020-2021 academic year? Select all that apply.



#	Answer	%	Count
1	Work life balance/flexibility	22.04%	690
2	Time to dedicate to work	15.18%	475
3	Quality of work-related interaction	9.94%	311
4	Commute	22.49%	704
5	Ability to focus	17.41%	545
6	Other	2.78%	87
7	All of the above	10.16%	318
	Total	100%	3130

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15 - From a job perspective, what was better when working from home during the 2020-2021 academic year? Other includes (optional):

Not having a commute gave me an extra 1.5 hours in my day. Being able to cook breakfast and lunch helped me make healthier choices and save money. My mood was better, less stress due to having extra time from not commuting. Schedule flexibility, I could work late as needed.

Working remotely and also on a hybrid schedule, I have developed a real appreciation for my time spent in the office. I appreciate the resources and social interactions that are unique to my time spent on-site. I appreciate the space and the break from home when I work on-site. But working remotely also enables me to embrace "aha" moments when they present themselves, adapting my schedule to tackle some job duties at times when I am most productive.

Personally: Less stress on commuting, less money spent on gas, healthier lunches, my pet was not alone in her kennel all day, less tired at the end of the day. Work wise: Easier to be heard and participate in meetings, no need to run to meetings across campus, easier to share visual information in meetings.

My work output was more streamlined and organized. I felt more engaged and purposeful in the work that I was doing. I felt as though my time was properly utilized, less wasted time with in office fillers.

I felt like I had time to focus on project work, leading me to develop more creative solutions to everyday problems for my stakeholders.

On campus, since I sit in a cubicle, there is less privacy for meetings. When I work at home, I can meet more freely with my colleagues/supervisor/other department contacts, without worrying about the noise. There are less interruptions at home. I am more relaxed since I can avoid commute, and at the end of day, I am not having to rush home.

Cutting time for commute, meant adding time for wellness, work/life balance. Work became more focused, schedules were less hectic.

Working remotely forced our office to digitize and update a lot of our processes. It was hard in the beginning, but had a much bigger payoff. I feel this is a much more efficient use of my time with regards to scheduling and day to day processes.

Work life balance was huge! My mental health was so much better in the 2020 - 2021 academic year. My department also receive more work hours from me, I would work 7:30 -5:30. Whereas now that I have to commute, I am working 8:15ish to 4:45ish because I have to get back home to pick-up my kiddos of daycare. I was much more productive at home. My job, roles and responsibilities did NOT suffer, myself and my department thrived more during that year than we ever have before.

Less time and money spent commuting, improved mental health from better work/life balance, better physical health from being home early enough to cook healthy dinners and exercise during lunch break, less stress from having pets as companions at home.

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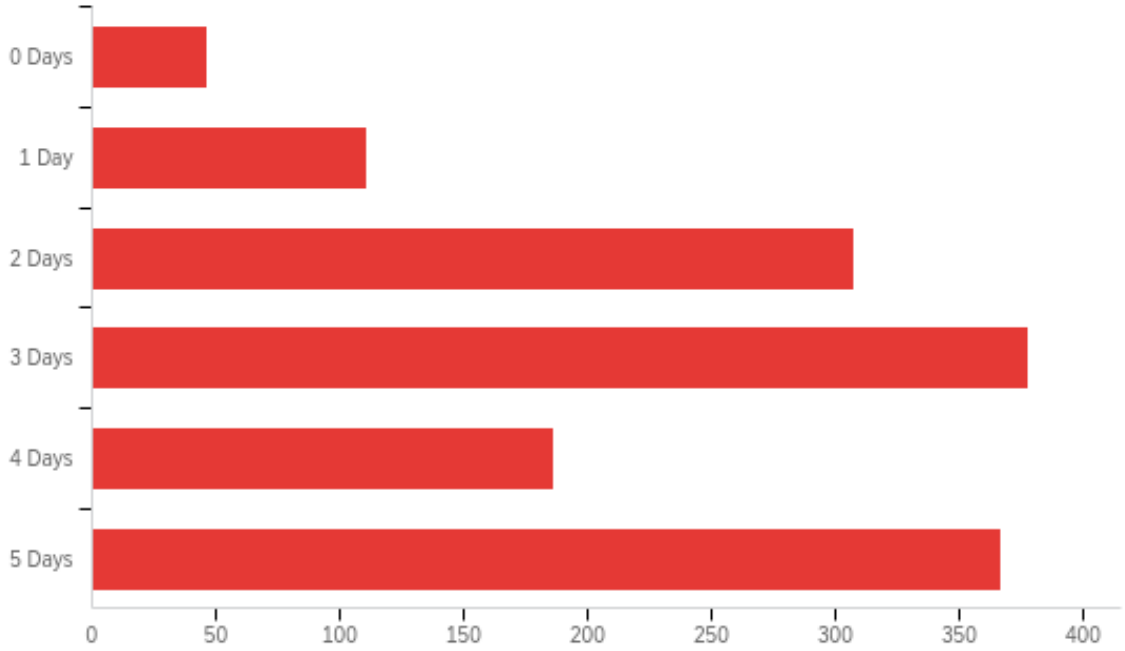
16 - Ideally, how many days per week would you like to work from home? Select all that apply.



#	Answer	%	Count
1	0 Days	3.30%	46
2	1 Day	7.95%	111
3	2 Days	22.06%	308
4	3 Days	27.08%	378
5	4 Days	13.32%	186
6	5 Days	26.29%	367
	Total	100%	1396

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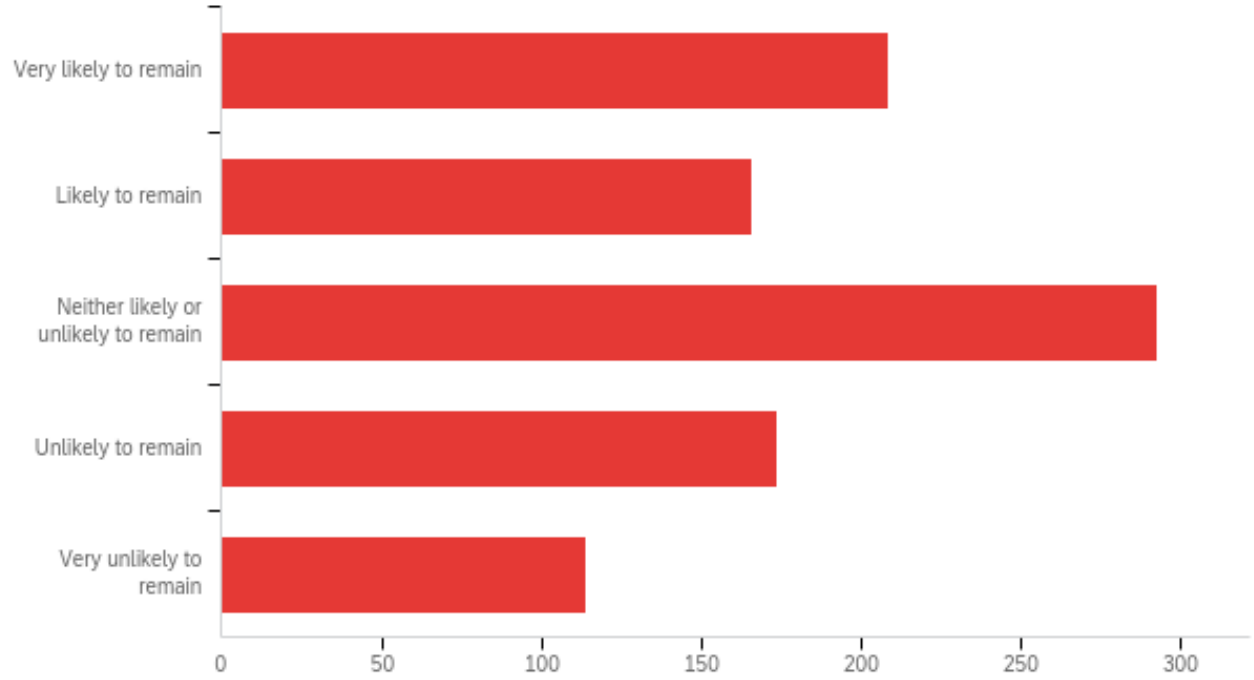
17 - If you do not have an opportunity to work remotely one or more days per week, how likely will that influence your decision to remain at UTD?



#	Answer	%	Count
1	Very likely to remain	21.86%	209
2	Likely to remain	17.36%	166
3	Neither likely or unlikely to remain	30.65%	293
4	Unlikely to remain	18.20%	174
5	Very unlikely to remain	11.92%	114
	Total	100%	956

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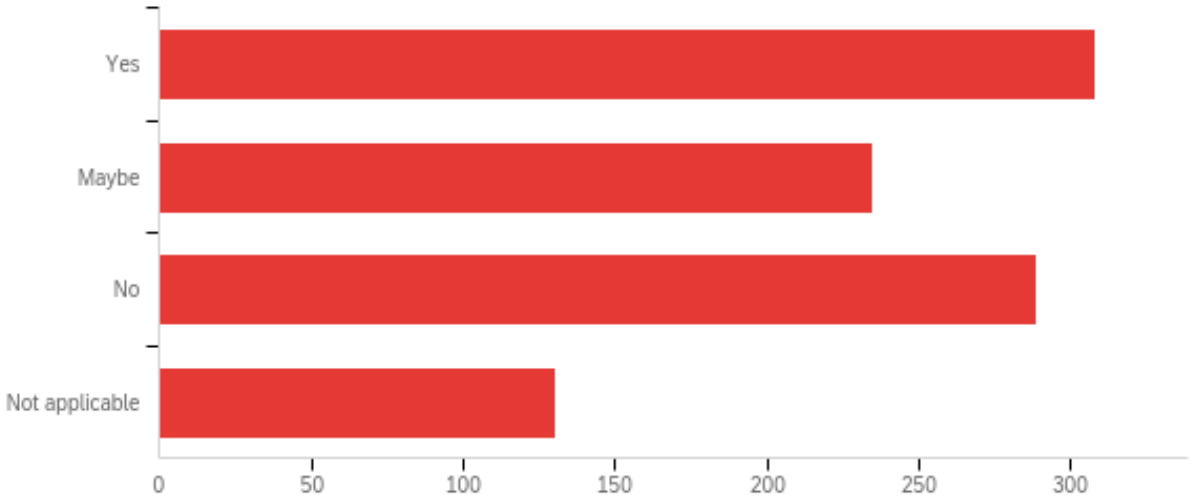
18 - If you return to campus at some level, will you have any issues to overcome?



#	Answer	%	Count
1	Yes	32.02%	308
2	Maybe	24.43%	235
3	No	30.04%	289
4	Not applicable	13.51%	130
	Total	100%	962

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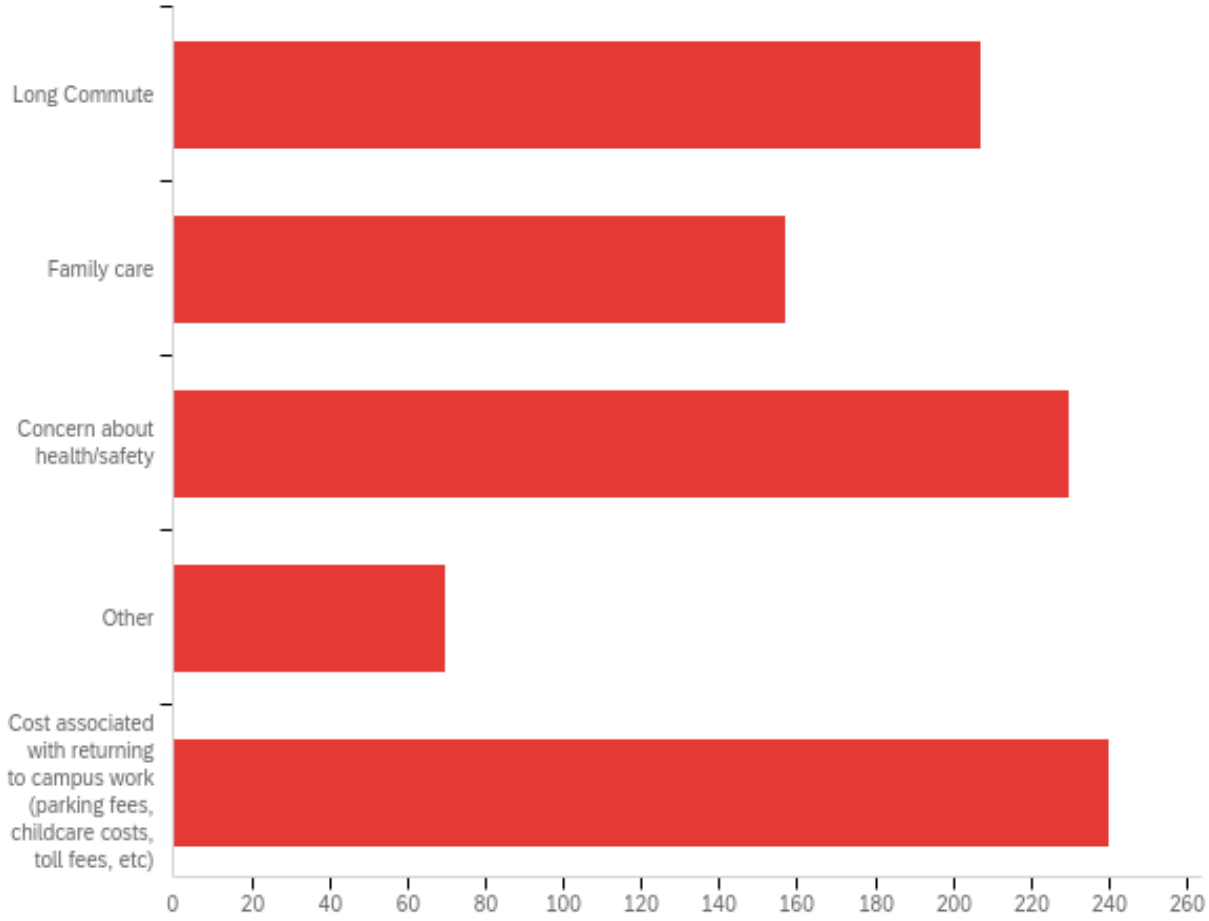
19 - Do you feel that you will need to overcome any of the following issues? Select all that apply.



#	Answer	%	Count
1	Long Commute	22.90%	207
2	Family care	17.37%	157
3	Concern about health/safety	25.44%	230
4	Other	7.74%	70
6	Cost associated with returning to campus work (parking fees, childcare costs, toll fees, etc)	26.55%	240
	Total	100%	904

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20 - If you return to campus at some level, will you have any issues to overcome? Other includes (optional):

Work from home is especially important for single parents, people of color, and women who are mothers. The old way of working 8-5, 5 days, is a system that supposes there is one full time at-home parent to let the plumber in, be home when kids get home from school, throw a load of laundry in, etc. You may think this shouldn't happen during the work day, but in saving commute time, we're able to better balance and care for ourselves snd our families, and keep in office micro aggressions at bay.

The mental strain and range of negative emotions associated with knowing I can do 95% of my work remotely and not being given a good reason for needing to come into the office to do the same work on a different computer.
Mental health- frankly, it is much harder for me to have the time I need to take care of myself when I have to be on campus full-time. The remote arrangement we had during covid really put this in perspective. Being allowed to return to flexibility 1-2 days a week would improve my life and health dramatically.

Working from home has significantly improved my work experience. I have [REDACTED] and suffer from migraines, and working from home has allowed me to work days that I would otherwise have to be out sick. The ability to work from home has helped me to better manage my illness while maintaining above-average productivity. One of my colleagues has already left UTD for a remote job at another university, and I have also been looking since it doesn't appear that remote work will become a part of UTD culture (though I do hope that changes in the near future). I've been with UTD over a decade, and I am a proud Comet. I don't want to leave for another job, but I would consider leaving if remote work does not continue in some fashion (even if not 100% - a little leeway would go a long way).

The number of people who unnecessarily interrupt me throughout the day is extremely high. Trying to set boundaries in order to complete tasks has proved unsuccessful.

Mental health. Coming into the office is a huge mental burden and the stresses are causing physical effects.

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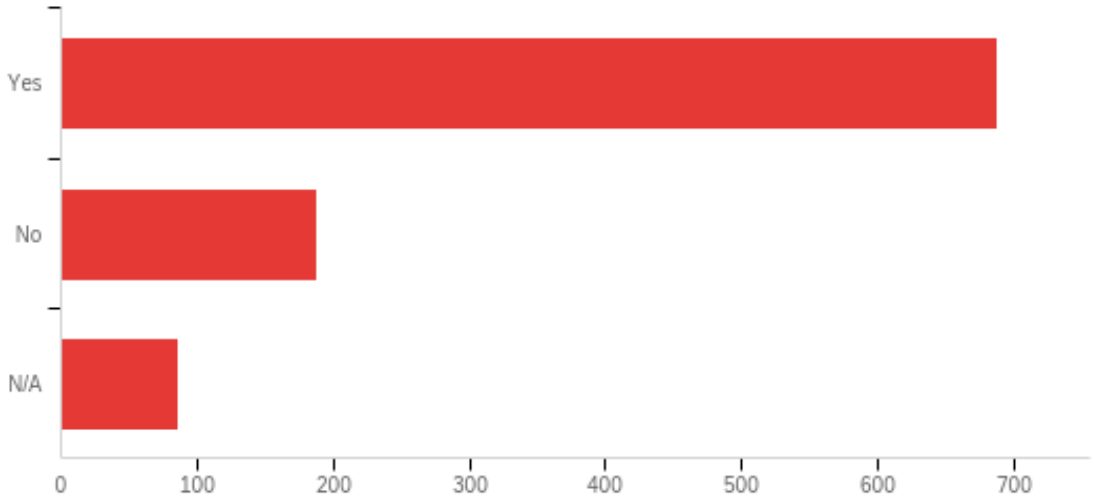
21 - Do you feel like your supervisor(s) is supportive of a work from home arrangement?



#	Answer	%	Count
1	Yes	71.59%	688
2	No	19.56%	188
3	N/A	8.84%	85
	Total	100%	961

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22 - Do you feel like your supervisor(s) is supportive of a work from home arrangement? If no, please explain your answer (optional):

This is more of a loaded question. My supervisor, manager and director are all on board very supportive but higher than them are not. So the lack of support and dictation come from above them and they have to follow even if they want to support us their hands are tied.

Have asked multiple times to consider remote work option/hybrid model. Supervisor does not follow through on asking next in chain of command. It ends up being blamed on [REDACTED] for why we are in office. Leaders in department do not take time to consider and plan. It's a one size should fit all attitude.

Our dean believes that work situations throughout staff should be equal. So, if some people's jobs require being on campus, then it is unfair for others whose work can allow them to work from home to be able to work from home. Our dean does not trust people to work from home.

My direct supervisor is supportive of it and knows how diligent I am even working from home. His supervisors do not support it. they want everyone to be in person all the time.

It's more an issue of the individual school administration rather than my direct supervisor. Our school administration sees no value in extending this flexibility to staff and overall seems to disapprove of any reason a person needs to work from home, even for a half-day or day a week.

My immediate supervisors are very supportive of remote or hybrid work. The [REDACTED] director is however, is not, even though we've proven to her that remote working is more productive and improves employee morale. It is very frustrating that that makes no difference to her. It makes me seriously consider leaving my job at UTD.

I have been told that the leadership team of my division does not feel that remote work is conducive to effective communication with students.

It is not my supervisor specifically, it is the directive and expectation from higher administrators for "all hands on deck" with no accommodations for a staggered staff schedule or hybrid model.
My direct supervisors are supportive, but our Vice President is not at all supportive. Even for those roles that do not require any face-to-face interaction with students and staff.

The Division of [REDACTED] leadership is vehemently opposed to WFH because much of our work is student facing. This makes sense in many contexts and within many departments.

I have asked multiple times. It seems if everyone can't work remotely, no one can. It is not dependent on whether your job duties make it possible to work from home.

Supervisor is concerned to about that everybody is being treated fairly and that issues might arise if one employee is being granted to work from home.

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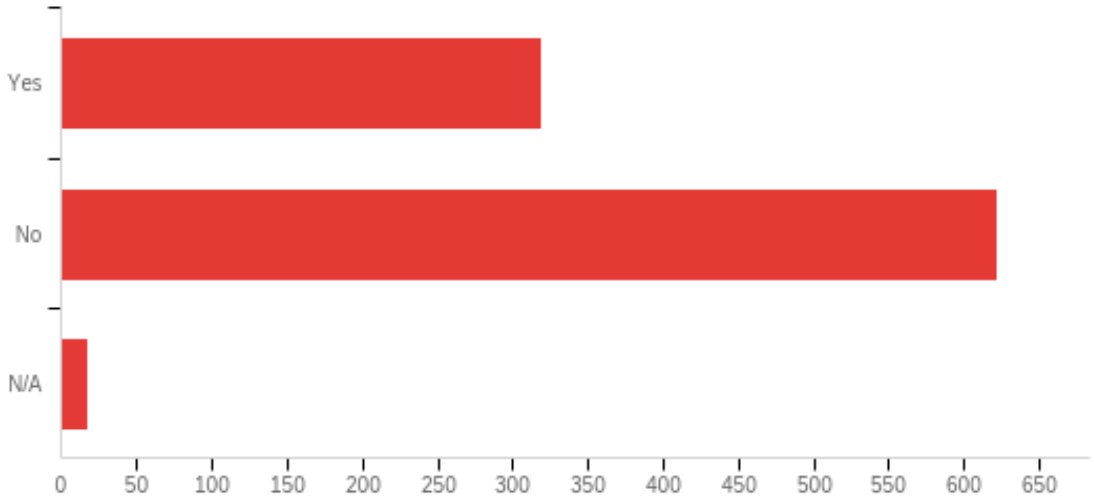
23 - Do you supervise staff?



#	Answer	%	Count
1	Yes	33.26%	319
2	No	64.86%	622
3	N/A	1.88%	18
	Total	100%	959

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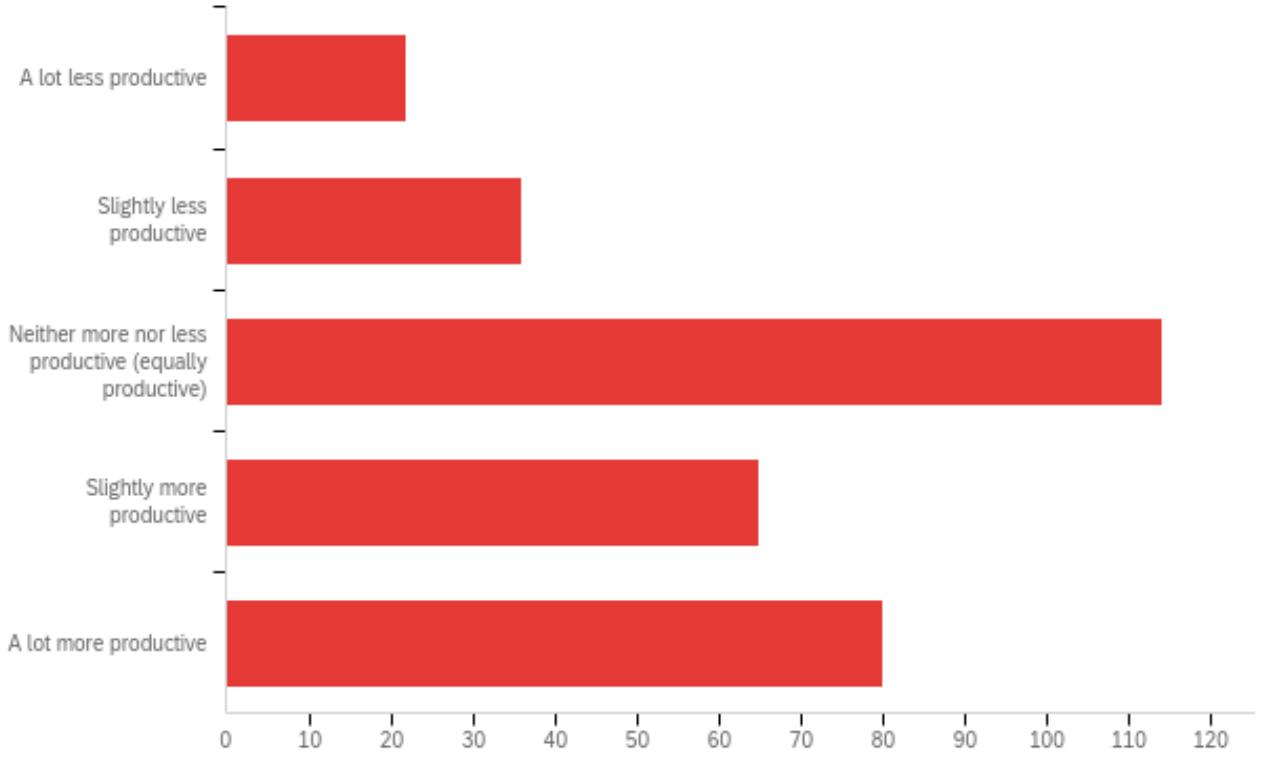
24 - In comparison to working in person, how productive do you feel that staff you supervise can be when working remotely?



#	Answer	%	Count
1	A lot less productive	6.94%	22
6	Slightly less productive	11.36%	36
7	Neither more nor less productive (equally productive)	35.96%	114
8	Slightly more productive	20.50%	65
9	A lot more productive	25.24%	80
	Total	100%	317

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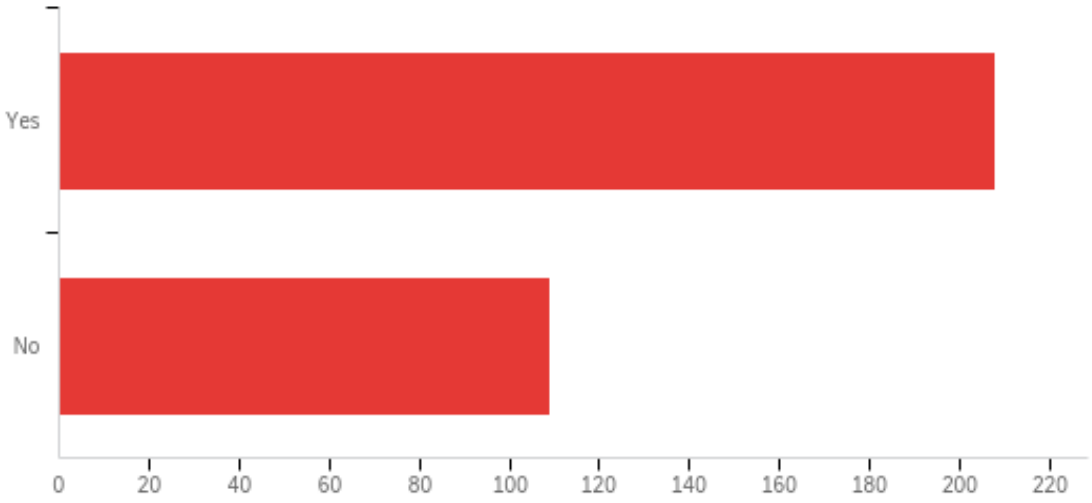
25 - Are your direct reports able to accomplish all tasks remotely?



#	Answer	%	Count
1	Yes	65.62%	208
2	No	34.38%	109
	Total	100%	317

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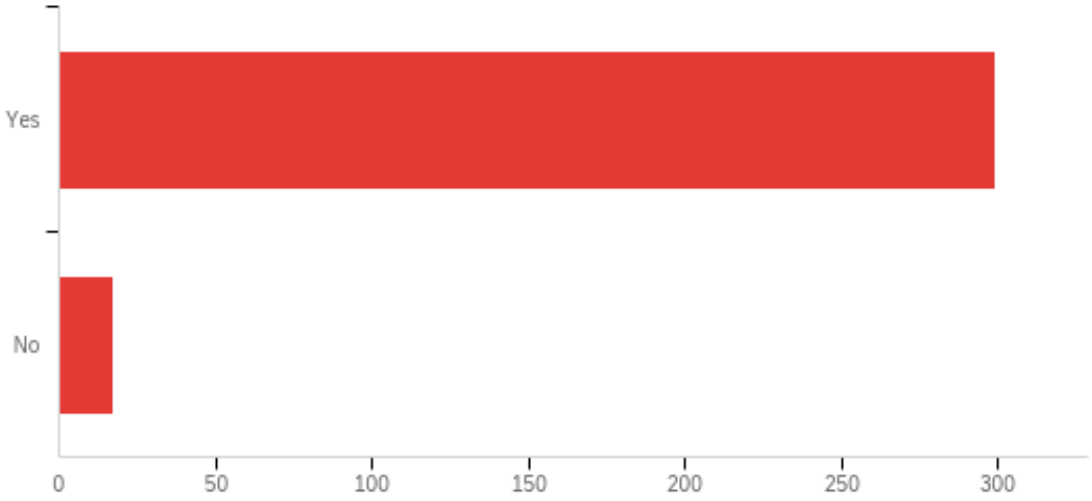
26 - Could you arrange work responsibilities so that some work could be performed remotely to allow one or more days of remote work?



#	Answer	%	Count
1	Yes	94.62%	299
2	No	5.38%	17
	Total	100%	316

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27 - Could you arrange work responsibilities so that some work could be performed remotely to allow one or more days of remote work? If "No", please explain (optional):

Off-campus work days cannot be reliably pre-scheduled... all staff must be available on campus each day to perform critical job duties and interact face-to-face with UTD customers/community members.

Supervising student staff is hard to do from home. Also, you can't run facilities from home.

Cannot repair campus mechanical problems from home. Cannot mow campus grass from home More cumbersome to deal with facilities urgencies when stationed at home.

My department is expected to be available in person for students, faculty, staff, and others.
I need more than my computer and my brain when performing my job. I need access to my file cabinets.
Most staff are responsible for elements of their job in the building.

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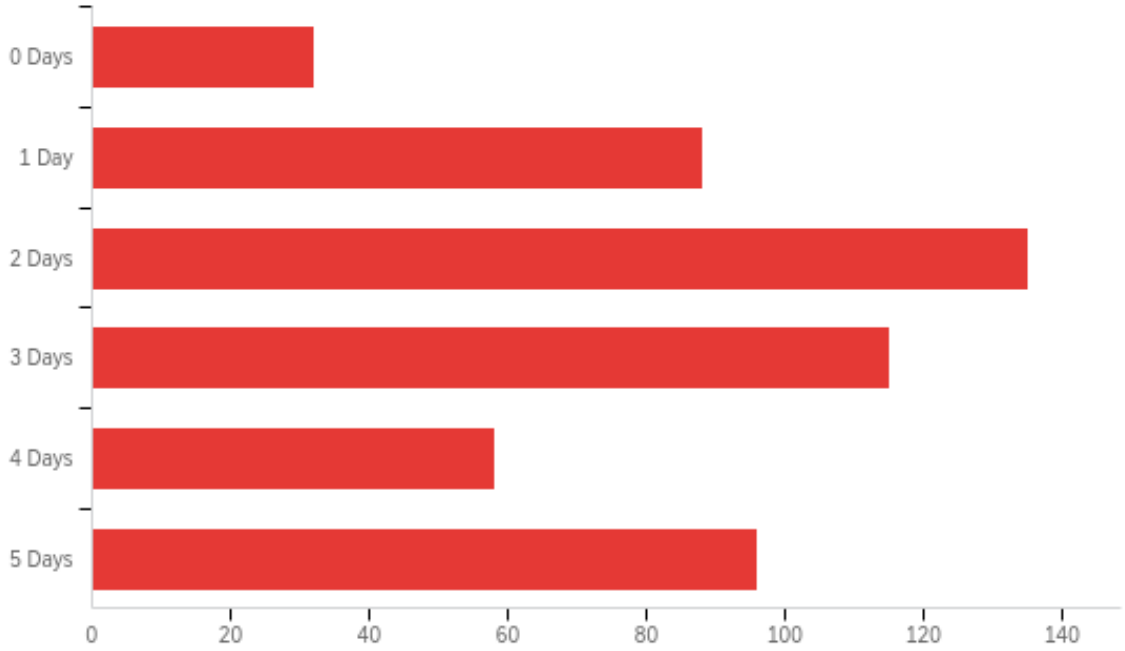
28 - How many days per week on average would you be willing to allow staff to work from home? Select all that apply.



#	Answer	%	Count
1	0 Days	6.11%	32
2	1 Day	16.79%	88
3	2 Days	25.76%	135
4	3 Days	21.95%	115
5	4 Days	11.07%	58
6	5 Days	18.32%	96
	Total	100%	524

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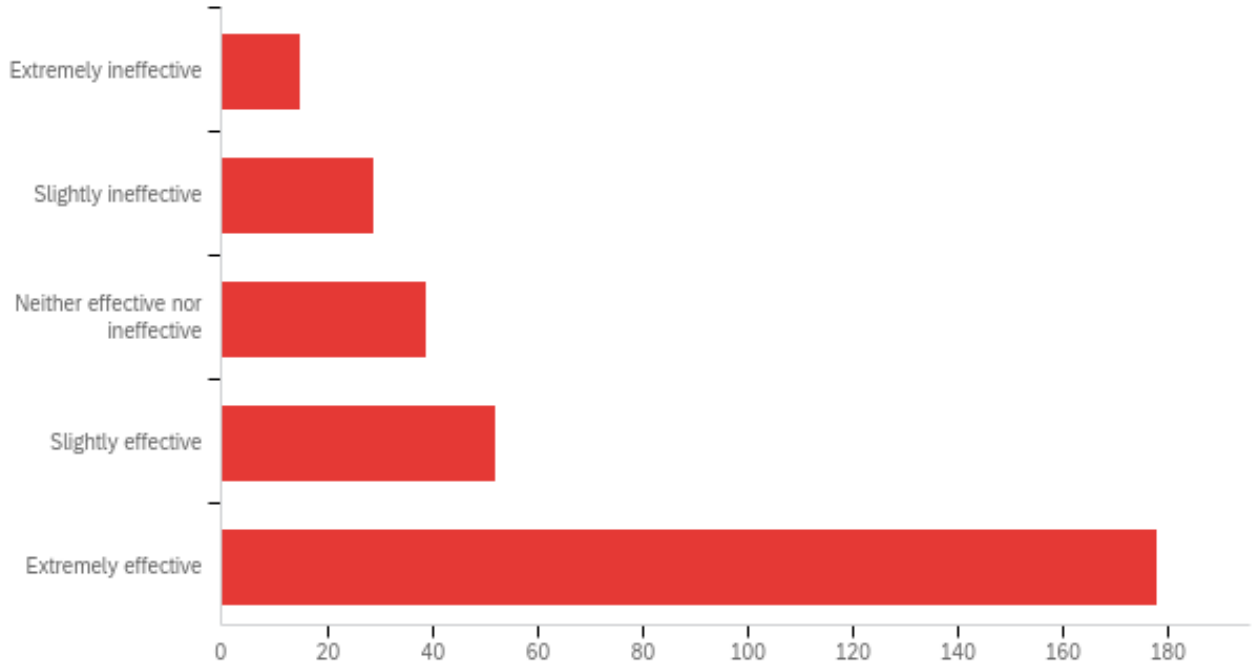
29 - How effective is the communication with your staff when working remotely?



#	Answer	%	Count
1	Extremely ineffective	4.79%	15
2	Slightly ineffective	9.27%	29
3	Neither effective nor ineffective	12.46%	39
4	Slightly effective	16.61%	52
5	Extremely effective	56.87%	178
	Total	100%	313

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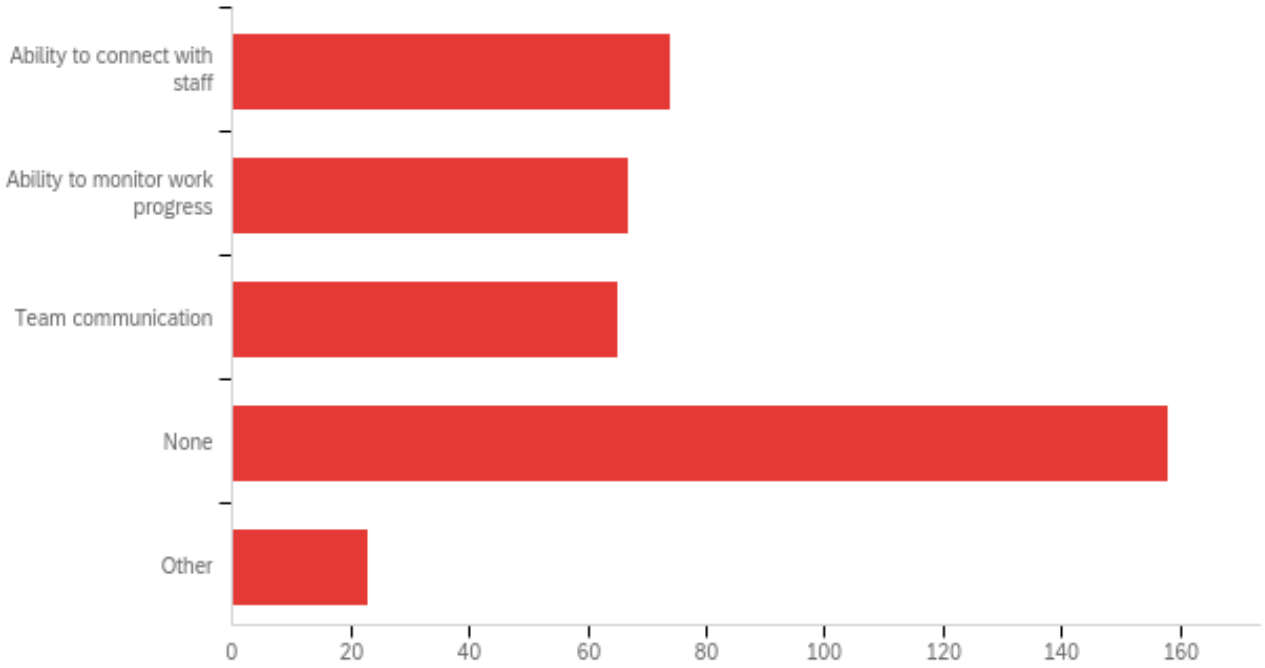
30 - What have you found to be difficult as a supervisor of remote staff? Select all that apply.



#	Answer	%	Count
1	Ability to connect with staff	19.12%	74
2	Ability to monitor work progress	17.31%	67
3	Team communication	16.80%	65
4	None	40.83%	158
5	Other	5.94%	23
	Total	100%	387

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31 - What have you found to be difficult as a supervisor of remote staff? If "Other", please specify (optional):

It was hard to tell if staff were struggling. I find that easy to do in person. So I would want them to still come in and be connected.

My report's work is physical in nature so when forced to work from home she was reassigned to help with work in another department doing heavy data entry and I didn't have access to rate or quality but I knew the projects were being completed. Before this, her remote work was to find training and literature for professional development and that can't last too long.

Working remotely made it difficult to learn from each other, know about issues on campus or within the department, and limited opportunities for employee growth. Remote employees work in a "bubble".

I worry about our organizational culture and orienting new employees in a predominantly remote work environment.

I would be in favor of a hybrid approach because the in-person piece does help maintain the culture. That's why I would prefer not to be 100% remote, because you do start to see a bit of loss of that human connection, but with a hybrid schedule or 1-2 days/week in office, you can maintain that, do some in-person collaboration. Also, when we were at home 100%, at times I observed the team struggled to disconnect from work, and was working way more. Thats why I think a hybrid is better versus 100% home, or 100% in office.
The difficulty with supervising staff when working remotely was we scheduled more meetings to touch base. Whereas before it would be "pop into an office to touch base". It was only difficult from a time stand-point. But it has left us being very intentional with the meetings we schedule vs emails vs using teams chat. So after we got used to the change (increase in meetings) we found our groove.

onboarding new staff remotely is difficult

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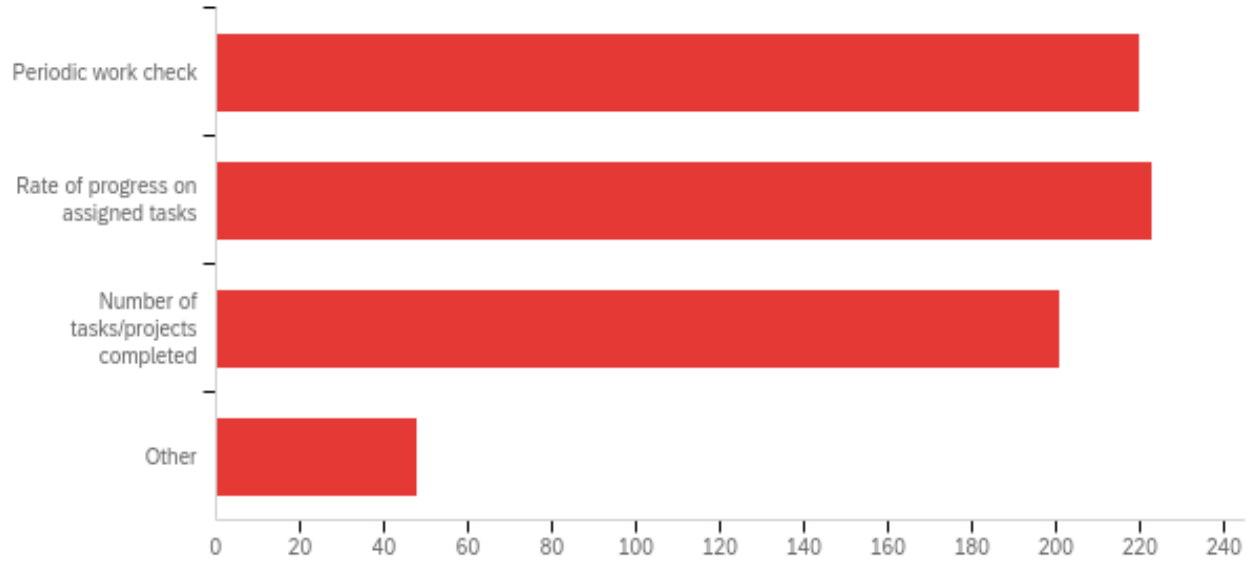
32 - How have you evaluated performance for staff working remotely? Select all that apply.



#	Answer	%	Count
1	Periodic work check	31.79%	220
2	Rate of progress on assigned tasks	32.23%	223
3	Number of tasks/projects completed	29.05%	201
4	Other	6.94%	48
	Total	100%	692

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33 - How have you evaluated performance for staff working remotely? If other, please specify (optional):

Delivery of finished work product in a timely manner to other constituencies.

Weekly meetings with all staff to go over any issues/difficulties, etc.

are deadlines being met, are deliverables being completed, are they responsive to customers

While working remotely, staff were available via IM and/or phone based on schedule. Ensuring if staff were on task by communicating with them and being available as a supervisor to answer any questions.

A weekly report of documents completed out of a workflow. audits completed based on alpha breakdown, Projects completed, calendar of tasks due weekly, graduation preparations, ext. MS Teams chat and check-in.

We have mandatory weekly meetings as a staff where we check in on each other for mental health, tasks, etc...I also have individual meetings as needed and random calls (just like walking down the hall).

When we were all remote, we met every morning briefly to discuss where we all were on our projects. If remote were only one day and we traded off days, I would just require that each supervisor know what they are doing on those days. For advisors, they would do the same meetings throughout the day, just on Teams instead of in person.

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34 - How likely is it that you will have challenges recruiting staff, without offering remote working options?

#	Answer	%	Count
1	Extremely unlikely	9.42%	29
2	Somewhat unlikely	8.77%	27
3	Neither likely nor unlikely	19.81%	61
4	Somewhat likely	37.34%	115
5	Extremely likely	24.68%	76
	Total	100%	308

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35 - Regarding staff working remotely, do you have any recommendations on engagement techniques (i.e. monthly remote community meetings around shared interests, community events such as volunteer projects, employee resource groups (ERGs), etc.)?

Utlizing Teams functions allows for a lot of engagement that is both safe AND flexible. I've actually been able to attend more things because I'm not having to leave the office (or my home) for something, I just click over to a new meeting or event.

Biweekly meetings with staff to make sure others are communicating.

I think community meetings to have face to face interaction with your team is important, but it doesnt have to be every week.

Most important is setting expectations for engagement. Then, the engaging activities, people are aware of what to expect and in some respects since people are not physically in the presence with others - the time spent together is pure joy. Additionally, I moved all of my one on one meetings to in person when my colleague is on campus - and to a walking meeting, weather permitting.

We maintained a team chat that always starts and ends with good morning/goodbye. It's not uncommon in-person I would be in meetings all day and that would be my only interaction with staff so at the very least we "saw" one another. The chat tends to progress throughout the day and all manner of work questions take place there. One benefit then is the cross-functional sharing of information since most of the team never saw a need to IM individually unless it was a personal matter. The chat still exists even though we have returned to campus and it still operates as a wide open discussion.

Engagement is challenging. In our experience there wasn't a lot of interest in community meetings and the like. We had a fair amount of large projects that we all worked on together in several meetings. And Teams chatter was always heavy. So it's possible that staff was satisfied with engagement in this way.

ERG participation is great. Periodic book clubs have been helpful in engaging staff.

staff seem to respond well to meetings that are interesting and allow them to actively participate. most seem to enjoy opportunities to learn information about other departments on campus.

My preference would be to meet monthly on campus with staff. We would meet weekly if we were all remote. I do not find that our staff participate in the community type meetings due to lack of time or interest.

Scheduling one day a week where entire staff is in office. Staff Meetings via that one in-person day or remote as necessary. Continuing to support participation in ERGs. Coordinating remote work schedules to ensure that staff is available in person which allows for the continued engagement.

I feel that UTD needs to be more aggressive with keeping their staff. This is the first in 2 year we actually received merit raises. We are losing good staff to other employers constantly. We do not have the money to compensate our people monetary wise, we need to be open to other options. Working remotely or a hybrid schedule can be this solution. With [REDACTED] working remote, that doesn't seem fair to me.
ERGs (or more regular meetings with ERGs), remote team building and community bonding, encouraging events such as virtual happy hours and/or game nights, and if remote events occur outside of work hours, make it an event where the employee's family can also be involved somehow so there's no shame/issue if they can't find childcare during that time.

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Staff will find a way to create engagement opportunities on their own, especially when they feel like they are not being coerced or forced to do it. Those that like more engagements will find a way and those that don't like too much engagements will enjoy not being forced to take part in one. Let it happen organically!

Clear communication about expectations. Provide alternative opportunities to connect through staff development, training, etc. Hold consistent meetings. Allow space/opportunities for staff to voice concerns and welcome feedback. Include them when possible, so they feel their feedback is valued.

Our weekly check-ins include sharing life stories and challenges. It seems that everyone had just enough time during 20/21 to accomplish work and home tasks without any extra added to our plates in order to be more engaged and connected. We became more compassionate and respectful of each other's time. Working from home brought us closer together!
The interaction between staff/staff, staff/students, staff/professors is critical. No man is an island. Working from home harms the familiarity, the sharing of ideas, the ability to provide discussion that often leads to better ideas through the interaction. I worked the entire COVID time at the University. I was often alone - still I felt "connected" to the "university state of mind" by being present whether helping some students who did come as well as occasional staff. The rapport just isn't there.....

I think that it really just depends on each unit's workplace culture. Our staff works in a hybrid format but as a team, we meet every 2 weeks. I also meet with those that report directly to me every month or every 2 weeks. When we're on campus, I make it a point to go around and meet with each of my staff to go over any pending work items but to also discuss home life. I've also encouraged staff to join Staff Council, ERG's, etc. It was helpful that our department already had a hybrid teleworking program pre-COVID and we encouraged staff to be a member of the University as a whole and not just the dept.

My staff worked amazingly well remotely. We were in constant communication. We had 1 long weekly meeting with 2 short check ins so we were always connected. We had virtual teambuilding, we shared recipes, and we connected on a social level.

Regular communication. We were almost more in sync with communication during COVID than we are in the office. Volunteer projects are a good idea. We did have 2 or more get together that were not about work that seemed to help.

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36 - Please provide any additional comments or suggestions you may have regarding the future of remote work. Selecting the submit button below will complete the survey.

COVID-19 provided an opportunity for UTD staff/faculty to show that many of our job functions can be performed remotely. My current position showed that there is more than one way to advise a student. While some of our student population prefer face to face, there is a group that enjoyed Teams sessions and the ability to receive advising while at home with a sick child or from their office. It provided an additional service to our students that was missing before. UTD has a large population of commuting students, non-traditional, and parents in school. Having a virtual option, including virtual/hybrid coursework, filled a gap that we have been missing. If a new work from home policy is put in place we can cater to that group. Additionally, if a policy is put in place it needs to be as equal as possible campus wide. Part of the unrest with staff right now is that each department is doing "their own thing" which is creating low moral and unrest. When departments like HR send out a notification that they are working remotely, while others have to be on campus, we are not truly being ONE UTD. Personally I paid 2,200 (for three days a week care) this summer for daycare, only to be told one week later we could work remotely. The parking from when we were sent to work from home was never refunded or even credited towards this fiscal years parking fees. I have worked for UTD for almost 22 years now and I have never seen the moral this low before, even working during years without raises and financial hardships. The option to work from home even 2 or 3 days a week would provide a cost break, improve work/life balance, and potentially create an emotional boost for everyone. The staff feels undervalued, unseen, and unheard. Campus wide we have lost many valuable employees, not because of being required to work on campus, but from the toxic environment UTD has become. I think before we grew to accept certain treatment as it is what it is, however, the break showed everyone how dysfunctional the office environment is for some.

I am in charge of hiring FTE staff in my department. Since COVID, I've seen a significant decrease of applicants now, compared to pre-Covid. The applicants we do have almost always ask for a remote or hybrid work assignment. When they find out that they are expected to work 100% on campus, most withdraw their application either immediately or once they are offered the position.

UT Dallas prides itself on being an innovative, adaptive University. Embracing the reality of a hybrid workplace as the present and future is an opportunity to "walk the talk."

I've never felt more able to achieve an actual work/life balance than during completely remote work (during covid) and the 50% schedule we currently observe. We always talk about this mystical 'balance' but until recently, it felt like another buzz word for leadership to throw around. I've lost 85 pounds since March 2020, spend more time with my child and family, cook more homemade meals, and the ability to work 50% remote has opened up additional DFW cities for when we plan to buy a house in a couple months. It's striking to me that all this can occur with no impact to my work- quite the opposite in fact. I am a more productive and efficient worker without social distractions and the simple lack of a 1.5 hour daily commute has changed my life so drastically for the better, I come to work in a better mood and dare I say 'happy'. Please, please, please don't take away remote work.

Being able to work remotely INCREDIBLY increased my work-life balance. Knowing it is an option has opened my eyes to what my work life could be like. If this option is removed entirely, I will likely look for a position that allows it at least in a hybrid capacity.

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ITEM #9

RETURN TO COUNCIL AGENDA

CEP Items for Senate

Academic Council Meeting

March 02, 2022

1. 2022-'23 Undergraduate Course Inventory
2. 2022-'23 Undergraduate Degree Plans
3. 2022-'23 Graduate Course Inventory
4. 2022-'23 Graduate Degree Plans

COURSE	ARHM	ATEC	BBS	ECS	EPPS	GENS	JSOM	NSMT	HONS	UGRD	TOTAL
Additions	2		2				2	1			**7**
Removals			5	1							**6**
Edits	3		6	4		1	1	10			**25**
Total	**5**		**13**	**5**		**1**	**3**	**11**			**38**
Repeatable						1					1
Online											

Additions

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
SPAN 1613 SPAN 2613		CLDP 4322 PSY 4326				IMS 4350 OPRE 4357	ACTS 4310		

Edits

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
CRWT 2301 JAPN 1311 JAPN 1312		CGS 3340 CGS 4314 CGS 4315 CLDP 3343 CLDP 3394	BMEN 1100 BMEN 3315 CS 4314 CS 4315		PHIN 1121	OPRE 4362	ACTS 4301 ACTS 4302 ACTS 4303 ACTS 4304 ACTS 4305 ACTS 4309 CHEM 2323 CHEM 2325 CHEM 2327 CHEM 2328		

Removals

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
		CGS 4364 CLDP 3494 PSY 4364 PSY 4374 SPAU 4366	BMEN 3360						

+ Repeatable

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
					PHIN 1121				

Core	

Online/Hybrid	

Legend			
*	New as repeatable	#	Update made to repeat hrs
=	Renumber – no additional info required	~	Reinstate – no additional info required
+	Contains adds & edits only	@	New Online/Hybrid Course
♦	Core Report Attached		

Click on any course number above to see a PDF of that course.

Click "Return to Main Menu" at the bottom of a page to return to this page.

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * span1613 (r1) span1613.3 group_head series_head	SPAN 1613 Intensive Beginning Spanish (6 semester credit hours) Development of basic skills in listening, speaking, reading, and writing within a cultural framework. Combines SPAN 1311 and SPAN 1312 in an intensive one-semester course. Prerequisite: Equivalent based on placement exam score or instructor consent required. (6-0) Y request notes Requested by Dr. Camacho-Guardado peoplesoft diff: SPAN 1613 Intensive Beginning Spanish (6 semester credit hours) Development of basic skills in listening, speaking, reading, and writing within a cultural framework. Combines SPAN 1311 and SPAN 1312 in an intensive one-semester course. Prerequisite: Equivalent based on placement exam score or instructor consent required. (6-0) Y show fields: span1613.3 • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	cxh074100 2022-01-07 12:39:05 audit: -5788.7 m index: -5788.7 m match_fail

SPAN 1613 - New Course Additional Information

Prefix	SPAN
Number	1613
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	state_core
Is Replacement	replace_yes
Replaces	no
Similar To	SPAN 1311 and 1312
Reasoning	Combines SPAN 1311 and SPAN 1312 in an intensive one-semester course.
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2021-09-23 13:09:50
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * span2613 (r1) span2613.4 group_head series_head	SPAN 2613 Intensive Intermediate Spanish (6 semester credit hours) Development of intermediate-level skills in listening, speaking, reading and writing within a cultural framework. Combines SPAN 2311 and SPAN 2312 in an intensive one-semester course. Prerequisite: SPAN 1312 or equivalent based on placement exam or instructor consent required. (6-0) Y **request notes** Requested by Dr. Camacho-Guardado **peoplesoft diff:** SPAN 2613 Intensive Intermediate Spanish (6 semester credit hours) Development of intermediate-level skills in listening, speaking, reading and writing within a cultural framework. Combines SPAN 2311 and SPAN 2312 in an intensive one-semester course. Prerequisite: SPAN 1312 or equivalent based on placement exam or instructor consent required. (6-0) Y **show fields: span2613.4** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	cxh074100 2022-01-07 12:40:09 audit: -5782.3 m index: -5782.3 m match_fail

SPAN 2316 - New Course Additional Information

Prefix	SPAN
Number	2316
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	No introductions to Spanish culture taught in Spanish
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-01-07 13:51:04
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * cldp4322 (r1) cldp4322.4 group_head series_head	CLDP 4322 The Development of Race and Ethnicity (3 semester credit hours) This course examines empirical research findings connected to social and cognitive aspects of the development of race and ethnicity. Students apply developmental findings to issues such as parenting, education, health care, societal norms, and ways to support healthy development. (3-0) Y request notes new course peoplesoft diff: CLDP 4322 The Development of Race and Ethnicity (3 semester credit hours) This course examines empirical research findings connected to social and cognitive aspects of the development of race and ethnicity. Students apply developmental findings to issues such as parenting, education, health care, societal norms, and ways to support healthy development. (3-0) Y show fields: cldp4322.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	mspence 2022-01-21 15:06:46 audit: -4364.4 m index: -4364.4 m match_fail

CLDP 4322 - New Course Additional Information

Prefix	CLDP
Number	4322
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	-
Requestor	dept head
Preparer	Leah Barfield
Create_DateTime	2021-11-30 16:05:33
Create_NetID	lnall

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * psy4326 (r1) psy4326.5 group_head series_head	PSY 4326 Clinical Psychological Science (3 semester credit hours) This course is a survey of advanced scientific topics relevant to psychopathology research and clinical practice. We will begin with an emphasis on critical thinking, including discussions of pseudoscience and the interpretation of anecdotal evidence. Next, we will discuss the formulation of scientific theories and the acquisition of knowledge. Classis papers in clinical psychology will then be covered (e.g., hypothetical constructs□nomological network). Finally, a variety of advanced topics in clinical psychology will be covered (e.g., limitations of categorical diagnostic systems□ complexities of conducting cognitive neuroscience and genetic research in this field). Prerequisites: PSY 3392 and PSY 4343. (3-0) Y request notes new course added by dept. peoplesoft diff: PSY 4326 Clinical Psychological Science (3 semester credit hours) This course is a survey of advanced scientific topics relevant to psychopathology research and clinical practice. We will begin with an emphasis on critical thinking, including discussions of pseudoscience and the interpretation of anecdotal evidence. Next, we will discuss the formulation of scientific theories and the acquisition of knowledge. Classis papers in clinical psychology will then be covered (e.g., hypothetical constructs□nomological network). Finally, a variety of advanced topics in clinical psychology will be covered (e.g., limitations of categorical diagnostic systems□ complexities of conducting cognitive neuroscience and genetic research in this field). Prerequisites: PSY 3392 and PSY 4343. (3-0) Y show fields: psy4326.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	mspence 2022-01-21 11:30:27 audit: -4349.4 m index: -4349.4 m match_fail

PSY 4326 - New Course Additional Information

Prefix	PSY
Number	4326
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	-
Requestor	PSY dept head.
Preparer	Leah Barfield
Create_DateTime	2021-11-24 09:57:54
Create_NetID	lnall

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * ims4350 (r1) ims4350.2 group_head series_head	IMS 4350 Global Market Entry Strategies (3 semester credit hours) This course focuses on developing market entry strategies for international companies. This course aims to equip students with necessary skills to succeed and navigate through the complex global business environment. In this course students are partnered with companies seeking to expand into international markets, learn how to conduct market analysis, apply global skillsets, and prepare recommendations for company consideration. This course utilizes a hands-on approach and provides resume-building learning experiences. Prerequisites: IMS 3310 and Junior or Senior standing. (3-0) S request notes New course content not previously offered peoplesoft diff: IMS 4350 Global Market Entry Strategies (3 semester credit hours) This course focuses on developing market entry strategies for international companies. This course aims to equip students with necessary skills to succeed and navigate through the complex global business environment. In this course students are partnered with companies seeking to expand into international markets, learn how to conduct market analysis, apply global skillsets, and prepare recommendations for company consideration. This course utilizes a hands-on approach and provides resume-building learning experiences. Prerequisites: IMS 3310 and Junior or Senior standing. (3-0) S show fields: ims4350.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	mkaplan 2021-11-11 11:16:39 audit: -515.2 m index: -515.2 m match_fail

IMS 4350 - New Course Additional Information

Prefix	IMS
Number	4350
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	major_req
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	New course content not previously offered
Requestor	Marilyn Kaplan
Preparer	Marilyn Kaplan
Create_DateTime	2021-11-11 10:58:39
Create_NetID	mkaplan

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * opre4357 (r1) opre4357.2 group_head series_head	OPRE 4357 Supply Chain Analytics (3 semester credit hours) This hands-on course uses Excel and Analytic Solver and introduces Python to apply analytical techniques to various aspects of supply chain such as demand planning, forecasting, inventory and production optimization, transportation, and sales analysis. Students gain necessary skills on utilizing such analytical tools to solve real-world problems in complex supply chain systems. Prerequisites: (OPRE 3360 or STAT 3360) and OPRE 3310. (3-0) Y request notes New course. peoplesoft diff: OPRE 4357 Supply Chain Analytics (3 semester credit hours) This hands-on course uses Excel and Analytic Solver and introduces Python to apply analytical techniques to various aspects of supply chain such as demand planning, forecasting, inventory and production optimization, transportation, and sales analysis. Students gain necessary skills on utilizing such analytical tools to solve real-world problems in complex supply chain systems. Prerequisites: (OPRE 3360 or STAT 3360) and OPRE 3310. (3-0) Y show fields: opre4357.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	kmd023000 2021-11-11 11:05:33 audit: -4342.9 m index: -4342.9 m match_fail

OPRE 4357 - New Course Additional Information

Prefix	OPRE
Number	4357
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	major_req
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	New course content, previously not offered,
Requestor	Marilyn Kaplan
Preparer	Marilyn kaplan
Create_DateTime	2021-11-11 10:53:45
Create_NetID	mkaplan

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acts4310 (r1) acts4310.2 group_head series_head	ACTS 4310 Predictive Analytics (3 semester credit hours) This 3 semester credit hour course provides a solid introduction to the implementation of various predictive analytic methods in two major statistical /machine learning software R and Python. Each student will complete a final project using insurance data. This class covers parts of the SOA Predictive Analytics (PA) exam. Prerequisites: (STAT 3355 and ACTS 4307 with grade C- or higher) or instructor consent required. (3-0) Y request notes To reflect the new Society of Actuaries exam changes peoplesoft diff: ACTS 4310 Predictive Analytics (3 semester credit hours) This 3 semester credit hour course provides a solid introduction to the implementation of various predictive analytic methods in two major statistical /machine learning software R and Python. Each student will complete a final project using insurance data. This class covers parts of the SOA Predictive Analytics (PA) exam. Prerequisites: (STAT 3355 and ACTS 4307 with grade C- or higher) or instructor consent required. (3-0) Y show fields: acts4310.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	jamies 2022-01-27 13:50:52 audit: -5804.3 m index: -5804.3 m match_fail

ACTS 4310 - New Course Additional Information

Prefix	ACTS
Number	4310
Year Min	2022
School	nsmt
Dept	nsmtmath
Curriculum_Fit	state_core
Is Replacement	replace_no
Replaces	-
Similar To	No, this is a unique course aimed to assist actuarial students in preparation for the Predictive Analytics actuarial exam
Reasoning	ACTS 4310 is uniquely designed to assist actuarial students in preparation for the Predictive Analytics (PA) actuarial exam required by the Society of Actuaries (SOA). No current UTD graduate course in actuarial science teaches student practical skills in predictive analytics, but most employers, especially in the insurance industry, strongly favor graduates with such skills. This course will fill this gap. Course ACTS 4310 emphasizes implementation of predictive analytics methods in two major statistical/machine learning software: R and Python. Each student will complete a final project using insurance data.
Requestor	Jamie Speight
Preparer	Jamie Speight
Create_DateTime	2022-01-24 13:30:59
Create_NetID	jamies

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * phin1121 (r7) phin1121.12 group_head series_head	PHIN 1121 Martial Arts and Self-Defense (1 semester credit hour) Instruction in basic self-defense techniques. Emphasis on traditional Japanese karate for self-defense and physical exercise. May be repeated for credit (3 semester credit hours maximum). (1-0) Y **request notes** Updated to correct ACAD Org. No other changes made (DDC - 11.1.17). **peoplesoft diff: 010100 2018-08-19 ddc130130** PHIN 1121 Martial Arts and Self-Defense (1 semester credit hour) Instruction in basic self-defense techniques. Emphasis on ~~judo and~~ traditional Japanese karate for self-defense and physical exercise. May be repeated for credit (3 semester credit hours maximum). (1-0) Y **repeat reason** Up to three semester credit hours may be needed for the student to achieve his/her desired goal. **show fields: phin1121.12** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	twissin 2022-01-27 15:22:10 010100 audit: -5797.3 m index: -5797.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * crwt2301 (r5) crwt2301.6 group_head series_head	CRWT 2301 (ENGL 2307) Introduction to Creative Writing (3 semester credit hours) An introduction to writing fiction, poetry, and nonfiction in a workshop setting. Prerequisite: RHET 1302. (3-0) S **request notes** Added TCCNS **peoplesoft diff: 003412 2020-08-16 ddc130130** CRWT 2301 (ENGL 2307) Introduction to Creative Writing (3 semester credit hours) An introduction to writing fiction, poetry, and nonfiction in a workshop setting. Prerequisite: RHET 1302. (3-0) S **show fields: crwt2301.6** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	cxh074100 2022-01-23 13:43:23 003412 audit: -6750.8 m index: -6750.8 m match_fail
2022-open	edit * japn1311 (r4) japn1311.6 group_head series_head	JAPN 1311 (JAPN 1411) Beginning Japanese I (3 semester credit hours) This course will integrate acquisition of the four language skills (listening, speaking, reading, and writing) with study of Japanese culture and civilization. (3-0) Y **request notes** Added TCCNS **peoplesoft diff: 007967 2019-08-18 sxr090100** JAPN 1311 (JAPN 1411) Beginning Japanese I (3 semester credit hours) This course will integrate acquisition of the four language skills (listening, speaking, reading, and writing) with study of Japanese culture and civilization. (3-0) Y **show fields: japn1311.6** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	cxh074100 2022-01-23 13:40:54 007967 audit: -1434.3 m index: -1434.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * japn1312 (r6) japn1312.10 group_head series_head	JAPN 1312 (JAPN 1412) Beginning Japanese II (3 semester credit hours) This course is a continuation of Beginning Japanese I. It will include review and application of skills in listening comprehension, speaking, reading, and writing. The course emphasizes conversation, vocabulary acquisition, reading, composition, and culture. Includes the study of Japanese culture and civilization. Prerequisite: JAPN 1311 or equivalent or instructor consent required. (3-0) Y request notes Added TCCNS peoplesoft diff: 007968 2017-08-20 ddc130130 JAPN 1312 (JAPN 1412) Beginning Japanese II (3 semester credit hours) This course is a continuation of Beginning Japanese I. It will include review and application of skills in listening comprehension, speaking, reading, and writing. The course emphasizes conversation, vocabulary acquisition, reading, composition, and culture. Includes the study of Japanese culture and civilization. Prerequisite: JAPN 1311 or equivalent or instructor consent required. (3-0) Y show fields: japn1312.10 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	cxh074100 2022-01-23 13:41:55 007968 audit: -1433.6 m index: -1433.6 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cgs3340 (r10) cgs3340.16 group_head series_head	CGS 3340 Experimental Projects in Cognitive Science (3 semester credit hours) Laboratory and field experience in designing and conducting research, with a major emphasis on writing research reports. Credit cannot be received for more than one of the following: CLDP 3394 or (PSY 3393 or CGS 3340). Prerequisite: PSY 3392 or PSY 3490. (Same as PSY 3393) (3-0) S request notes Updated to remove CLDP 3494 course alias: psy3393.20 (psy3393) ~~PSY 3393~~CGS 3340 Experimental Projects in ~~Psychology~~ Cognitive Science (3 semester credit hours) Laboratory and field experience in designing and conducting research, with a major emphasis on writing research reports. Credit cannot be received for more than one of the following: CLDP 3394 or (PSY 3393 or CGS 3340). Prerequisite: PSY 3392 or PSY 3490. (Same as ~~CGS 3340)~~ PSY 3393) (3-0) S peoplesoft diff: 002105 2021-08-22 ddc130130 CGS 3340 Experimental Projects in Cognitive Science (3 semester credit hours) Laboratory and field experience in designing and conducting research, with a major emphasis on writing research reports. Credit cannot be received for more than one of the following: CLDP ~~3394, CLDP 3494,~~ 3394 or (PSY 3393 or CGS 3340). Prerequisite: PSY 3392 or PSY 3490. (Same as PSY 3393) (3-0) S show fields: cgs3340.16 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	ddc130130 2022-02-15 08:47:54 002105 audit: -24.8 m index: -24.8 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cgs4314 (r10) cgs4314.17 group_head series_head	CGS 4314 Intelligent Systems Analysis (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Course topics include: advanced vector and matrix calculus and stochastic sequences of mixed random vectors and Bayesian nets. Unsupervised, supervised and reinforcement machine learning applications are emphasized through the course. Prerequisites: ((MATH 2414 or MATH 2419) and (CS 3341 or SE 3341) and MATH2418) or instructor consent required. (Same as CS 4314) (3-0) T **request notes** update requested per program head **course alias: cs4314.13 (cs4314)** ~~CS~~CGS 4314 Intelligent Systems Analysis (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Course topics include: advanced vector and matrix calculus and stochastic sequences of mixed random vectors and Bayesian nets. Unsupervised, supervised and reinforcement machine learning applications are emphasized through the course. Prerequisites: ((MATH 2414 or MATH 2419) and (CS 3341 or SE 3341) and MATH2418) or instructor consent required. (Same as ~~CGS~~ CS 4314) (3-0) T **peoplesoft diff: 002119 2021-08-22 ddc130130** CGS 4314 Intelligent Systems Analysis (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. ~~Topics~~ Course topics include: advanced vector and matrix ~~calculus,~~ calculus and stochastic sequences of mixed random ~~vectors, Bayesian nets,~~ vectors and ~~Markov fields.~~ Bayesian nets. Unsupervised, supervised and reinforcement machine learning applications are emphasized through the course. Prerequisites: ((MATH 2414 or MATH 2419) and (CS 3341 or SE 3341) and MATH2418) or instructor consent required. (Same as CS 4314) (3-0) T **show fields: cgs4314.17** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-30 15:47:59 002119 audit: -5287.7 m index: -5287.7 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cgs4315 (r11) cgs4315.18 group_head series_head	CGS 4315 Intelligent Systems Design (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Topics include: convergence analysis of adaptive and batch learning algorithms, Bayes Nets and Marko fields, Monte Carlo Markov Chain inference algorithms, bootstrap sampling methods, and the statistical analysis of generalization performance. Unsupervised, supervised, and reinforcement machine learning applications are emphasized throughout the course. Prerequisite: CGS 4314 or CS 4314. (Same as CS 4315) (3-0) T **request notes** Updated prereq to remove CS/CGS 4313 since it will not be offered and to include both CS and CGS option. **course alias: cs4315.17 (cs4315)** ~~CS~~CGS 4315 Intelligent Systems Design (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Topics include: convergence analysis of adaptive and batch learning algorithms, Bayes Nets and Marko fields, Monte Carlo Markov Chain inference algorithms, bootstrap sampling methods, and the statistical analysis of generalization performance. Unsupervised, supervised, and reinforcement machine learning applications are emphasized throughout the course. Prerequisite: CGS 4314 or CS 4314. (Same as ~~CGS~~ CS 4315) (3-0) T **peoplesoft diff: 002120 2021-08-22 ddc130130** CGS 4315 Intelligent Systems Design (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Topics include: convergence analysis of adaptive and batch learning algorithms, ~~convergence analysis of~~ Bayes Nets and Marko fields, Monte Carlo Markov Chain inference algorithms, bootstrap sampling methods, and the statistical analysis of generalization performance. Unsupervised, supervised, and reinforcement machine learning applications are emphasized throughout the course. Prerequisite: CGS 4314 or CS 4314. (Same as CS 4315) (3-0) T **show fields: cgs4315.18** • **cat_repeat_units**: 3 • **cat_delivery_method**: deliverymethod_100 • **cat_core**: • **cat_subtitles**: no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-30 15:50:27 002120 audit: -5282.9 m index: -5282.9 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cldp3343 (r6) cldp3343.11 group_head series_head	CLDP 3343 Children in a Changing World (3 semester credit hours) This course explores issues relevant to childhood in the twenty-first century. Topics vary and may include effects of electronic use, child maltreatment, parental drug use, medical progress, divorce, child care, children in different cultures and the human genome project. (3-0) Y request notes Updated acad org peoplesoft diff: 002734 2021-08-22 ddc130130 CLDP 3343 Children in a Changing World (3 semester credit hours) ~~Issues~~ This course explores issues relevant to childhood in the twenty-first century. Topics vary and may include effects of electronic use, child maltreatment, ~~effects of maternal~~ parental drug ~~use on infants,~~ use, medical progress, divorce, child care, children in different ~~cultures,~~ cultures and the human genome project. (3-0) Y show fields: cldp3343.11 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mspence 2022-01-03 15:09:24 002734 audit: -6692.9 m index: -6692.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cldp3394 (r6) cldp3394.14 group_head series_head	CLDP 3394 Research and Evaluation Methods (3 semester credit hours) This course provides experience in all phases of behavior science research, including study design, measurement, sampling, data collection, data analysis, and report writing. The course covers the fundamental concepts of experimental and non-experimental designs in research and evaluation. Credit cannot be received for more than one of the following: CLDP 3394 or (PSY 3393 or CGS 3340). Prerequisites: (PSY 2317 or STAT 1342) and PSY 3392. (3-0) S request notes Updated to remove CLDP 3494 which is being removed from the inventory peoplesoft diff: 002738 2021-08-22 ddc130130 CLDP 3394 Research and Evaluation Methods (3 semester credit hours) ~~Laboratory and field~~ This course provides experience in all phases of behavior science research, including study design, measurement, sampling, data collection, data analysis, and report writing. The course covers the fundamental concepts of ~~the psychometrics of measurement and testing, as well as applications of~~ experimental and non-experimental designs in research and evaluation. Credit cannot be received for more than one of the following: CLDP ~~3394, CLDP 3494,~~ 3394 or (PSY 3393 or CGS 3340). Prerequisites: (PSY 2317 or STAT 1342) and PSY 3392. (3-0) S show fields: cldp3394.14 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-02-15 08:50:02 002738 audit: -23.3 m index: -23.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * bmen1100 (r4) bmen1100.9 group_head series_head	BMEN 1100 Introduction to Bioengineering I (1 semester credit hour) This is a laboratory course emphasizing the essential skills and tools necessary to succeed in a biomedical engineering degree plan. Lab activities will include an introduction to laboratory instruments applicable to the field of biomedical engineering, measurement techniques, and basic statistical analysis of real-world experimental data. Professional responsibilities in biomedical engineering will be evaluated as well as engineering ethics. CE 1100 or CS 1200 or EE 1100 or MECH 1100 can substitute for this course. Credit cannot be received for more than one of the following: BMEN 1100, CE 1100, CS 1200, EE 1100 or MECH 1100. Lab fee of □30 required. (0-2) Y **request notes** added lab fee statement. updated course description and contact hours (2 instead of 3, lowering meeting pattern to 1h 40min in AY 22-23). 12-10-21 ltm **peoplesoft diff: 014752 2021-08-22 ddc130130** BMEN 1100 Introduction to Bioengineering I (1 semester credit hour) This is a laboratory course emphasizing the essential skills and tools necessary to succeed in a biomedical engineering degree plan. ~~Three core areas of the field will be introduced - biochemistry, solid mechanics, and bioelectronics.~~ Lab activities will include an introduction to laboratory instruments applicable to the field of biomedical engineering, measurement techniques, and basic statistical analysis of ~~a biochemical transport problem, understanding and fabricating mechanical devices based on~~ real-world experimental data. Professional responsibilities in biomedical engineering ~~drawings, and assembling and testing simple electronic circuits to record and analyze bioelectrical signals of the human body.~~ will be evaluated as well as engineering ethics. CE 1100 or CS 1200 or EE 1100 or MECH 1100 can substitute for this course. Credit cannot be received for more than one of the following: BMEN 1100, CE 1100, CS 1200, EE 1100 or MECH 1100. Lab fee of □30 required. ~~(0-3)~~ (0-2) Y **show fields: bmen1100.9** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	lxm162530 2021-12-10 11:36:47 014752 audit: -6704.3 m index: -6704.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * bmen3315 (r8) bmen3315.15 group_head series_head	BMEN 3315 Thermodynamics and Physical Chemistry in Biomedical Engineering (3 semester credit hours) An introduction to the fundamentals of thermodynamics and physical chemistry. Molecules and chemical bonds, chemical kinetics and reaction equilibria. Topics also include molecular transitions, nonequilibrium processes, self assembly, and interface thermodynamics. Prerequisites: (CHEM 1301 or (CHEM 1311 and CHEM 1312)) and (CHEM 2324 or (CHEM 2323 and CHEM 2325)) and (MATH 2415 or MATH 2419 or equivalent) and (PHYS 2126 and PHYS 2326). (3-0) Y request notes Building in equivalencies for registration. Email from Dr. Ntafos 4/4/2018. Removed "Credit cannot be received for both courses, BMEN 3315 and BMEN 3360" due to BMEN 3360 course deletion. ltm 1/19/22 peoplesoft diff: 013549 2018-08-19 sxr090100 BMEN 3315 Thermodynamics and Physical Chemistry in Biomedical Engineering (3 semester credit hours) An introduction to the fundamentals of thermodynamics and physical chemistry. Molecules and chemical bonds, chemical kinetics and reaction equilibria. Topics also include molecular transitions, nonequilibrium processes, self assembly, and interface thermodynamics. ~~Credit cannot be received for both courses, BMEN 3315 and BMEN 3360.~~ Prerequisites: (CHEM 1301 or (CHEM 1311 and CHEM 1312)) and (CHEM 2324 or (CHEM 2323 and CHEM 2325)) and (MATH 2415 or MATH 2419 or equivalent) and (PHYS 2126 and PHYS 2326). (3-0) Y show fields: bmen3315.15 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	lxm162530 2022-01-19 08:58:00 013549 audit: -6694 m index: -6694 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cs4314 (r11) cs4314.13 group_head series_head	CS 4314 Intelligent Systems Analysis (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Course topics include: advanced vector and matrix calculus and stochastic sequences of mixed random vectors and Bayesian nets. Unsupervised, supervised and reinforcement machine learning applications are emphasized through the course. Prerequisites: ((MATH 2414 or MATH 2419) and (CS 3341 or SE 3341) and MATH2418) or instructor consent required. (Same as CGS 4314) (3-0) T **request notes** Updated to match cross-listed course **course alias: cgs4314.17 (cgs4314)** ~~CGS~~CS 4314 Intelligent Systems Analysis (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Course topics include: advanced vector and matrix calculus and stochastic sequences of mixed random vectors and Bayesian nets. Unsupervised, supervised and reinforcement machine learning applications are emphasized through the course. Prerequisites: ((MATH 2414 or MATH 2419) and (CS 3341 or SE 3341) and MATH2418) or instructor consent required. (Same as ~~CS~~ CGS 4314) (3-0) T **peoplesoft diff: 003508 2021-08-22 ddc130130** CS 4314 Intelligent Systems Analysis (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. ~~Topics~~ Course topics include: advanced vector and matrix ~~calculus,~~ calculus and stochastic sequences of mixed random ~~vectors, Bayesian nets,~~ vectors and ~~Markov fields.~~ Bayesian nets. Unsupervised, supervised and reinforcement machine learning applications are emphasized through the course. Prerequisites: ((MATH 2414 or MATH 2419) and (CS 3341 or SE 3341) and MATH2418) or instructor consent required. (Same as CGS 4314) (3-0) T **show fields: cs4314.13** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-02-11 17:03:14 003508 audit: -5279.1 m index: -5279.1 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cs4315 (r12) cs4315.17 group_head series_head	CS 4315 Intelligent Systems Design (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Topics include: convergence analysis of adaptive and batch learning algorithms, Bayes Nets and Marko fields, Monte Carlo Markov Chain inference algorithms, bootstrap sampling methods, and the statistical analysis of generalization performance. Unsupervised, supervised, and reinforcement machine learning applications are emphasized throughout the course. Prerequisite: CGS 4314 or CS 4314. (Same as CGS 4315) (3-0) T **request notes** Updated to match crosslisting **course alias: cgs4315.18 (cgs4315)** ~~CGS~~CS 4315 Intelligent Systems Design (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Topics include: convergence analysis of adaptive and batch learning algorithms, Bayes Nets and Marko fields, Monte Carlo Markov Chain inference algorithms, bootstrap sampling methods, and the statistical analysis of generalization performance. Unsupervised, supervised, and reinforcement machine learning applications are emphasized throughout the course. Prerequisite: CGS 4314 or CS 4314. (Same as ~~CS~~ CGS 4315) (3-0) T **peoplesoft diff: 003509 2021-08-22 ddc130130** CS 4315 Intelligent Systems Design (3 semester credit hours) This advanced machine learning course covers mathematics essential for the analysis and design of unsupervised, supervised, and reinforcement machine learning algorithms including deep learning neural network models formulated within a statistical empirical risk minimization framework. Topics include: convergence analysis of adaptive and batch learning algorithms, ~~convergence analysis of~~ Bayes Nets and Marko fields, Monte Carlo Markov Chain inference algorithms, bootstrap sampling methods, and the statistical analysis of generalization performance. Unsupervised, supervised, and reinforcement machine learning applications are emphasized throughout the course. Prerequisite: CGS 4314 or CS ~~4314 or instructor consent required.~~ 4314. (Same as CGS 4315) (3-0) T **show fields: cs4315.17** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-02-11 17:09:53 003509 audit: -5284 m index: -5284 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * opre4362 (r2) opre4362.7 group_head series_head	OPRE 4362 Supply Chain Strategy (3 semester credit hours) In this course, students will evaluate and select appropriate supply chain strategies for different business situations. The course will discuss improvements in the plan, source, make, delivery, customer service, and new product development capabilities to meet strategic and financial goals in demand-driven value networks. Case studies will cover recent trends in supply chain strategy and key competencies required to be successful in a global marketplace. Prerequisites: OPRE 3310 or OPRE 3320. (3-0) Y **request notes** new course for 2021 per Monica Brussolo **peoplesoft diff: 015993 2021-08-22 ddc130130** OPRE 4362 Supply Chain Strategy (3 semester credit hours) ~~Students~~ In this course, students will evaluate and select appropriate supply chain strategies for different business situations. The course will discuss improvements in the plan, source, make, delivery, customer service, and new product development capabilities to meet strategic and financial goals in demand-driven value networks. Case studies will cover recent trends in supply chain strategy and key competencies required to be successful in a global marketplace. Prerequisites: OPRE 3310 ~~and~~ or OPRE 3320. (3-0) Y **show fields: opre4362.7** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	sxa063000 2022-01-27 13:07:52 015993 audit: -5264.5 m index: -5264.5 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acts4301 (r8) acts4301.17 group_head series_head	ACTS 4301 Long Term Actuarial Mathematics I (3 semester credit hours) The purpose of this class is to develop the student's knowledge of the theoretical basis of life contingent actuarial models and the application of those models to insurance and other financial risks. Life contingencies, survival models, life insurances, annuities, and premiums will be studied. This class covers parts of SOA Exams FAM and ALTAM. Prerequisites: STAT 4351 with a grade C- or higher and ACTS 4308 with a grade C- or higher. (3-0) T request notes To reflect the new Society of Actuaries exam changes. peoplesoft diff: 012851 2019-08-18 shh160630 ACTS 4301 Long Term Actuarial Mathematics I (3 semester credit hours) The purpose of this class is to develop the student's knowledge of the theoretical basis of life contingent actuarial models and the application of those models to insurance and other financial risks. Life contingencies, survival models, life insurances, annuities, and premiums will be studied. This class covers parts of SOA ~~Exam LTAM.~~ Exams FAM and ALTAM. Prerequisites: STAT 4351 with a grade C- or higher and ACTS 4308 with a grade C- or higher. (3-0) T show fields: acts4301.17 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-24 13:07:30 012851 audit: -6692 m index: -6692 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acts4302 (r8) acts4302.19 group_head series_head	ACTS 4302 Investment and Financial Markets (3 semester credit hours) This 3 semester credit hour course develops the student's knowledge of the theoretical basis of certain actuarial models and the application of those models to insurance and other financial risks. The topics discussed include mean-variance portfolio theory, asset pricing models, market efficiency and behavioral finance, investment risk and project analysis, capital structure, main methods of capital budgeting, equity and debt, forwards and futures, and introduction to options. This class covers parts of CAS exam 3F and serves as a Finance Component of the SOA VEE requirement in Accounting and Finance. Prerequisites: STAT 4351 with a grade C- or higher and ACTS 4308 with a grade C- or higher. (3-0) T request notes To reflect the Society of Actuaries exam changes. peoplesoft diff: 012853 2019-08-18 ddc130130 ACTS 4302 Investment and Financial Markets ~~I~~ (3 semester credit hours) This 3 semester credit hour course develops the student's knowledge of the theoretical basis of certain actuarial models and the application of those models to insurance and other financial risks. The topics discussed include mean-variance portfolio theory, asset pricing models, market efficiency and behavioral finance, investment risk and project analysis, capital structure, main methods of capital budgeting, equity and debt, forwards and futures, and introduction to options. This class covers parts of CAS exam 3F and serves as a Finance Component of the SOA ~~exam IFM.~~ VEE requirement in Accounting and Finance. Prerequisites: STAT 4351 with a grade C- or higher and ACTS 4308 with a grade C- or higher. (3-0) T show fields: acts4302.19 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	jamies 2022-01-24 13:09:50 012853 audit: -6691.3 m index: -6691.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acts4303 (r5) acts4303.17 group_head series_head	ACTS 4303 Long Term Actuarial Mathematics II (3 semester credit hours) The purpose of this class is to further develop the student's knowledge of the theoretical basis of life contingent actuarial models and the application of those models to insurance and other financial risks. Reserves for insurances and annuities, multi-state models, long-term insurance coverages, pension plans and retirement benefits will be studied. This class covers parts of SOA Exams FAM and ALTAM. Prerequisite: ACTS 4301 with a grade C- or higher. (3-0) Y request notes To allow a fuller coverage of the actuarial exam. 3.24.21-Per Dr. Biewer, change prerequisite to "or" instructor peoplesoft diff: 014113 2021-08-22 ddc130130 ACTS 4303 Long Term Actuarial Mathematics II (3 semester credit hours) The purpose of this class is to further develop the student's knowledge of the theoretical basis of life contingent actuarial models and the application of those models to insurance and other financial risks. Reserves for insurances and annuities, multi-state models, long-term insurance coverages, pension plans and retirement benefits will be studied. This class covers parts of SOA ~~Exam LTAM. Prerequisites:~~ Exams FAM and ALTAM. Prerequisite: ACTS 4301 with a grade C- or ~~higher or instructor consent required.~~ higher. (3-0) Y show fields: acts4303.17 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-24 13:11:20 014113 audit: -6780.1 m index: -6780.1 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acts4304 (r7) acts4304.18 group_head series_head	ACTS 4304 Short Term Actuarial Mathematics I (3 semester credit hours) The purpose of this class is to develop the student's knowledge of the severity, frequency and aggregate risk models and the application of those models to insurance and other financial risks. Property and casualty insurance coverages, health insurance, loss reserving, ratemaking, coverage modifications and risk measures will be discussed. This class covers parts of SOA Exams FAM and ASTAM□CAS Exams MAS I, MAS II, and 5. Prerequisite: STAT 4352 with the grade C- or higher. (3-0) T request notes Updated per dept. peoplesoft diff: 012854 2021-08-22 ddc130130 ACTS 4304 Short Term Actuarial Mathematics I (3 semester credit hours) The purpose of this class is to develop the student's knowledge of the severity, frequency and aggregate risk models and the application of those models to insurance and other financial risks. Property and casualty insurance coverages, health insurance, loss reserving, ratemaking, coverage modifications and risk measures will be discussed. This class covers parts of SOA ~~Exam STAM~~ Exams FAM and ASTAM□CAS Exams MAS I, MAS II, and 5. Prerequisite: STAT 4352 with the grade C- or higher. (3-0) T show fields: acts4304.18 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-24 13:12:27 012854 audit: -6689.8 m index: -6689.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acts4305 (r4) acts4305.14 group_head series_head	ACTS 4305 Short Term Actuarial Mathematics II (3 semester credit hours) The purpose of this class is to develop the students' knowledge of the construction and selection of parametric frequency and aggregate models. The students will understand and be able to construct and estimate parameters for parametric models using Maximum Likelihood estimation techniques and perform model selection using graphical procedures, hypothesis tests, including Chi-square goodness-of-fit, Kolmogorov-Smirnov and Likelihood ratio (LRT) tests. This class covers parts of SOA Exams FAM and ASTAM□CAS Exams MAS I, MAS II and 5. Prerequisite: ACTS 4304 with a grade C- or higher or instructor consent required. (3-0) Y request notes Addition of this course will allow fuller coverage of the actuarial exam material.3.24.21-per Dr. Biewer updated prerequisite to "or Instructor" peoplesoft diff: 015598 2021-08-22 ddc130130 ACTS 4305 Short Term Actuarial Mathematics II (3 semester credit hours) The purpose of this class is to develop the students' knowledge of the construction and selection of parametric frequency and aggregate models. The students will understand and be able to construct and estimate parameters for parametric models using Maximum Likelihood estimation techniques and perform model selection using graphical procedures, hypothesis tests, including Chi-square goodness-of-fit, Kolmogorov-Smirnov and Likelihood ratio (LRT) tests. This class covers parts of SOA ~~Exam STAM~~ Exams FAM and ASTAM□CAS Exams MAS I, MAS II and 5. ~~May be repeated for credit (6 semester credit hours maximum).~~ ~~Prerequisites:~~ Prerequisite: ACTS 4304 with a grade C- or higher or instructor consent required. (3-0) Y repeat reason To achieve better understanding and results. show fields: acts4305.14 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 29	jamies 2022-01-24 13:13:48 015598 audit: -6687.9 m index: -6687.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acts4309 (r2) acts4309.9 group_head series_head	ACTS 4309 Theory of Options (3 semester credit hours) This 3 semester course develops the student's knowledge of the theory of options. The topics discussed include general properties of options, binomial pricing models, Black-Scholes option pricing model, option Greeks, exotic options and risk management. This class covers parts of CAS exam 3F, topics on the SOA FAP capstones and exam ALTAM. Prerequisite: ACTS 4302 with grade C- or higher. (3-0) Y **request notes** Actuarial exam syllabus changes by the Society of Actuaries **peoplesoft diff: 015596 2019-08-18 ddc130130** ACTS 4309 ~~Investment and Financial Markets II~~ Theory of Options (3 semester credit hours) This 3 semester course develops the student's knowledge of the theory of options. The topics discussed include general properties of options, binomial pricing models, Black-Scholes option pricing model, option Greeks, exotic options and risk management. This class covers parts of CAS exam ~~3F and~~ 3F, topics on the SOA FAP capstones and exam ~~IFM.~~ ALTAM. Prerequisite: ACTS 4302 with grade C- or higher. (3-0) Y **show fields: acts4309.9** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	jamies 2022-01-24 13:14:52 015596 audit: -6687 m index: -6687 m match_fail
2022-open	edit * chem2323 (r6) chem2323.8 group_head series_head	CHEM 2323 (CHEM 2323) Introductory Organic Chemistry I (3 semester credit hours) The covalent bond. Organic chemistry: aliphatic and aromatic compounds□covalent inorganic and organometallic compounds□a survey of the organic functional groups and their typical reactions□stereochemistry. The first course in organic chemistry. Satisfies the basic organic chemistry lecture requirements for pre-health profession students. Students will also be registered for the exam section. Prerequisite: CHEM 1312 or CHEM 1316. (3-0) S **request notes** Updated per Dr. Biewer **peoplesoft diff: 002190 2014-08-24 ddc130130** CHEM 2323 (CHEM 2323) Introductory Organic Chemistry I (3 semester credit hours) The covalent bond. Organic chemistry: aliphatic and aromatic compounds□covalent inorganic and organometallic compounds□a survey of the organic functional groups and their typical reactions□stereochemistry. The first course in organic chemistry. Satisfies the basic organic chemistry lecture requirements for pre-health profession students. Students will also be registered for the exam section. Prerequisite: CHEM 1312 or CHEM 1316. ~~Corequisite: CHEM 2123.~~ (3-0) S **show fields: chem2323.8** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-02-08 14:41:17 002190 audit: -6698.7 m index: -6698.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * chem2325 (r5) chem2325.7 group_head series_head	CHEM 2325 (CHEM 2325) Introductory Organic Chemistry II (3 semester credit hours) Continuation of CHEM 2323. Methods of structure determination. Synthesis, degradation, spectroscopy. Naturally occurring compounds: carbohydrates, amino acids and proteins, lipids, alkaloids. Students will also be registered for the exam section. Prerequisite: CHEM 2323. Corequisite: CHEM 2233. (3-0) S request notes Updated per Dr. Biewer peoplesoft diff: 002191 2014-08-24 ddc130130 CHEM 2325 (CHEM 2325) Introductory Organic Chemistry II (3 semester credit hours) Continuation of CHEM 2323. Methods of structure determination. Synthesis, degradation, spectroscopy. Naturally occurring compounds: carbohydrates, amino acids and proteins, lipids, alkaloids. Students will also be registered for the exam section. Prerequisite: CHEM 2323. Corequisite: CHEM ~~2125.~~ 2233. (3-0) S show fields: chem2325.7 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-02-08 14:42:01 002191 audit: -6698.3 m index: -6698.2 m match_fail
2022-open	edit * chem2327 (r2) chem2327.5 group_head series_head	CHEM 2327 Honors Organic Chemistry I (3 semester credit hours) This course, intended for students who have a solid background in general chemistry, offers a unified overview of fundamental organic chemistry, providing students with an integrated understanding of molecular architecture, molecular transformations, reaction energetics and mechanisms, synthetic strategy, and structure determination. Prerequisites: (CHEM 1312 or CHEM 1316) and instructor consent required. (3-0) Y request notes Updated per Dr. Biewer peoplesoft diff: 014930 2016-08-21 ddc130130 CHEM 2327 Honors Organic Chemistry I (3 semester credit hours) This course, intended for students who have a solid background in general chemistry, offers a unified overview of fundamental organic chemistry, providing students with an integrated understanding of molecular architecture, molecular transformations, reaction energetics and mechanisms, synthetic strategy, and structure determination. Prerequisites: (CHEM 1312 or CHEM 1316) and instructor consent required. ~~Corequisite: CHEM 2127.~~ (3-0) Y show fields: chem2327.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-02-08 14:42:40 014930 audit: -6697.6 m index: -6697.6 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * chem2328 (r2) chem2328.5 group_head series_head	CHEM 2328 Honors Organic Chemistry II (3 semester credit hours) A continuation of the presentation of concepts begun in CHEM 2327. This course will present advanced topics including properties and reactions of aromatic compounds, reactions of carbonyl containing compounds, and the use of spectroscopic techniques to determine the structure of organic compounds. Prerequisite: CHEM 2327. Corequisite: CHEM 2237. (3-0) Y request notes Updated per Dr. Biewer peoplesoft diff: 014931 2016-08-21 ddc130130 CHEM 2328 Honors Organic Chemistry II (3 semester credit hours) A continuation of the presentation of concepts begun in CHEM 2327. This course will present advanced topics including properties and reactions of aromatic compounds, reactions of carbonyl containing compounds, and the use of spectroscopic techniques to determine the structure of organic compounds. Prerequisite: CHEM 2327. Corequisite: CHEM ~~2128.~~ 2237. (3-0) Y show fields: chem2328.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-02-08 14:43:26 014931 audit: -6696.9 m index: -6696.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-2022	remove * bmen3360 (r4) bmen3360.12 group_head series_head	request to remove this course from catalog request notes 11/9/15 - (DDC): Corrected error with Delivery Method per Kelly Sloan. 03.30.16 - (DDC): Clarified requisite statement per Dr. Ntafos with approval from CUE that changes are non-substantive. Removed "Lecture course" from start of description per Dr. Ntafos. (DDC) Per December 2021 faculty vote, removing this course from course offerings. 12-10-21 ltm show fields: bmen3360.12 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lxm162530 2021-12-10 08:59:10 014405 audit: -5291.9 m index: -5291.8 m
2022-2022	remove * cgs4364 (r8) cgs4364.8 group_head series_head	request to remove this course from catalog request notes updated acad org show fields: cgs4364.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lnall 2022-02-14 15:34:55 002129 audit: -27.1 m index: -27.1 m
2022-2022	remove * cldp3494 (r7) cldp3494.18 group_head series_head	request to remove this course from catalog request notes Updated acad org show fields: cldp3494.18 • cat_repeat_units: 4 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	mspence 2022-01-03 15:16:08 012932 audit: -19.2 m index: -19.2 m

req type course req_id	catalog course description	request status	request metadata	actions
2022-2022	remove * psy4364 (r9) psy4364.10 group_head series_head	request to remove this course from catalog request notes dept head requested deletion of course show fields: psy4364.10 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lnall 2021-11-30 16:20:03 011190 audit: -27.2 m index: -27.2 m
2022-2022	remove * psy4374 (r7) psy4374.8 group_head series_head	request to remove this course from catalog request notes dept head requesting deletion of course show fields: psy4374.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lnall 2021-11-30 16:21:04 011200 audit: -5260.1 m index: -5260.1 m
2022-2022	remove * spau4366 (r5) spau4366.6 group_head series_head	request to remove this course from catalog request notes Udpated acad org. Dept head requested course be cancelled. show fields: spau4366.6 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	mspence 2022-01-03 15:30:09 013971 audit: -5267.2 m index: -5267.2 m

ITEM #9B

RETURN TO COUNCIL AGENDA

Return to CEP Items

Undergraduate Program Pages to be Updated in 2022-2023

Location	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	SP	UGRD	1st 40	TOTAL
This Report	**9**		**2**	**3**	**1**		**11**		**1**			**27**
In RO Review	1		1	1						5	45	53
In Approvals	3		2	3	1		3	1	1			14
Approved												0
No Change	5	6	2	3	11	6	5	16	4	3	1	62
Total	18	6	7	10	13	6	19	17	6	8	46	156

All updated pages are listed with a general summary of changes made.

ALL	
February 2022	Combined report. Also available on the Registrar's Intranet

ARHM	
Philosophy	Changes to offerings under Major Requirements Upper-Division section
VPAS - Communication	Minor changes to courses and wording under the Major Requirements section
VPAS - Dance	Minor course and wording changes
VPAS - Film	Wording and course changes under the Major Core section
VPAS - Interdisciplinary Arts	Redistribution of SCH under Major Requirements section. Wording and course changes.
VPAS - Music	Wording and Course changes under Major Core Courses section
VPAS - Photo-Video-Digital	Wording and course changes under Major Core Section
VPAS - Theatre	Wording and course changes under major core courses section
VPAS - Visual Arts	Changes to offerings under Major Requirements Upper-Division section

BBS	
Minors - BBS	Course changes to Neuroscience. Wording and Course changes to Psychology
Neuroscience	Minor wording and course changes in several places

ECS	
Biomedical Engineering	Redistribution of SCH under Major Requirements section. Wording changes/additions. Course changes.
Computer Engineering	Redistributed SCH under Major Requirements and Electives sections to allow for the addition of MATH requirements. Course changes.
Software Engineering	SCH redistributed between Major Requirements (internally as well) and Electives. Guided Electives section reworked. Courses add/removed.

EPPS	
Minors - EPPS	Course changes under Geography Minor

JSOM	
Accounting	Minor wording change and some course changes
Business Administration	Removed Business Analytics Concentration. Wording additions to other concentrations and Course Changes. New Footnote.
Business Analytics	Course Changes
Global Business	Removed Business Analytics concentration. Wording changes to opening. SCH redistribution under Major Requirements section. Course changes.
GLBS & Human Resource Mgmt	Wording change to opening. Foreign Language requirement removed and SCH added into Major Related Courses section. Footnote change. Course changes
GLBS & Marketing	Removed Language Requirement. SCH added to Marketing Electives section. Wording changes/additions. Footnote change. Course changes.

Undergraduate Program Pages to be Updated in 202[illegible]

GLBS & Supply Chain Mgmt	Wording changes/additions. The Foreign Language requirement was removed and SCH moved to the Major Related Courses section. Course changes
Healthcare Management	Wording and course changes
Human Resource Management	Course changes
Information Technology and Systems	New track Cybersecurity Management added. Approved at Nov Senate. Wording changes. Course changes.
Supply Chain Management	Analytics track removed. Wording changes. Course changes.

Shared Programs	
GLBS & Intl Political Econ (EPPS & JSOM)	Wording changes to opening. SCH redistributed between Major Requirements sections. Footnote change. Course changes

If you continue to have issues please go to the Registrar's Intranet to access all files.

Graduate Courses to be Offered in 2022-2023 – February Submission

Type	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	TOTAL
Additions	4		5	2			16	1	**28**
Edits	2		7				32	14	**55**
Removals	1		1				7		9
Total	**7**		**13**	**2**			**55**	**15**	**92**
Repeatable	5		2	1				9	17
Online							1		1

Addition

ARHM	ATEC	BBS	ECS	EPPS	JSOM		NSM
* HIST 6344		ACN 6307	BMEN 6396		ACCT 6293	FIN 6371	ACTS 6307
* HIST 6368		ACN 7351	* SYSE 6v60		BPS 6387	FTEC 6314	
* HIST 6392		ACN 7354			BUAN 6368	IMS 6367	
PHIL 6367		ACN 7387			BUAN 6373	MIS 6368	
		~ HCS 6337			BUAN 6383	MIS 6386	
					ENTP 6377	MKT 6373	
					ENTP 6381	MKT 6386	
					ENTP 6386	OPRE 6351	

Edit

ARHM	BBS	JSOM				NSM	
# IDEA 8305	ACN 6337	ACCT 6338	ENTP 6352	FIN 6356	MIS 6349	ACTS 6301	MATH 6v81
LIT 6395	COMD 6307	ACCT 6341	ENTP 6355	FIN 6357	MIS 6389	ACTS 6303	MATH 7390
	COMD 7354	ACCT 6343	ENTP 6380	FTEC 6304	MKT 6347	ACTS 6304	MATH 8v04
	COMD 7387	ACCT 6345	FIN 6301	FTEC 6321	MKT 6349	ACTS 6305	STAT 5390
	HCS 6363	ACCT 6367	FIN 6350	IMS 6304	MKT 6380	ACTS 6308	STAT 7390
	HCS 7351	ACCT 6374	FIN 6352	IMS 6345	MKT 6384	MATH 5390	STAT 8v02
	HCS 7354	BUAN 6382	FIN 6353	MIS 6334	OPRE 6334	MATH 6390	STAT 8v03
		ENTP 6304	FIN 6355	MIS 6338	SYSM 6312		

+ Repeatable

ARHM	ATEC	BBS	ECS	EPPS	JSOM	NSM	
* HIST 6344		~ HCS 6337	* SYSE 6v60			MATH 5390	STAT 5390
* HIST 6368		HCS 6363				MATH 6390	STAT 7390
* HIST 6392						MATH 6v81	STAT 8v02
# IDEA 8305						MATH 7390	STAT 8v03
LIT 6395						MATH 8v04	

Inactivation

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM
LIT 7390		ACN 6363				ACCT 6201	
						FIN 6300	
						FIN 6362	
						FTEC 6306	
						MIS 6343	
						MIS 6348	
						MIS 6383	

Online/Hybrid

ARHM	BBS	JSOM
		ENTP 6352

Legend

*	New as repeatable	#	Update made to repeat
=	Renumber – no additional info required	~	Reinstate – no additional info required
+	Table contains additions & edits only	@	New as Online/Hybrid Course

Click on any course number above to see a PDF of that course.

To reduce the size of this document it contains only New and Repeat courses. The rest open on Box. A NetID and password are required to log in.

Follow the progress of this report on the Registrar's Intranet.

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hist6344 (r1) hist6344.2 group_head series_head	HIST 6344 Historical Contexts of the Holocaust (3 semester credit hours) Examination of specific historical contexts relevant to the Holocaust, such as studies of modern Jewish history and culture, modern German history and culture, and the history of Antisemitism. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) R request notes Added to fit with revisions to the Holocaust certificate peoplesoft diff: HIST 6344 Historical Contexts of the Holocaust (3 semester credit hours) Examination of specific historical contexts relevant to the Holocaust, such as studies of modern Jewish history and culture, modern German history and culture, and the history of Antisemitism. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) R repeat reason May be repeated as topics vary. show fields: hist6344.2 • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 10	mxb091000 2022-01-25 10:39:02 audit: -908.1 m index: -908.1 m match_fail

HIST 6344 - New Course Additional Information

Prefix	HIST
Number	6344
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	N/A
Requestor	Matthew J. Brown
Preparer	Matthew J. Brown
Create_DateTime	2022-01-25 10:28:23
Create_NetID	mxb091000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hist6368 (r1) hist6368.2 group_head series_head	HIST 6368 Genocide and Human Rights in Latin America (3 semester credit hours) Examination of genocides and human rights struggles in Latin America. May be repeated for credit as topics vary (6 semester credit hours maximum). (3-0) T **request notes** Added to fit with revisions to the Holocaust certificate, and to support the Latin American Studies MA. **peoplesoft diff:** HIST 6368 Genocide and Human Rights in Latin America (3 semester credit hours) Examination of genocides and human rights struggles in Latin America. May be repeated for credit as topics vary (6 semester credit hours maximum). (3-0) T **repeat reason** Different time periods and geographical focus will give different content to the class. **show fields: hist6368.2** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 10	mxb091000 2022-01-25 10:45:51 audit: -906.1 m index: -906.1 m match_fail

HIST 6368 - New Course Additional Information

Prefix	HIST
Number	6368
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	N/A
Requestor	Matthew J. Brown
Preparer	Matthew J Brown
Create_DateTime	2022-01-25 10:40:19
Create_NetID	mxb091000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hist6392 (r1) hist6392.2 group_head series_head	HIST 6392 Topics in the History of the Holocaust, Genocide, and Human Rights (3 semester credit hours) Examination of specific topics within the history of the Holocaust, genocides, and struggles for human rights. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) R request notes Added to fit with revisions to the Holocaust certificate peoplesoft diff: HIST 6392 Topics in the History of the Holocaust, Genocide, and Human Rights (3 semester credit hours) Examination of specific topics within the history of the Holocaust, genocides, and struggles for human rights. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) R repeat reason Will include all HIST topics that fit one major heading of the Holocaust studies certificate. show fields: hist6392.2 • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 10	mxb091000 2022-01-25 10:51:05 audit: -891.3 m index: -891.2 m match_fail

HIST 6392 - New Course Additional Information

Prefix	HIST
Number	6392
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	HIST 6342 The Holocaust
Reasoning	Offers both a broader set of topics and more focused explorations of those topics, rather than a general historical overview.
Requestor	Matthew J. Brown
Preparer	Matthew J Brown
Create_DateTime	2022-01-25 10:47:53
Create_NetID	mxb091000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * phil6367 (r1) phil6367.3 group_head series_head	PHIL 6367 (ACN 6337 and HCS 6337) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R **request notes** Adding cross-listing at request of instructor and Program Heads. **course alias: acn6337.9 (acn6337)** ~~ACN 6337 (HCS~~PHIL 6367 (ACN 6337 and ~~PHIL 6367)~~ HCS 6337) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R **course alias: hcs6337.4 (hcs6337)** ~~HCS 6337~~PHIL 6367 (ACN 6337 and ~~PHIL 6367)~~ HCS 6337) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R **peoplesoft diff:** PHIL 6367 (ACN 6337 and HCS 6337) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R	phase: approve status: approving audit: 11	mxb091000 2021-10-08 17:10:41 audit: -7130.9 m index: -7130.9 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		show fields: phil6367.3 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

PHIL 6367 - New Course Additional Information

Prefix	PHIL
Number	6367
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	ACN 6337, EPPS 6346
Reasoning	It is a cross-listing with ACN 6337, adding a new number to an existing course. EPPS 6346 is a much broader course without the cognitive focus.
Requestor	Matthew J. Brown (Program Head PHIL) and Richard Golden (Program Head ACN)
Preparer	same
Create_DateTime	2021-09-08 16:54:17
Create_NetID	mxb091000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acn6307 (r1) acn6307.2 group_head series_head	ACN 6307 (COMD 6307) Language Acquisition (3 semester credit hours) Development of the phonological, morpho-syntactic, semantic, and pragmatic aspects of language, and consideration of the social, psychological, and cultural influences. Prerequisites: BBSC majors only and department consent required. (3-0) S **request notes** Added as a crosslisting with COMD 6307 per dept **course alias: comd6307.10 (comd6307)** ~~COMD~~ACN 6307 ~~(ACN~~ (COMD 6307) Language Acquisition (3 semester credit hours) Development of the phonological, morpho-syntactic, semantic, and pragmatic aspects of language, and consideration of the social, psychological, and cultural influences. Prerequisites: BBSC majors only and department consent required. (3-0) S **peoplesoft diff:** ACN 6307 (COMD 6307) Language Acquisition (3 semester credit hours) Development of the phonological, morpho-syntactic, semantic, and pragmatic aspects of language, and consideration of the social, psychological, and cultural influences. Prerequisites: BBSC majors only and department consent required. (3-0) S **show fields: acn6307.2** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 11	ddc130130 2022-01-10 11:38:38 audit: -966.3 m index: -966.3 m match_failmatch_fail

ACN 6307 - New Course Additional Information

Prefix	ACN
Number	6307
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	Yes
Reasoning	COMD 6307 - They're being crosslisted
Requestor	Richard Golden
Preparer	Climer
Create_DateTime	2022-01-10 11:35:35
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acn7351 (r1) acn7351.2 group_head series_head	ACN 7351 (HCS 7351) Aging and the Nervous System (3 semester credit hours) Critical evaluation of research and theory concerning the impact of aging on neuronal function. Cognitive dysfunctions, dementias, and underlying neuropathologies, as well as neurophysiological and neurochemical changes that accompany normal aging. Prerequisites: BBSC majors only and department consent required. (3-0) R **request notes** Adding as a crosslisting to HCS 7351 per dept. **course alias: hcs7351.8 (hcs7351)** ~~HCS~~ACN 7351 ~~(ACN~~ (HCS 7351) Aging and the Nervous System (3 semester credit hours) Critical evaluation of research and theory concerning the impact of aging on neuronal function. Cognitive dysfunctions, dementias, and underlying neuropathologies, as well as neurophysiological and neurochemical changes that accompany normal aging. Prerequisites: BBSC majors only and department consent required. (3-0) R **peoplesoft diff:** ACN 7351 (HCS 7351) Aging and the Nervous System (3 semester credit hours) Critical evaluation of research and theory concerning the impact of aging on neuronal function. Cognitive dysfunctions, dementias, and underlying neuropathologies, as well as neurophysiological and neurochemical changes that accompany normal aging. Prerequisites: BBSC majors only and department consent required. (3-0) R **show fields: acn7351.2** • **cat_repeat_units**: 3 • **cat_delivery_method**: deliverymethod_100 • **cat_core**: *null* • **cat_subtitles**: no_subtitles	phase: approve status: approving audit: 11	ddc130130 2022-01-10 12:03:29 audit: -964.5 m index: -964.5 m match_failmatch_fail

ACN 7351 - New Course Additional Information

Prefix	ACN
Number	7351
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	Yes
Reasoning	Adding as crosslisting to HCS 7351
Requestor	Richard Golden
Preparer	Climer
Create_DateTime	2022-01-10 12:01:36
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acn7354 (r1) acn7354.2 group_head series_head	ACN 7354 (COMD 7354 and HCS 7354) Neural Basis of Music and Language (3 semester credit hours) Music and language are integral and universal components of human nature, as proven by their ubiquity across all cultures. There is a growing body of evidence indicating connections between music and language abilities. The advent of state-of-the-art neuroscience technology allows us to study the relations more systematically at the neural level. This course is designed to offer a general overview of the neuroscience of speech, language, and music, a glimpse of research in this emerging discipline, and a sample of the wide variety of current and possible applications for speech/ language interventions of clinical and aging populations. The course does not require a background in neuroscience. Prerequisite: BBSC majors only or instructor consent required. (3-0) Y **request notes** Added per dept request **course alias: comd7354.6 (comd7354)** ~~COMD~~ACN 7354 ~~(ACN~~ (COMD 7354 and HCS 7354) Neural Basis of Music and Language (3 semester credit hours) Music and language are integral and universal components of human nature, as proven by their ubiquity across all cultures. There is a growing body of evidence indicating connections between music and language abilities. The advent of state-of-the-art neuroscience technology allows us to study the relations more systematically at the neural level. This course is designed to offer a general overview of the neuroscience of speech, language, and music, a glimpse of research in this emerging discipline, and a sample of the wide variety of current and possible applications for speech/language interventions of clinical and aging populations. The course does not require a background in neuroscience. Prerequisite: BBSC majors only or instructor consent required. (3-0) Y **course alias: hcs7354.5 (hcs7354)** ~~HCS~~ACN 7354 ~~(ACN~~ (COMD 7354 and ~~COMD~~ HCS 7354) Neural Basis of Music and Language (3 semester credit hours) Music and language are integral and universal components of human nature, as proven by their ubiquity across all cultures. There is a growing body of evidence indicating connections between music and language abilities. The advent of state-of-the-art neuroscience technology allows us to study the relations more systematically at the neural level. This course is designed to offer a general overview of the neuroscience of speech, language, and music, a glimpse of research in this emerging discipline, and a sample of the wide variety of current and possible applications for speech/language interventions of clinical and aging populations. The course does not require a background in neuroscience. Prerequisite: BBSC majors only or instructor consent required. (3-0) Y **peoplesoft diff:** ACN 7354 (COMD 7354 and HCS 7354) Neural Basis of Music and Language (3 semester credit hours) Music and language are integral and universal components of human	phase: approve status: approving audit: 11	ddc130130 2022-01-10 12:06:45 audit: -7128.8 m index: -7128.8 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		nature, as proven by their ubiquity across all cultures. There is a growing body of evidence indicating connections between music and language abilities. The advent of state-of-the-art neuroscience technology allows us to study the relations more systematically at the neural level. This course is designed to offer a general overview of the neuroscience of speech, language, and music, a glimpse of research in this emerging discipline, and a sample of the wide variety of current and possible applications for speech/ language interventions of clinical and aging populations. The course does not require a background in neuroscience. Prerequisite: BBSC majors only or instructor consent required. (3-0) Y show fields: acn7354.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

ACN 7354 - New Course Additional Information

Prefix	ACN
Number	7354
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	Yes
Reasoning	Adding to existing crosslisting of COMD 7354 and HCS 7354
Requestor	Richard Golden
Preparer	Climer
Create_DateTime	2022-01-10 12:04:47
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acn7387 (r1) acn7387.2 group_head series_head	ACN 7387 (COMD 7387) Developmental Neurobiology of Language and Cognition (3 semester credit hours) Consideration of current neurological data concerning the pre/postnatal development of the brain and how changes in brain structure and function provide the foundations of children's language development and language disorders. We will examine models of the neural substrates and circuitry underpinning developmental changes in language, cognitive control and working memory, episodic memory, and visual face processing in both typical (monolingual and bilingual) language users and in children with developmental language disorders including specific language impairment, developmental language disorders, reading disabilities, autism spectrum disorder, and cognitive-communicative language disorders. Prerequisites: (COMD 6308 and COMD 6377) or instructor consent required. (3-0) Y request notes Added as a crosslisting for COMD 7387 per dept. course alias: comd7387.7 (comd7387) ~~COMD~~ACN 7387 ~~(ACN~~ (COMD 7387) Developmental Neurobiology of Language and Cognition (3 semester credit hours) Consideration of current neurological data concerning the pre/postnatal development of the brain and how changes in brain structure and function provide the foundations of children's language development and language disorders. We will examine models of the neural substrates and circuitry underpinning developmental changes in language, cognitive control and working memory, episodic memory, and visual face processing in both typical (monolingual and bilingual) language users and in children with developmental language disorders including specific language impairment, developmental language disorders, reading disabilities, autism spectrum disorder, and cognitive-communicative language disorders. Prerequisites: (COMD 6308 and COMD 6377) or instructor consent required. (3-0) Y peoplesoft diff: ACN 7387 (COMD 7387) Developmental Neurobiology of Language and Cognition (3 semester credit hours) Consideration of current neurological data concerning the pre/postnatal development of the brain and how changes in brain structure and function provide the foundations of children's language development and language disorders. We will examine models of the neural substrates and circuitry underpinning developmental changes in language, cognitive control and working memory, episodic memory, and visual face processing in both typical (monolingual and bilingual) language users and in children with developmental language disorders including specific language impairment, developmental language disorders, reading disabilities, autism spectrum disorder, and cognitive-communicative language disorders. Prerequisites: (COMD 6308 and COMD 6377) or instructor consent required. (3-0) Y show fields: acn7387.2	phase: approve status: approving audit: 11	ddc130130 2022-01-10 11:43:40 audit: -959.4 m index: -959.4 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		• cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

ACN 7387 - New Course Additional Information

Prefix	ACN
Number	7387
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	Yes
Reasoning	COMD 7387 - Being created as a crosslisting for existing COMD course
Requestor	Richard Golden
Preparer	Climer
Create_DateTime	2022-01-10 11:41:01
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	reinstate * hcs6337 (r4) hcs6337.4 group_head series_head	HCS 6337 (ACN 6337 and PHIL 6367) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R **request notes** Added as crosslisting. **course alias: acn6337.9 (acn6337)** ~~ACN~~HCS 6337 ~~(HCS~~ (ACN 6337 and PHIL 6367) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R **course alias: phil6367.3 (phil6367)** ~~PHIL 6367~~HCS 6337 (ACN 6337 and ~~HCS 6337)~~ PHIL 6367) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R **peoplesoft diff: 006462 2008-08-13** HCS 6337 (ACN 6337 and PHIL 6367) Cognitive Ethnography (3 semester credit hours) Students in this course will learn to observe, document, and analyze cognitive processes in real-world settings using the methods of cognitive ethnography. The course provides the theoretical and philosophical framework of embodied, situated, and distributed cognition and the interaction of cognition and culture that forms the foundation of cognitive ethnography methodology. The course may emphasize the uses of cognitive ethnography in human-computer interaction, system design, laboratory studies, cultural psychology, or media effects. Department consent required. (3-0) R	phase: approve status: approving audit: 24	ddc130130 2022-02-12 10:09:22 006462 audit: -7131.7 m index: -7131.7 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		show fields: hcs6337.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * bmen6396 (r1) bmen6396.2 group_head series_head	BMEN 6396 CRISPR and Genome Editing (3 semester credit hours) The field of genome editing is experiencing a renaissance driven primarily by the repurposing of an immune response system utilized by bacteria and archaea. This system is characterized by the presence of Clustered Regularly Interspaced Short Palindromic Repeats (CRISPR) stored in host genomes as memories of phagebacteria interactions. The use of the CRISPR-Cas9 system in higher organisms (including mammalian cells and animal models) has spurred myriads of applications critically relevant to agriculture, biomanufacturing, and human health. This course will introduce the general principles of CRISPR biology, provide training in the use of CRISPR for genome editing, highlight the latest research results, and discuss key scientific and technological challenges. (3-0) Y request notes New graduate elective, previously offered as bmen 6v87 course multiple times. Elective approved by bmen grad cmte. 2-16-22 ltm peoplesoft diff: BMEN 6396 CRISPR and Genome Editing (3 semester credit hours) The field of genome editing is experiencing a renaissance driven primarily by the repurposing of an immune response system utilized by bacteria and archaea. This system is characterized by the presence of Clustered Regularly Interspaced Short Palindromic Repeats (CRISPR) stored in host genomes as memories of phagebacteria interactions. The use of the CRISPR-Cas9 system in higher organisms (including mammalian cells and animal models) has spurred myriads of applications critically relevant to agriculture, biomanufacturing, and human health. This course will introduce the general principles of CRISPR biology, provide training in the use of CRISPR for genome editing, highlight the latest research results, and discuss key scientific and technological challenges. (3-0) Y show fields: bmen6396.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	lxm162530 2022-02-16 11:01:01 audit: -960.6 m index: -960.6 m match_fail

BMEN 6396 - New Course Additional Information

Prefix	BMEN
Number	6396
Year Min	2022
School	encs
Dept	encsbien
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	
Reasoning	n/a
Requestor	Leo Bleris
Preparer	Leah Mathison
Create_DateTime	2022-02-16 10:56:41
Create_NetID	lxm162530

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * syse6v60 (r1) syse6v60.4 group_head series_head	SYSE 6V60 Independent Study in Systems Engineering (1-9 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary (9 semester credit hours maximum). Department consent required. (□1-9□0) S request notes Did not have an independent study in SYSE. peoplesoft diff: SYSE 6V60 Independent Study in Systems Engineering (1-9 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary (9 semester credit hours maximum). Department consent required. (□1-9□0) S repeat reason topics vary show fields: syse6v60.4 • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 10	ddc130130 2022-02-16 17:22:00 audit: -902.7 m index: -902.7 m match_fail

SYSE 6v60 - New Course Additional Information

Prefix	SYSE
Number	6v60
Year Min	2022
School	encs
Dept	encssysm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	yes
Reasoning	This is an Independent study similar to the SYSM
Requestor	Brenda Rains
Preparer	Brenda Rains
Create_DateTime	2021-12-13 11:36:43
Create_NetID	bgr150030

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acct6293 (r1) acct6293.5 group_head series_head	ACCT 6293 Professional Accounting - Regulation CPA Evolution (2 semester credit hours) This course is designed to help students prepare for careers in professional accounting and professional examinations. Prerequisites: (ACCT 6350 or an undergraduate degree in Accounting and adequate foundation/academic performance in a corresponding area) and ACCT 6353. (2-0) R request notes Created per program by KS-11/11/2021. JSOM CR 334 peoplesoft diff: ACCT 6293 Professional Accounting - Regulation CPA Evolution (2 semester credit hours) This course is designed to help students prepare for careers in professional accounting and professional examinations. Prerequisites: (ACCT 6350 or an undergraduate degree in Accounting and adequate foundation/academic performance in a corresponding area) and ACCT 6353. (2-0) R show fields: acct6293.5 • cat_repeat_units: 2 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	kxs180041 2022-01-28 16:44:05 audit: -2363.3 m index: -2363.3 m match_fail

ACCT 6293 - New Course Additional Information

Prefix	ACCT
Number	6293
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Tiffany Bortz
Preparer	Kent Seaver
Create_DateTime	2021-11-11 11:50:53
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * bps6387 (r1) bps6387.8 group_head series_head	BPS 6387 Private Equity (3 semester credit hours) Executive Education Course. Today's fluid economies require corporations to restructure, merge, acquire, or be acquired to remain competitive and relevant in the current marketplace. Companies' stakes are bought and sold all the time. Private Equity's typical life cycle lasts 2+ years in which their target is to acquire all shares, de-list it, change the management structure, improve the financial performance using performance metrics, and finally exit it. This course is structured where the following fundamental questions will get answered: What do Private Equity Firms do? Which are the different types of strategies they pursue when investing or exiting? What is the typical structure of a private equity firm? How to determine the investment horizon of a PE investment? Do PE firms target specific companies? Students will learn PE strategies, general and limited partnerships, deal origination, due diligence, valuation, deal structure, performance metrics, and portfolio oversight. Prerequisites: FIN 6301 and BPS 6310 and BPS 6254. (3-0) Y **request notes** Created per EMBA program by KS-1/26/2022-JSOM CR 420 **peoplesoft diff:** BPS 6387 Private Equity (3 semester credit hours) Executive Education Course. Today's fluid economies require corporations to restructure, merge, acquire, or be acquired to remain competitive and relevant in the current marketplace. Companies' stakes are bought and sold all the time. Private Equity's typical life cycle lasts 2+ years in which their target is to acquire all shares, de-list it, change the management structure, improve the financial performance using performance metrics, and finally exit it. This course is structured where the following fundamental questions will get answered: What do Private Equity Firms do? Which are the different types of strategies they pursue when investing or exiting? What is the typical structure of a private equity firm? How to determine the investment horizon of a PE investment? Do PE firms target specific companies? Students will learn PE strategies, general and limited partnerships, deal origination, due diligence, valuation, deal structure, performance metrics, and portfolio oversight. Prerequisites: FIN 6301 and BPS 6310 and BPS 6254. (3-0) Y **show fields: bps6387.8** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 12	kxs180041 2022-02-01 15:28:28 audit: -7120 m index: -7120 m match_fail

BPS 6387 - New Course Additional Information

Prefix	BPS
Number	6387
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Pamela Brady
Preparer	Kent Seaver
Create_DateTime	2022-01-26 16:32:07
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * buan6368 (r1) buan6368.4 group_head series_head	BUAN 6368 (MIS 6368) Applied Cybersecurity Analytics and Risk Management (3 semester credit hours) Students will explore IT Security and Analytics, perform hands-on exercises identifying security gaps with simulated data (application logs, network monitor logs, firewall logs, etc), and create predictions about potential security threats that could exploit the gaps. This course allows students to get an in-depth exposure to cybersecurity concepts and topics including security and risk management (legal, regulatory compliance), asset security (data classification, ownership, data security, and privacy), security engineering (security architecture, design, and security models), telecommunication and network security (perimeter protection, network attacks, IDS, IPS, firewalls), identity and access management (authentication, authorization, identity as a service), security assessment and testing, security operations (business continuity, disaster recovery, incident management, vulnerability and patch management), cryptography, and software development security. They will evaluate simulated data to identify security flaws and predict an organization's security position. (3-0) S **request notes** Course created per program and is a crosslist with MIS 6368. KS-12/1/2021-BUAN 6368. JSOM CR 414 **course alias: mis6368.5 (mis6368)** ~~MIS~~BUAN 6368 ~~(BUAN~~ (MIS 6368) Applied Cybersecurity Analytics and Risk Management (3 semester credit hours) Students will explore IT Security and Analytics, perform hands-on exercises identifying security gaps with simulated data (application logs, network monitor logs, firewall logs, etc), and create predictions about potential security threats that could exploit the gaps. This course allows students to get an in-depth exposure to cybersecurity concepts and topics including security and risk management (legal, regulatory compliance), asset security (data classification, ownership, data security, and privacy), security engineering (security architecture, design, and security models), telecommunication and network security (perimeter protection, network attacks, IDS, IPS, firewalls), identity and access management (authentication, authorization, identity as a service), security assessment and testing, security operations (business continuity, disaster recovery, incident management, vulnerability and patch management), cryptography, and software development security. They will evaluate simulated data to identify security flaws and predict an organization's security position. (3-0) S **peoplesoft diff:** BUAN 6368 (MIS 6368) Applied Cybersecurity Analytics and Risk Management (3 semester credit hours) Students will explore IT Security and Analytics, perform hands-on exercises identifying security gaps with simulated data (application logs, network monitor logs, firewall logs, etc), and create predictions about potential security threats that could exploit the gaps. This course allows students to get an in-depth exposure to cybersecurity concepts and topics including security and risk management (legal, regulatory compliance), asset security (data classification, ownership, data security, and privacy), security engineering (security architecture, design, and security models),	phase: approve status: approving audit: 10	kxs180041 2022-02-01 15:32:13 audit: -997.5 m index: -997.5 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		telecommunication and network security (perimeter protection, network attacks, IDS, IPS, firewalls), identity and access management (authentication, authorization, identity as a service), security assessment and testing, security operations (business continuity, disaster recovery, incident management, vulnerability and patch management), cryptography, and software development security. They will evaluate simulated data to identify security flaws and predict an organization's security position. (3-0) S show fields: buan6368.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

BUAN 6368 - New Course Additional Information

Prefix	BUAN
Number	6368
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Gaurav Shekhar
Preparer	Kent Seaver
Create_DateTime	2021-12-01 15:41:55
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * buan6373 (r1) buan6373.4 group_head series_head	BUAN 6373 (MKT 6373) Introduction to Programming for Analytics (3 semester credit hours) This course introduces students with no programming background to two of the most popular and widely used languages in analytics: Python and R. Students will learn programming fundamentals including object-oriented approaches, the use of libraries, lists, functions, basic data hygiene issues, tools, and fundamental data structures. The applicability, advantages, and disadvantages of each program when used for analytical techniques such as response and logic models, clustering, segmentation, times series, and others will be explained. The course is meant as an introduction, to be followed by additional and advanced courses for those who wish to achieve full proficiency. May not be used to fulfill degree requirements in MS Business Analytics or MS Information Technology and Management. (3-0) S request notes Created per program-JSOM CR 408-KS-11/30/2021. Matches MKT crosslist. course alias: mkt6373.6 (mkt6373) ~~MKT~~BUAN 6373 ~~(BUAN~~ (MKT 6373) Introduction to Programming for Analytics (3 semester credit hours) This course introduces students with no programming background to two of the most popular and widely used languages in analytics: Python and R. Students will learn programming fundamentals including object-oriented approaches, the use of libraries, lists, functions, basic data hygiene issues, tools, and fundamental data structures. The applicability, advantages, and disadvantages of each program when used for analytical techniques such as response and logic models, clustering, segmentation, times series, and others will be explained. The course is meant as an introduction, to be followed by additional and advanced courses for those who wish to achieve full proficiency. May not be used to fulfill degree requirements in MS Business Analytics or MS Information Technology and Management. (3-0) S peoplesoft diff: BUAN 6373 (MKT 6373) Introduction to Programming for Analytics (3 semester credit hours) This course introduces students with no programming background to two of the most popular and widely used languages in analytics: Python and R. Students will learn programming fundamentals including object-oriented approaches, the use of libraries, lists, functions, basic data hygiene issues, tools, and fundamental data structures. The applicability, advantages, and disadvantages of each program when used for analytical techniques such as response and logic models, clustering, segmentation, times series, and others will be explained. The course is meant as an introduction, to be followed by additional and advanced courses for those who wish to achieve full proficiency. May not be used to fulfill degree requirements in MS Business Analytics or MS Information Technology and Management. (3-0) S show fields: buan6373.4 • cat_repeat_units: 3	phase: approve status: approving audit: 10	kxs180041 2022-02-01 15:34:22 audit: -952.1 m index: -952.1 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		• cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

BUAN 6373 - New Course Additional Information

Prefix	BUAN
Number	6373
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Gaurav Shekhar
Preparer	Kent Seaver
Create_DateTime	2021-11-30 14:41:43
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * buan6383 (r1) buan6383.3 group_head series_head	BUAN 6383 (MIS 6386) Modeling for Business Analytics (3 semester credit hours) This is a fast-paced course that starts with an introduction covering popular approaches in business analytics (e.g., pre-processing, dimensionality reduction, association rules, clustering, basics of classification), proceeds into advanced methods (e.g., additional classification models, ensemble methods), and concludes with advanced models in customer analytics (e.g., discrete time models, continuous time models, count models, choice models). While the tool of choice will be Python, the focus of the course will be on modeling (i.e., this is not a course intended to teach you Python) - familiarity with Python is assumed. Credit cannot be received for both courses, (MIS 6334 or OPRE 6334 or BUAN 6357 or MIS 6357) and (BUAN 6383 or MIS 6386). Prerequisite or Corequisite: OPRE 6301 or BUAN 6359 or OPRE 6359 (3-0) S request notes Created per program by KS-1/27/2022. JSOM CR 413. Crosslist is MIS 6386 course alias: mis6386.4 (mis6386) ~~MIS 6386 (BUAN 6383)~~BUAN 6383 (MIS 6386) Modeling for Business Analytics (3 semester credit hours) This is a fast-paced course that starts with an introduction covering popular approaches in business analytics (e.g., pre-processing, dimensionality reduction, association rules, clustering, basics of classification), proceeds into advanced methods (e.g., additional classification models, ensemble methods), and concludes with advanced models in customer analytics (e.g., discrete time models, continuous time models, count models, choice models). While the tool of choice will be Python, the focus of the course will be on modeling (i.e., this is not a course intended to teach you Python) - familiarity with Python is assumed. Credit cannot be received for both courses, (MIS 6334 or OPRE 6334 or BUAN 6357 or MIS 6357) and (BUAN 6383 or MIS 6386). Prerequisite or Corequisite: OPRE 6301 or BUAN 6359 or OPRE 6359 (3-0) S peoplesoft diff: BUAN 6383 (MIS 6386) Modeling for Business Analytics (3 semester credit hours) This is a fast-paced course that starts with an introduction covering popular approaches in business analytics (e.g., pre-processing, dimensionality reduction, association rules, clustering, basics of classification), proceeds into advanced methods (e.g., additional classification models, ensemble methods), and concludes with advanced models in customer analytics (e.g., discrete time models, continuous time models, count models, choice models). While the tool of choice will be Python, the focus of the course will be on modeling (i.e., this is not a course intended to teach you Python) - familiarity with Python is assumed. Credit cannot be received for both courses, (MIS 6334 or OPRE 6334 or BUAN 6357 or MIS 6357) and (BUAN 6383 or MIS 6386). Prerequisite or Corequisite: OPRE 6301 or BUAN 6359 or OPRE 6359 (3-0) S show fields: buan6383.3	phase: approve status: approving audit: 10	kxs180041 2022-02-01 15:31:30 audit: -974.6 m index: -974.6 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		• cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

BUAN 6383 - New Course Additional Information

Prefix	BUAN
Number	6383
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Gaurav Shekhar
Preparer	Kent Seaver
Create_DateTime	2022-01-27 10:12:13
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * entp6377 (r1) entp6377.4 group_head series_head	ENTP 6377 Venture Capital Seed Fund (3 semester credit hours) Students will learn the fundamentals of early stage venture capital finance and operations in a learn-by-doing setting. Students will meet with and evaluate startup companies seeking funding, conduct due diligence and market analysis, and at the end of the semester deliver a report detailing their findings and investment recommendation. Students will put into practice what they have learned in their marketing, finance, and strategy courses and will learn how venture capital firms, equity financing, and the venture industry operate. Sources of funding provided to the startups may be from outside venture capital and investment firms. (3-0) S request notes Course created per program by KS-1/26/2022-JSOM CR 429 peoplesoft diff: ENTP 6377 Venture Capital Seed Fund (3 semester credit hours) Students will learn the fundamentals of early stage venture capital finance and operations in a learn-by-doing setting. Students will meet with and evaluate startup companies seeking funding, conduct due diligence and market analysis, and at the end of the semester deliver a report detailing their findings and investment recommendation. Students will put into practice what they have learned in their marketing, finance, and strategy courses and will learn how venture capital firms, equity financing, and the venture industry operate. Sources of funding provided to the startups may be from outside venture capital and investment firms. (3-0) S show fields: entp6377.4 • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 11	kxs180041 2022-02-04 12:53:03 audit: -920 m index: -920 m match_fail

ENTP 6377 - New Course Additional Information

Prefix	ENTP
Number	6377
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Paul Nichols
Preparer	Kent Seaver
Create_DateTime	2022-01-26 16:57:39
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * entp6381 (r1) entp6381.3 group_head series_head	ENTP 6381 Lean Innovation for Public Services (3 semester credit hours) Students will address real world national security problems and learn how to apply lean innovation methodologies (e.g., "business model canvas," "customer development," and "agile engineering"). These methodologies combine experiential learning with theories and techniques successful entrepreneurs have used to build startups. Throughout the semester, students will work closely with actual military and government organizations to solve mission-critical, real-world problems. Students will be encouraged to take their solutions further to be developed as actual products and companies. This program is specifically designed to be an interdisciplinary approach to problem solving and is open to students of all backgrounds. Instructor consent required. (3-0) Y request notes Course created per program with edits by KS-2/4/ 2022-JSOM CR 428 peoplesoft diff: ENTP 6381 Lean Innovation for Public Services (3 semester credit hours) Students will address real world national security problems and learn how to apply lean innovation methodologies (e.g., "business model canvas," "customer development," and "agile engineering"). These methodologies combine experiential learning with theories and techniques successful entrepreneurs have used to build startups. Throughout the semester, students will work closely with actual military and government organizations to solve mission-critical, real-world problems. Students will be encouraged to take their solutions further to be developed as actual products and companies. This program is specifically designed to be an interdisciplinary approach to problem solving and is open to students of all backgrounds. Instructor consent required. (3-0) Y show fields: entp6381.3 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	kxs180041 2022-02-04 09:19:25 audit: -9631.3 m index: -9631.3 m match_fail

ENTP 6381 - New Course Additional Information

Prefix	ENTP
Number	6381
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Paul Nichols
Preparer	Kent Seaver
Create_DateTime	2022-02-02 13:59:31
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * entp6386 (r1) entp6386.4 group_head series_head	ENTP 6386 Global Capstone Project (3 semester credit hours) Executive Education only. Students will use their learnings from the EMBA program to develop a capstone project in taking a new product or service to a new geographic market. The business plan will cover all facets of the EMBA program including data analytics, economics, IT, finance, marketing, accounting, operations, and ESG. Prerequisites: ACCT 6301 and OB 6301 and MECO 6303 and OPRE 6302 and MIS 6313 and IMS 6304 and FIN 6301 and MKT 6301 and BPS 6310. (3-0) Y request notes Created per EMBA program-KS-1/26/2022-JSOM CR 421 peoplesoft diff: ENTP 6386 Global Capstone Project (3 semester credit hours) Executive Education only. Students will use their learnings from the EMBA program to develop a capstone project in taking a new product or service to a new geographic market. The business plan will cover all facets of the EMBA program including data analytics, economics, IT, finance, marketing, accounting, operations, and ESG. Prerequisites: ACCT 6301 and OB 6301 and MECO 6303 and OPRE 6302 and MIS 6313 and IMS 6304 and FIN 6301 and MKT 6301 and BPS 6310. (3-0) Y show fields: entp6386.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 12	kxs180041 2022-02-01 15:26:34 audit: -9581.5 m index: -9581.5 m match_fail

ENTP 6386 - New Course Additional Information

Prefix	ENTP
Number	6386
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Pamela Brady
Preparer	Kent Seaver
Create_DateTime	2022-01-26 16:49:07
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * fin6371 (r1) fin6371.3 group_head series_head	FIN 6371 Technological Innovations in Financial Markets (3 semester credit hours) Executive Education Course. This course expands upon the fundamental concepts of finance through the examination of financial markets and the transformation of financial markets and institutions through technology innovations. Prerequisite: FIN 6301. (3-0) Y request notes Requested by GLEMBA and created by KS-11/9/2021. JSOM CR 304 peoplesoft diff: FIN 6371 Technological Innovations in Financial Markets (3 semester credit hours) Executive Education Course. This course expands upon the fundamental concepts of finance through the examination of financial markets and the transformation of financial markets and institutions through technology innovations. Prerequisite: FIN 6301. (3-0) Y show fields: fin6371.3 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 12	kxs180041 2022-02-01 16:22:55 audit: -914.7 m index: -914.7 m match_fail

FIN 6371 - New Course Additional Information

Prefix	FIN
Number	6371
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Rhonda Bush
Preparer	Kent Seaver
Create_DateTime	2021-11-09 11:18:11
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * ftec6314 (r1) ftec6314.5 group_head series_head	FTEC 6314 Financial Applications of Web Technologies (3 semester credit hours) This course develops different internet/web technologies used in the provision of financial services. (3-0) Y **request notes** Course created per Program by KS-11/9/2021. JSOM CR 302 **peoplesoft diff:** FTEC 6314 Financial Applications of Web Technologies (3 semester credit hours) This course develops different internet/web technologies used in the provision of financial services. (3-0) Y **show fields: ftec6314.5** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 12	kxs180041 2021-12-20 15:45:09 audit: -922.9 m index: -922.9 m match_fail

FTEC 6314 - New Course Additional Information

Prefix	FTEC
Number	6314
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	major_req
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Robert Kieschnick
Preparer	Kent Seaver
Create_DateTime	2021-11-09 11:07:21
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * ims6367 (r1) ims6367.4 group_head series_head	IMS 6367 International Management Capstone (3 semester credit hours) As a capstone, this course combines rigorous training in scientific and analytical techniques with an in-depth, hands-on experience centered on a real international management project. Students will work on teams as consultants assisting a business seeking to expand into foreign markets under the guidance of international business professionals. Students will utilize quantitative/ qualitative research methodologies to develop their recommendations. Furthermore, students will develop global skill sets by expanding their knowledge of various scientific, technological, and managerial techniques utilized in a global environment. As part of their consulting experience, students will defend their findings and recommendations in front of a panel of international business professionals. Prerequisite or Corequisite: IMS 6360. (3-0) Y request notes Created per program by KS-11/29/2021-JSOM CR 386. peoplesoft diff: IMS 6367 International Management Capstone (3 semester credit hours) As a capstone, this course combines rigorous training in scientific and analytical techniques with an in-depth, hands-on experience centered on a real international management project. Students will work on teams as consultants assisting a business seeking to expand into foreign markets under the guidance of international business professionals. Students will utilize quantitative/ qualitative research methodologies to develop their recommendations. Furthermore, students will develop global skill sets by expanding their knowledge of various scientific, technological, and managerial techniques utilized in a global environment. As part of their consulting experience, students will defend their findings and recommendations in front of a panel of international business professionals. Prerequisite or Corequisite: IMS 6360. (3-0) Y show fields: ims6367.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	kxs180041 2021-12-21 10:52:37 audit: -9596.2 m index: -9596.2 m match_fail

IMS 6367 - New Course Additional Information

Prefix	IMS
Number	6367
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	major_core
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Hubert Zydorek
Preparer	Kent Seaver
Create_DateTime	2021-11-29 17:14:00
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * mis6368 (r1) mis6368.5 group_head series_head	MIS 6368 (BUAN 6368) Applied Cybersecurity Analytics and Risk Management (3 semester credit hours) Students will explore IT Security and Analytics, perform hands-on exercises identifying security gaps with simulated data (application logs, network monitor logs, firewall logs, etc), and create predictions about potential security threats that could exploit the gaps. This course allows students to get an in-depth exposure to cybersecurity concepts and topics including security and risk management (legal, regulatory compliance), asset security (data classification, ownership, data security, and privacy), security engineering (security architecture, design, and security models), telecommunication and network security (perimeter protection, network attacks, IDS, IPS, firewalls), identity and access management (authentication, authorization, identity as a service), security assessment and testing, security operations (business continuity, disaster recovery, incident management, vulnerability and patch management), cryptography, and software development security. They will evaluate simulated data to identify security flaws and predict an organization's security position. (3-0) S **request notes** Course created per program by KS-21/1/2021-JSOM CR 415. Crosslist with BUAN 6368 **course alias: buan6368.4 (buan6368)** ~~BUAN~~MIS 6368 ~~(MIS~~ (BUAN 6368) Applied Cybersecurity Analytics and Risk Management (3 semester credit hours) Students will explore IT Security and Analytics, perform hands-on exercises identifying security gaps with simulated data (application logs, network monitor logs, firewall logs, etc), and create predictions about potential security threats that could exploit the gaps. This course allows students to get an in-depth exposure to cybersecurity concepts and topics including security and risk management (legal, regulatory compliance), asset security (data classification, ownership, data security, and privacy), security engineering (security architecture, design, and security models), telecommunication and network security (perimeter protection, network attacks, IDS, IPS, firewalls), identity and access management (authentication, authorization, identity as a service), security assessment and testing, security operations (business continuity, disaster recovery, incident management, vulnerability and patch management), cryptography, and software development security. They will evaluate simulated data to identify security flaws and predict an organization's security position. (3-0) S **peoplesoft diff:** MIS 6368 (BUAN 6368) Applied Cybersecurity Analytics and Risk Management (3 semester credit hours) Students will explore IT Security and Analytics, perform hands-on exercises identifying security gaps with simulated data (application logs, network monitor logs, firewall logs, etc), and create predictions about potential security threats that could exploit the gaps. This course allows students to get an in-depth exposure to cybersecurity concepts and topics including security and risk management (legal, regulatory compliance), asset security (data classification, ownership, data security, and privacy), security engineering (security architecture, design, and security models),	phase: approve status: approving audit: 10	kxs180041 2022-02-01 15:31:55 audit: -997.4 m index: -997.4 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		telecommunication and network security (perimeter protection, network attacks, IDS, IPS, firewalls), identity and access management (authentication, authorization, identity as a service), security assessment and testing, security operations (business continuity, disaster recovery, incident management, vulnerability and patch management), cryptography, and software development security. They will evaluate simulated data to identify security flaws and predict an organization's security position. (3-0) S show fields: mis6368.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

MIS 6368 - New Course Additional Information

Prefix	MIS
Number	6368
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	-
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Mark Thouin
Preparer	Kent Seaver
Create_DateTime	2021-12-01 15:34:18
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * mis6386 (r1) mis6386.4 group_head series_head	MIS 6386 (BUAN 6383) Modeling for Business Analytics (3 semester credit hours) This is a fast-paced course that starts with an introduction covering popular approaches in business analytics (e.g., pre-processing, dimensionality reduction, association rules, clustering, basics of classification), proceeds into advanced methods (e.g., additional classification models, ensemble methods), and concludes with advanced models in customer analytics (e.g., discrete time models, continuous time models, count models, choice models). While the tool of choice will be Python, the focus of the course will be on modeling (i.e., this is not a course intended to teach you Python) - familiarity with Python is assumed. Credit cannot be received for both courses, (MIS 6334 or OPRE 6334 or BUAN 6357 or MIS 6357) and (BUAN 6383 or MIS 6386). Prerequisite or Corequisite: OPRE 6301 or BUAN 6359 or OPRE 6359 (3-0) S request notes Created per program by KS-1/27/2022. Crosslist is BUAN 6383-JSOM CR 416 course alias: buan6383.3 (buan6383) ~~BUAN 6383 (MIS 6386)~~MIS 6386 (BUAN 6383) Modeling for Business Analytics (3 semester credit hours) This is a fast-paced course that starts with an introduction covering popular approaches in business analytics (e.g., pre-processing, dimensionality reduction, association rules, clustering, basics of classification), proceeds into advanced methods (e.g., additional classification models, ensemble methods), and concludes with advanced models in customer analytics (e.g., discrete time models, continuous time models, count models, choice models). While the tool of choice will be Python, the focus of the course will be on modeling (i.e., this is not a course intended to teach you Python) - familiarity with Python is assumed. Credit cannot be received for both courses, (MIS 6334 or OPRE 6334 or BUAN 6357 or MIS 6357) and (BUAN 6383 or MIS 6386). Prerequisite or Corequisite: OPRE 6301 or BUAN 6359 or OPRE 6359 (3-0) S peoplesoft diff: MIS 6386 (BUAN 6383) Modeling for Business Analytics (3 semester credit hours) This is a fast-paced course that starts with an introduction covering popular approaches in business analytics (e.g., pre-processing, dimensionality reduction, association rules, clustering, basics of classification), proceeds into advanced methods (e.g., additional classification models, ensemble methods), and concludes with advanced models in customer analytics (e.g., discrete time models, continuous time models, count models, choice models). While the tool of choice will be Python, the focus of the course will be on modeling (i.e., this is not a course intended to teach you Python) - familiarity with Python is assumed. Credit cannot be received for both courses, (MIS 6334 or OPRE 6334 or BUAN 6357 or MIS 6357) and (BUAN 6383 or MIS 6386). Prerequisite or Corequisite: OPRE 6301 or BUAN 6359 or OPRE 6359 (3-0) S show fields: mis6386.4	phase: approve status: approving audit: 10	kxs180041 2022-01-27 10:20:48 audit: -974.3 m index: -974.3 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		• cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

MIS 6386 - New Course Additional Information

Prefix	MIS
Number	6386
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Mark Thouin
Preparer	Kent Seaver
Create_DateTime	2022-01-27 10:05:52
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * mkt6373 (r1) mkt6373.6 group_head series_head	MKT 6373 (BUAN 6373) Introduction to Programming for Analytics (3 semester credit hours) This course introduces students with no programming background to two of the most popular and widely used languages in analytics: Python and R. Students will learn programming fundamentals including object-oriented approaches, the use of libraries, lists, functions, basic data hygiene issues, tools, and fundamental data structures. The applicability, advantages, and disadvantages of each program when used for analytical techniques such as response and logic models, clustering, segmentation, times series, and others will be explained. The course is meant as an introduction, to be followed by additional and advanced courses for those who wish to achieve full proficiency. May not be used to fulfill degree requirements in MS Business Analytics or MS Information Technology and Management. (3-0) S request notes Created per program by KS-11/30/2021-JSOM CR 408. BUAN Crosslist to follow course alias: buan6373.4 (buan6373) ~~BUAN~~MKT 6373 ~~(MKT~~ (BUAN 6373) Introduction to Programming for Analytics (3 semester credit hours) This course introduces students with no programming background to two of the most popular and widely used languages in analytics: Python and R. Students will learn programming fundamentals including object-oriented approaches, the use of libraries, lists, functions, basic data hygiene issues, tools, and fundamental data structures. The applicability, advantages, and disadvantages of each program when used for analytical techniques such as response and logic models, clustering, segmentation, times series, and others will be explained. The course is meant as an introduction, to be followed by additional and advanced courses for those who wish to achieve full proficiency. May not be used to fulfill degree requirements in MS Business Analytics or MS Information Technology and Management. (3-0) S peoplesoft diff: MKT 6373 (BUAN 6373) Introduction to Programming for Analytics (3 semester credit hours) This course introduces students with no programming background to two of the most popular and widely used languages in analytics: Python and R. Students will learn programming fundamentals including object-oriented approaches, the use of libraries, lists, functions, basic data hygiene issues, tools, and fundamental data structures. The applicability, advantages, and disadvantages of each program when used for analytical techniques such as response and logic models, clustering, segmentation, times series, and others will be explained. The course is meant as an introduction, to be followed by additional and advanced courses for those who wish to achieve full proficiency. May not be used to fulfill degree requirements in MS Business Analytics or MS Information Technology and Management. (3-0) S show fields: mkt6373.6 • cat_repeat_units: 3	phase: approve status: approving audit: 10	kxs180041 2022-02-01 15:34:09 audit: -951.8 m index: -951.8 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		• cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles		

MKT 6373 - New Course Additional Information

Prefix	MKT
Number	6373
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Alex Edsel
Preparer	Kent Seaver
Create_DateTime	2021-11-30 14:30:53
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * mkt6386 (r1) mkt6386.4 group_head series_head	MKT 6386 Diversity and Multicultural Marketing (3 semester credit hours) Executive Education Course. A study of demographically and ethnically diverse communities in a specified country or geographic region which focuses on developing relevant marketing tactics, promotions, and advertising to targeted audiences based on social, psychological, and cultural frameworks. This course explores the research, analysis, and evaluation needed for marketing efforts to succeed in a diverse marketplace. Prerequisite: MKT 6301. (3-0) Y request notes Requested by GLEMBA and created by KS-11/8/ 2021-JSOM CR 330 peoplesoft diff: MKT 6386 Diversity and Multicultural Marketing (3 semester credit hours) Executive Education Course. A study of demographically and ethnically diverse communities in a specified country or geographic region which focuses on developing relevant marketing tactics, promotions, and advertising to targeted audiences based on social, psychological, and cultural frameworks. This course explores the research, analysis, and evaluation needed for marketing efforts to succeed in a diverse marketplace. Prerequisite: MKT 6301. (3-0) Y show fields: mkt6386.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 12	kxs180041 2021-12-20 16:05:55 audit: -897.5 m index: -897.5 m match_fail

MKT 6386 - New Course Additional Information

Prefix	MKT
Number	6386
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_yes
Replaces	
Similar To	No
Reasoning	NA
Requestor	Rhonda Bush
Preparer	Kent Seaver
Create_DateTime	2021-11-08 11:19:45
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * opre6351 (r1) opre6351.3 group_head series_head	OPRE 6351 Applied Supply Chain Management for New Products (3 semester credit hours) Executive Education Only. This course introduces global supply chain from the perspective for a new product or service entering a new market. Key areas of discussion are strategy, planning and operations. Students will establish a fundamental understanding of supply chains, how value is added to the product and/or service during the progress through the chain, and the processes and practices involved in effective and efficient management of the supply chain. We will also discuss product / service design and development as an integral component. (3-0) Y **request notes** Created per GLEMBA by KS-11/30/2021-JSOM CR 370 **peoplesoft diff:** OPRE 6351 Applied Supply Chain Management for New Products (3 semester credit hours) Executive Education Only. This course introduces global supply chain from the perspective for a new product or service entering a new market. Key areas of discussion are strategy, planning and operations. Students will establish a fundamental understanding of supply chains, how value is added to the product and/or service during the progress through the chain, and the processes and practices involved in effective and efficient management of the supply chain. We will also discuss product / service design and development as an integral component. (3-0) Y **show fields: opre6351.3** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 12	kxs180041 2021-12-14 16:30:12 audit: -1001 m index: -1001 m match_fail

OPRE 6351 - New Course Additional Information

Prefix	OPRE
Number	6351
Year Min	2022
School	mgmt
Dept	mgmt
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	NA
Requestor	Rhonda Bush
Preparer	Kent Seaver
Create_DateTime	2021-11-30 12:00:37
Create_NetID	kxs180041

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acts6307 (r1) acts6307.5 group_head series_head	ACTS 6307 Advanced Statistics for Risk Modeling (3 semester credit hours) This 3 semester credit hour course provides a solid introduction to several major statistical risk methods such as linear models, time series models, principal components and cluster analysis, and decision trees. This class covers parts of the SOA Exam SRM which serves as a formal SOA prerequisite for the SOA Exam PA - Predictive Analytics. Prerequisite: STAT 5352. (3-0) Y request notes To reflect the new Society of Actuaries exam changes. peoplesoft diff: ACTS 6307 Advanced Statistics for Risk Modeling (3 semester credit hours) This 3 semester credit hour course provides a solid introduction to several major statistical risk methods such as linear models, time series models, principal components and cluster analysis, and decision trees. This class covers parts of the SOA Exam SRM which serves as a formal SOA prerequisite for the SOA Exam PA - Predictive Analytics. Prerequisite: STAT 5352. (3-0) Y show fields: acts6307.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	jamies 2022-01-24 14:03:43 audit: -9589 m index: -9589 m match_fail

ACTS 6307 - New Course Additional Information

Prefix	ACTS
Number	6307
Year Min	2022
School	nsmt
Dept	nsmtmath
Curriculum_Fit	state_core
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	ACTS 6307 is uniquely designed to assist actuarial students in preparation for the Statistics for Risk Modeling (SRM) actuarial exam required by the Society of Actuaries (SOA). It focuses on machine and statistical learning techniques with special emphasis on insurance applications. This course serves as a prerequisite for the Predictive Analytics (PA) course ACTS 6310.
Requestor	Wenyi Lu
Preparer	Jamie Speight
Create_DateTime	2021-11-17 14:37:51
Create_NetID	jamies

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * idea8305 (r2) idea8305.4 group_head series_head	IDEA 8305 Field Exam Preparation in History of Ideas (3 semester credit hours) Supervised preparation for field exams. Pass/Fail only. May be repeated for credit (30 semester credit hours maximum or fewer depending on the individual student's degree plan). Instructor consent required. (3-0) R **request notes** Updated repeatability maximum to match degree requirements. Students begin taking Field Exam Prep at/after 33 SCH. They have until 60 SCH to complete exams, so they may need to take as many as 27 SCH of 8305 preps. **peoplesoft diff: 015925 2020-08-16 ddc130130** IDEA 8305 Field Exam Preparation in History of Ideas (3 semester credit hours) Supervised preparation for field exams. Pass/Fail only. May be repeated for credit ~~(18~~ (30 semester credit hours maximum or fewer depending on the individual student's degree plan). Instructor consent required. (3-0) R **repeat reason** May require additional prep time. Updated repeatability maximum to match degree requirements. Students begin taking Field Exam Prep at/after 33 SCH. They have until 60 SCH to complete exams, so they may need to take as many as 27 SCH of 8305 preps. **show fields: idea8305.4** • **cat_repeat_units:** 30 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	mxb091000 2021-12-20 10:57:32 015925 audit: -900.8 m index: -900.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~husl6395~~ lit6395 (r2) lit6395.2 group_head series_head	LIT 6395 Independent Study (3 semester credit hours) Independent study under the supervision of a faculty member on a topic agreed upon by the student and the faculty supervisor. May be repeated for credit as topics vary (9 semester credit hours maximum). Program consent required. (3-0) R **request notes** Changed course grading basis to P/F; corrected CIP code; updated description to reflect recent curricular changes to graduate programs in Literature **peoplesoft diff: 007499 2020-08-16 shh160630** LIT 6395 Independent Study (3 semester credit hours) Independent study ~~course that may count toward minimum course requirements for~~ under the supervision of a faculty member on a topic agreed upon by the student and the ~~MA degree.~~ faculty supervisor. May be repeated for credit as topics vary (9 semester credit hours maximum). ~~Instructor~~ Program consent required. (3-0) R **repeat reason** Topics may vary **show fields: lit6395.2** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 28	cxh074100 2022-01-11 15:44:46 007499 audit: -928.8 m index: -928.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hcs6363 (r9) hcs6363.16 group_head series_head	HCS 6363 Text Comprehension Seminar (3 semester credit hours) Current readings in the field of text comprehension and memory. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: BBSC majors only and instructor consent required. (3-0) R request notes Crosslisting is being removed from inventory peoplesoft diff: 006486 2021-08-22 ddc130130 HCS 6363 ~~(ACN 6363)~~ Text Comprehension Seminar (3 semester credit hours) Current readings in the field of text comprehension and memory. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: BBSC majors only and instructor consent required. (3-0) R repeat reason This course is repeatable because the topics vary. show fields: hcs6363.16 • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 12:54:34 006486 audit: -933.7 m index: -933.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * math5390 (r8) math5390.13 group_head series_head	MATH 5390 Topics in Mathematics - Level 5 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R request notes Notification from Catalog. Subtitled Courses and Topics Courses for 2022-2023 peoplesoft diff: 008761 2015-08-23 sxr090100 MATH 5390 Topics in Mathematics - Level 5 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R repeat reason This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. show fields: math5390.13 • cat_repeat_units: 99 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-02-02 15:21:03 008761 audit: -2371.2 m index: -2371.1 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * math6390 (r8) math6390.12 group_head series_head	MATH 6390 Topics in Mathematics - Level 6 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R **request notes** Added back instructor consent per RO; 4-26-13. Notification requested for subtitled and topics courses for 2022-2023. **peoplesoft diff: 008810 2015-08-23 sxr090100** MATH 6390 Topics in Mathematics - Level 6 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R **repeat reason** This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. **show fields: math6390.12** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-31 17:01:15 008810 audit: -2370.3 m index: -2370.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * math6v81 (r7) math6v81.9 group_head series_head	MATH 6V81 Special Topics in Mathematics - Level 6 (1-9 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-9]-0) S request notes Notification requested for subtitled courses and topics courses for 2022-2023. peoplesoft diff: 008773 2014-08-24 adp130030 MATH 6V81 Special Topics in Mathematics - Level 6 (1-9 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-9]-0) S repeat reason This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. show fields: math6v81.9 • cat_repeat_units: 99 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-02-02 15:18:54 008773 audit: -2369.7 m index: -2369.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * math7390 (r10) math7390.13 group_head series_head	MATH 7390 Topics in Mathematics - Level 7 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R request notes Dept requested course be reinstated. Notification added to subtitled and topics courses for 2022-2023. peoplesoft diff: 008821 2021-08-22 ddc130130 MATH 7390 Topics in Mathematics - Level 7 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R repeat reason This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. show fields: math7390.13 • cat_repeat_units: 99 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-31 17:05:11 008821 audit: -910 m index: -910 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * math8v04 (r9) math8v04.11 group_head series_head	MATH 8V04 Topics in Mathematics - Level 8 (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R **request notes** Dept requested that course be reinstated. Notification for subtitled courses and topics courses for 2022-2023 **peoplesoft diff: 008823 2021-08-22 ddc130130** MATH 8V04 Topics in Mathematics - Level 8 (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R **repeat reason** This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. **show fields: math8v04.11** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-31 17:06:25 008823 audit: -907.7 m index: -907.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * stat5390 (r10) stat5390.13 group_head series_head	STAT 5390 Topics in Statistics - Level 5 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R **request notes** Dept requested course be reinstated. **peoplesoft diff: 012151 2021-08-22 ddc130130** STAT 5390 Topics in Statistics - Level 5 (3 semester credit hours) May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R **repeat reason** This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. **show fields: stat5390.13** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-28 13:21:38 012151 audit: -2367.9 m index: -2367.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * stat7390 (r11) stat7390.14 group_head series_head	STAT 7390 Topics in Statistics - Level 7 (3 semester credit hours) 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. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R **request notes** Dept requested that course be reinstated **peoplesoft diff: 012188 2021-08-22 ddc130130** STAT 7390 Topics in Statistics - Level 7 (3 semester credit hours) 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. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. (3-0) R **repeat reason** This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. **show fields: stat7390.14** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-31 07:17:07 012188 audit: -2365.9 m index: -2365.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * stat8v02 (r7) stat8v02.10 group_head series_head	STAT 8V02 Individual Instruction in Statistics (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) S request notes 'as topics vary' added to course description per Lorre Antoine's 12/19/14 email. peoplesoft diff: 012189 2015-08-23 sxr090100 STAT 8V02 Individual Instruction in Statistics (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) S repeat reason This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. show fields: stat8v02.10 • cat_repeat_units: 99 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-31 16:55:26 012189 audit: -2367.2 m index: -2367.2 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * stat8v03 (r8) stat8v03.14 group_head series_head	STAT 8V03 Advanced Topics in Statistics (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R request notes Dept requested course be reinstated. peoplesoft diff: 012190 2021-08-22 ddc130130 STAT 8V03 Advanced Topics in Statistics (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) R repeat reason This course is repeatable because the topics vary. Faculty in Mathematical Sciences are encouraged to offer topics courses in their areas of research to broaden the experiences of graduate students and to introduce them to potential dissertation topics. The faculty consensus is that students should not be limited to taking just 9 hours of such courses during their graduate education. show fields: stat8v03.14 • cat_repeat_units: 99 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	jamies 2022-01-31 16:54:30 012190 audit: -2366.7 m index: -2366.7 m match_fail

ITEM #9D

RETURN TO COUNCIL AGENDA

Return to CEP Items

Graduate Program Degree Plan Pages to be Updated in 2022-2023

Location	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	SP	GRAD	1st 40	TOTAL
This Report			**2**	**1**	**2**		**8**					**13**
In RO Review	1			1			4	1		3		**10**
In Approvals	1		3		2			3				**9**
Approved												**0**
No Change	6	3	2	13	7	2	8	5	4	2	38	**90**
Total	**8**	**3**	**7**	**15**	**11**	**2**	**20**	**9**	**4**	**5**	**38**	**122**

All updated pages are listed with a general summary of changes made.

ALL	
February 2022	Combined report. Also available on the Registrar's Intranet

BBS	
BBS Doctoral Programs	Addition of 2 tracks under Cognition & Neuroscience. Approved at November Senate. Wording changes to description concerning these changes. Course changes.
Human Dev & Early Childhood Disorders	Overall SCH change was approved at the November Senate. Required Major Core reduced to reflect change and courses removed/added.

ECS	
Mechanical Engineering	Overhaul of the plan to split Thesis and Non-thesis. Course changes

EPPS	
Public Affairs (Public & Nonprofit Mgmt)	Wording changes under the Objectives section
Public Policy and Political Economy	PhD - Redistributed SCH under the Major Core section. Overhaul of Dissertation wording. Course changes. Cert in Econ & Demographic Data - Overhaul of wording throughout. Change to section names and courses. Cert in Program Eval - Overhaul to wording. Sections renamed. New Section added. SCH redistributed. Other degrees only have minor course changes

JSOM	
Accounting	Added sub-tracks to Track 1. Do these need an additional review? Lots of changes to Tracks including how SCH is distributed. Course changes.
Business Analytics	Changes to wording and courses. Although it looks as though there is a new track, they have actually just shifted the placement of an existing track.
Certificate in Cybersecurity Systems	Wording changes. Course additions/removals
Financial Technology and Analytics	Course changes
Information Technology and Management	Wording and Course changes
Management Science	Wording and course changes. New Footnote
Doctor of Philosophy Programs	SCH change under Core Courses for International Mgmt Studies PhD. Course changes
Supply Chain Management	Wording and course changes

If you have issues accessing any of these files, please visit the Registrar's Intranet to download them there.

Climer, Registrar's Office, 2022.02.16

OFFICE OF THE PROVOST'S FACULTY MENTORING PROGRAM

PRESENTER: FRANCESCA FILBEY

Summary

I will present ongoing activities towards the development of a robust and formal Faculty Mentoring Program at UTD out of the Provost's Office that will create an environment that fosters faculty success throughout their career. In partnership with the existing Faculty Mentorship Committee, this re-invigorated Faculty Mentoring Program from the Provost's Office will be structured to achieve well-defined behavioral outcomes that: (1) provide process guidance for faculty, (2) offer professional training, and (3) attend to the special needs and unique challenges of faculty. The project will provide a clear understanding that mentorship is valuable to both the faculty mentees and UTD.

Towards this goal, we propose to:

1. Institutionalize the Faculty Mentoring Program
2. Develop a clear Faculty Mentorship process and guidelines
3. Promote participation and commitment from faculty mentors
4. Develop a rigorous process of constructing a strong mentor-mentee relationship
5. Expand mentorship beyond the first-year of new tenure-track faculty to include (1) all pre-tenure faculty, (2) all post-tenure faculty and (3) non-tenure track faculty.
6. Implement faculty exit interviews
7. Create an electronic system of tracking mentor-mentee pairs/activities
8. Provide a "one-stop shop" for faculty with information and resources that will support the professional and personal transition to UTD
9. Formalize the onboarding process for incoming faculty
10. Reinstate mentoring grants (component of Emily Tobey's program)
11. Promote Employee Resource Groups (ERGs)
12. Develop new activities

RETURN TO COUNCIL AGENDA

UT DALLAS INTERNATIONAL TRAVEL

INTERNATIONAL RISK AND SAFETY

MARCH 2022

RETURN TO COUNCIL AGENDA

TOPICS

International Travel Reminders

Guidelines to Identify International Travel

Institutional Safety Net for International Travel

Resources for Travelers and Academic Units

Improved International Travel Authorization process

Employee ITA Form

ITA Portal

RETURN TO COUNCIL AGENDA

INTERNATIONAL TRAVEL REMINDERS

UT System International Travel Policy (UTS 190)

https://www.utsystem.edu/board-of-regents/policy-library/policies/uts190-international-travel-policy

UT Dallas International Travel Policy (UTD PP1108)

https://policy.utdallas.edu/utdpp1108

- Advanced travel authorization required
- Travel registration prior to departure required

Get Travel Authorization

https://ie.utdallas.edu/rs/get-travel-authorization/

Register Your Trip

https://ie.utdallas.edu/rs/register-your-trip/

RETURN TO COUNCIL AGENDA

GUIDELINES TO IDENTIFY INTERNATIONAL TRAVEL

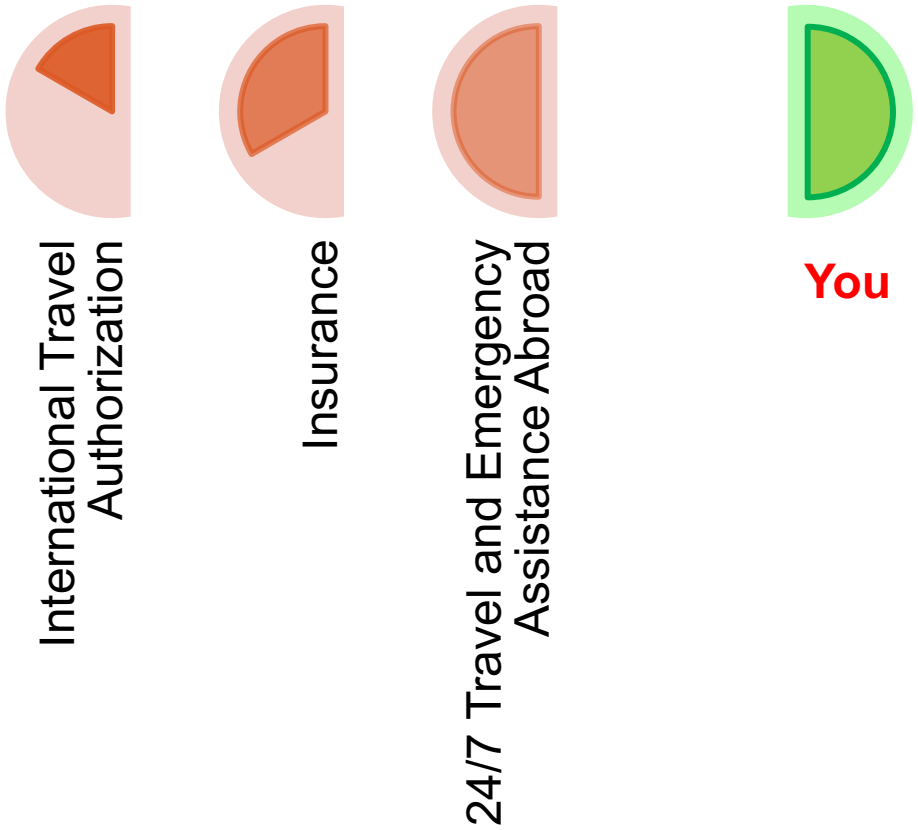
A trip outside of the U.S. can be considered University International Travel if:

- It is travel that the University endorses by supporting it financially, or by sending faculty, staff or students to participate in an activity or event as official representatives of the University, or
- It is travel that regardless of funding is *initiated, actively planned, arranged, or advised by a UT Dallas faculty, staff, or registered student organization*, and is approved by an appropriate administrator.

See examples at: https://ie.utdallas.edu/rs/get-travel-authorization/utd-international-travel/

RETURN TO COUNCIL AGENDA

INSTITUTIONAL SAFETY NET



RESOURCES FOR TRAVELERS AND ACADEMIC UNITS

Comprehensive Website

- International Risk and Safety: Procedures and Requirements, Forms, High Risk Region Tool, International Travel Insurance information, Risk Assessment Resources.
- ITA Portal: Forms, International Travel Authorization Process management.

Pre-Travel advise

- On Call International

24/7 Travel, Emergency, and Crisis support for travelers abroad

- On Call International. Contact On Call 24/7 to request a pre-departure risk and safety trip review. **Add the On Call contact to your mobile**. From your mobile phone CLICK HERE, click on DOWNLOAD CARD. *Please save the contact on your phone after download.*

RETURN TO COUNCIL AGENDA

IMPROVED ITA PROCESS

For all travel

- Final authorization is back to President Designee for most travel. President Office authorization step is still needed for only a handful of countries.

For employee travel

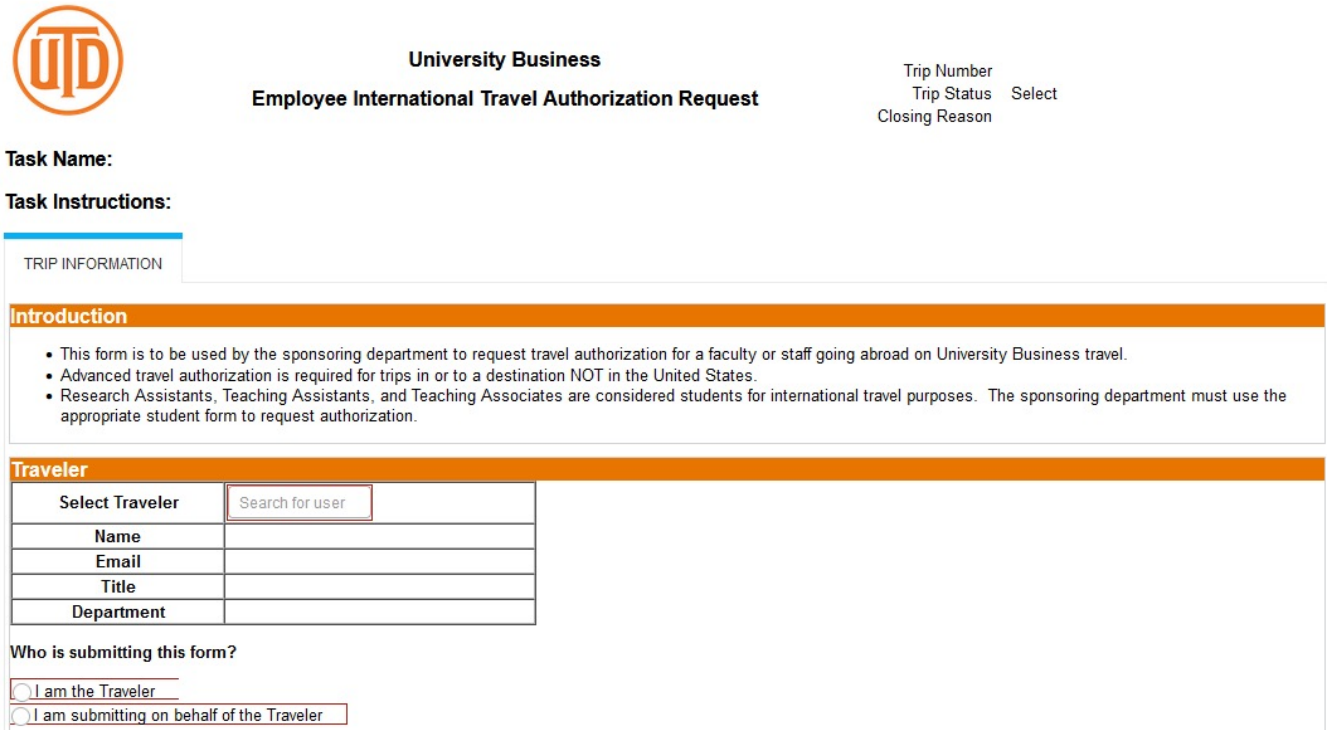
- Removed expenses information and cost center signature step from the request, as expenses management is an internal process of each unit.
- Manifest information is now in a separate form that is only filled out once, rather than being entered for each request.
- The COVID-19 questionnaire is now only a guidance document. Travelers do not need to submit answers with the request.
- Reduced Export Control (EC) questions, and better targeted to only request EC Review in very specific situations.
- Removed Conflict of Interest (COI) as a signature step, and reduced COI questions to point review for only specific situations.
- Removed duplicate signature when the Immediate Supervisor is the President Designee
- Simplified request form to only one tab.

ITEM #12

RETURN TO COUNCIL AGENDA

EMPLOYEE ITA FORM

https://utd.link/EITA



University Business

Employee International Travel Authorization Request

Trip Number
Trip Status Select
Closing Reason

Task Name:

Task Instructions:

TRIP INFORMATION

Introduction

- This form is to be used by the sponsoring department to request travel authorization for a faculty or staff going abroad on University Business travel.
- Advanced travel authorization is required for trips in or to a destination NOT in the United States.
- Research Assistants, Teaching Assistants, and Teaching Associates are considered students for international travel purposes. The sponsoring department must use the appropriate student form to request authorization.

Traveler

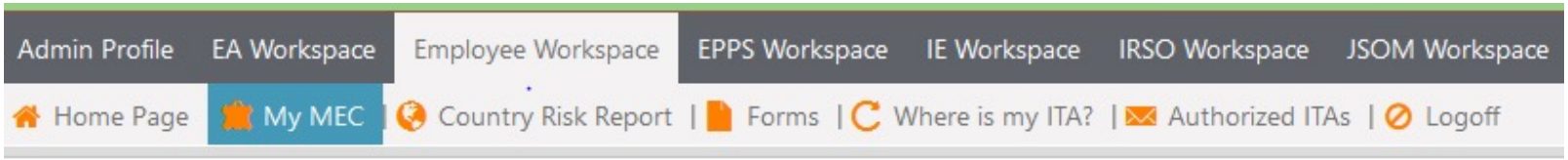
Select Traveler	Search for user
Name	
Email	
Title	
Department	

Who is submitting this form?

- I am the Traveler
- I am submitting on behalf of the Traveler

ITA PORTAL

https://utd.bplogix.net



RETURN TO COUNCIL AGENDA

THANK YOU!
Q&A

CONTACT

Imperio Shanks

Assistant Director

International Risk and Safety

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