TO: Academic Senate Members

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

RE: Academic Senate Meeting

The Academic Senate will depart from their usual meeting schedule. On Wednesday, May 16, 2018 at 1:00 p.m. in the TI Auditorium, ECS South 2.102.

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

xc: Richard Benson
   Hobson Wildenthal
   Inga Musselman
   Jessica Murphy

John Wiorkowski
   Calvin Jamison
   Larry Redlinger
   Gene Fitch

Serenity King
   Abby Kratz
   Chief Larry Zacharias
   Deans

Naomi Emmett, SC President
JW Van Der Schans, SG
President

2017-2018 ACADEMIC SENATE

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*Speaker
**Secretary
*** Vice-Speaker
AGENDA
ACADEMIC SENATE MEETING
April 18, 2018

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS  Dr. Benson
2. APPROVAL OF THE AGENDA  Murray Leaf
3. APPROVAL OF MINUTES  Murray Leaf
4. SPEAKER’S REPORT  Murray Leaf
5. SACSCOC Reaffirmation Updates  Serenity King
6. TXCFS/FAC REPORT  Drs. Leaf & Cordell
7. Student Government Report
8. CEP Recommendations  Clint Peinhardt
   A. Policy on transfer credit from non-accredited institutions
   B. New Program- BS in Data Science
   C. New Certificates in JSOM
   D. Undergraduate Course Inventory
   E. First 40- Undergraduate
   F. First 40- Graduate
   G. Undergraduate Degree Plan Updates
   H. Graduate Degree Plan Updates
9. Discussion: Possible move to NCAA Div II Athletics  Gene Fitch
10. Email Vote to Approve the Summer Graduate  Dr. Leaf
11. Email Vote to Approve Faculty Appointments to Committees  Dr. Leaf
12. Hearing Tribunal Appointments  Dr. Leaf
13. Adjournment  Dr. Benson
UNAPPROVED AND UNCORRECTED MINUTES

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

ACADEMIC SENATE MEETING
April 18, 2018


Absent: Hobson Wildenthal, Gary Bolton, Thomas Brikowski, Chris Davis, Eric Farrar, Todd Fechter, Gopal Gupta, Dohyeong Kim, Blair Miller, BPS Murthi, Won Namgoong, Mehrdad Nourani, Simeon Ntafos, Tres Thompson,

Visitors: Shannon Cepica, Eric Chen, Naomi Emmet, Frank Feagans, Gene Fitch, Serenity King, Abby Kratz, Michele Lockhart, Jennifer McDowell, Clint Peinhardt, Bill Pervin, Nicole Piquero, Scott Simpson, Amanda Smith, Marion Underwood, J. W. Van Der Schans

1. Call to Order for the Academic Senate Meeting
   President Benson called the meeting to order at 1:02 PM. The new Vice President for Research has been selected but not officially announced. President Benson officially thanked Rafael Martin for his hard work as the Interim Vice President. President Benson opened the floor to questions. There were none.

2. Approval of the Agenda
   Richard Scotch moved to approve the agenda. Andrew Blanchard seconded the motion. The motion carried.

3. Approval of the Minutes
   Andrew Blanchard moved to amend the student government report to note that the noted photographs in the minutes were actually an artist’s conception, and to approve the amended minutes. Richard Scotch seconded. The motion carried.

4. Speaker's Report – Murray Leaf
   Nothing to report. All items are on the agenda.

5. SACSCOC Reaffirmation Updates – Serenity King
   The final version of the report has not been released yet, but a draft was circulated to the provost’s office. One of the two findings requires a new policy to be drafted and taken through the Academic
Governance process. This issue must be addressed by August, which means the process must be completed during the month of May. Otherwise a special called meeting of the Senate would be required during the summer. The discussion has started in CUE and Graduate Council, and a draft will be ready for the May Committee on Educational Policy meeting.

6. FAC Report – Murray Leaf and David Cordell
The next FAC meeting will be April 17-18th, 2018. Additional reports will follow the meeting.

7. Student Government Report- J. W. Van Der Schans and Eric Chen
The ‘take one, leave one’ book shelf in the student union is progressing. They are continuing accepting donations from anyone who has a book or textbook that feels it would benefit students. SG is working with the UTD Tech Store to have tech vending machine installed across campus during the summer. The front desk of the residential life office will now carry Band-Aids for students. During finals week, Starbucks and Papa John’s will remain open until 2 AM for late night studying students. This will be a pilot program, which they hope to expand in the future. Lastly, Mr. Van Der Schans introduced the FY 19 Student Government President Eric Chen.

8. CEP Recommendations– Clint Peinhardt
A. Undergraduate Degree Plan Review
   Clint Peinhardt moved on the behalf of CEP to approve the undergraduate degree plans. The motion carried.

B. Graduate Degree Plan Review
   Clint Peinhardt moved on the behalf of CEP to approve the graduate degree plans. The motion carried.

C. New Program- Major in Latin American Studies
   Clint Peinhardt moved on the behalf of CEP to approve the new Major in Latin American Studies. The motion carried unanimously.

D. New Program- Minor in Spanish
   Clint Peinhardt moved on the behalf of CEP to approve the new Minor in Spanish. The motion carried unanimously.

E. New Program- New Minor in Latin American Studies
   Clint Peinhardt moved on the behalf of CEP to approve the new Minor in Latin American Studies. The motion carried unanimously.

F. Bioengineering Admissions Change- Approval for Catalog Changes to Reflect Changes in Admission Requirements Previously (2016-17) Approved by Faculty.
   The GPA requirement was lowered from 3.3 to 3.0 in upper division course work and the GRE requirement to a revised scale score of 3 on the analytical writing component. This makes the GPA equal the university standard. Clint Peinhardt moved on the behalf of CEP to approve change in GPA. The motion carried unanimously.

9. UTD and TXCFS DACA Resolutions- Dr. Leaf
University of Texas at Dallas –
"The Academic Senate of the University of Texas at Dallas endorses the resolution on DACA of the Texas Council of Faculty Senates. It is the sense of the Senate of the University of Texas at Dallas that all students pursuing their education in the United States under the provisions of DACA should be allowed to complete their education. The Senate further recommends that their status should be regularized through legislation and should include a path to citizenship.”

Texas Council of Faculty Senates –

The members of Texas Council of Faculty Senates remain committed to serve their students regardless of national origin. We recommend that all students in the United States of America under the provisions of Deferred Action for Childhood Arrivals (DACA) be provided a pathway to citizenship by legislation.

Robert Ackerman moved to accept the UTD and TXCFS resolution concerning the Deferred Action for Childhood Arrivals (DACA) immigration policy. Nadine Connell seconded. The motion carried with three abstentions.

10. Teaching Relief Policy for Faculty who are New Parents- Erin Smith

Erin Smith, Abby Kratz, Colleen Dutton created the initial draft. The policy draft was further reviewed by the Deans Council. The Committee for the Support of Diversity and Equity moved to forward the teaching relief policy to the Administration. The motion carried unanimously. A copy of the policy is included in appendix A.

11. Revisions to UTDPP1025- Campus Facilities Committee Charge

Staff and Students were added to the committee charge and the word “complaints” was replaced with “concerns”. The Campus Facilities Committee moved to approve the amended charge. The motion carried.

12. Revisions to International Travel Policy- Imperio Shanks

Imperio Shanks from the International Center presented a new policy that is in line with the UT System International Policy. In January 2018 the State Department changed their travel warning system to a 12 point system. Those two events necessitate the creation of a university wide International Travel Policy. And amendment of “…as defined on the travel website…” be added to the policy to clarify what travel the policy applies. The International Oversight committee moved to approve the amended policy. The motion carried.

13. Revisions to UTDPP1092- International Oversight Committee- Imperio Shanks

Some State Department guidelines were updated. The International Oversight Committee charge was updated to reflect those changes. The committee moved to approve the updated committee charge. Monica Brussolo seconded. The motion carried.

14. Approval of Spring 2018 Graduates- Bill Hefley

Bill Hefley moved that:

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

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

15. Revision to the Charge for the Charge for the University Accessibility Committee- Dr. Leaf
Dr. Leaf called for a motion to add a representative from the Library to the membership. Joe Izen moved to approve the revision to the charge. Richard Scotch seconded. The motion carried.

16. Resolution to create a University of Texas System Task Force on Methane Emissions From Hydraulic Fracturing Operations on University Lands - Dr. Leaf
This is a motion to support the actions of the UT Austin Academic Council. Joe Izen moved to support the resolution. Ravi Prakash seconded. The motion carried.

17. Membership of the 3+3+3+3 Work Load Policy Committee - Dr. Leaf
Hasan Pirkul, Poras Balsa, and Todd Fechtner were recommended as the Dean representatives. Stephen Spiro, Jennifer Holmes and Shayla Holub were recommended as the Non-Dean Administrator representatives. Ramaswamy Chandrasekaran, John Sibert, and Nils Roemer were recommended as the Tenure Track representatives. Bill Hefley, Sabrina Starnman, and Jill Duquaine-Watson were recommended as the Non-tenure track representatives. Richard Scotch moved to approve the appointments to the 3+3+3+3 Work Load Policy Committee. Kurt Beron seconded. The motion carried.

18. Adjournment
There being no further business, President Benson adjourned the meeting at 2:09 PM.

APPROVED: ___________________________ DATE: ______________
Murray Leaf, Speaker of the Faculty
UTDPP xxxx  Teaching Relief Program for Faculty

Eligibility

Full-time faculty who have been employed for at least two semesters at UTD and who are primary caregivers for a newborn infant, a newly adopted child, or a newly placed foster child under the age of three are eligible.

Terms

One semester of teaching relief or the remainder of a semester after conditions of FMLA or Parental Leave are met, as applicable, per birth, adoption, or foster placement of a child under three. If the faculty member was on FMLA for personal medical reasons, a release to return to work from their treating physician is necessary before the teaching relief begins. During this time, other duties are to be assigned instead of teaching duties. Teaching Relief should not be used for circumstances where use of sick leave is appropriate. The application must be approved by department chair, dean, and Chief Academic Officer, based on the criteria set out below. Under the terms of this program, the teaching load of the faculty member in the semester before or any time after the leave will not be affected by the terms of the leave. The teaching relief must be 50% or less of the faculty member’s annual teaching load. A faculty member may take up to 2 teaching relief semesters in the course of their total employment at UTD.

Procedure

Application–Faculty member must submit an application at the earliest possible date, preferably 6 months in advance of the semester in which teaching relief is requested.

Application must include:

1. A request establishing the eligibility for the teaching relief;
2. A sufficiently detailed description of the work to be done in place of the applicant's normal teaching responsibilities;
3. A defined work product to be advanced;
4. An adequate method for evaluation of the work by the department chair or dean during the semester; and
5. The faculty member teaching load in the semester before and after the leave must be specified.

In the case that both parents are employed by UTD, each may take the teaching relief, either in consecutive semesters or simultaneously, as best fits their needs and those of their department(s).

Approval–Approval is contingent on the following findings:

1. The instructional responsibilities of the department or program can be met.
2. The department or program will continue to be in compliance with applicable statutes and policies, including:
   a. Texas Government Code 658.002 Working Hours Required for Salaried Employees
   b. Texas Government Code 658.007 Working Hours for Employees of Institutions of Higher Education
   d. Texas Higher Education Coordinating Board Faculty Workload Guidelines
e. Board of Regents Policy 21.05 Faculty Workload
f. UTD Academic Workload Policy, UTDPP1060: Minimum Faculty Academic Workload Requirement

**Approval by the Chief Academic Officer** - The chair or dean should submit the application to the Chief Academic Officer, along with his or her written review regarding eligibility and approval. Upon final review, the Chief Academic Officer will issue a written decision to the faculty member and appropriate dean and/or department chair. The decision of the Chief Academic Officer is final.
I. Key Aspects of Orbit to Address Based on On-Site Reviewers’ Recommendations:
   a. Focus and content of Orbit programming (institutional capacity)
   b. Orbit leadership and initiative management (institutional capacity)
   c. Professional development for Orbit affiliated faculty and staff (institutional capacity)
   d. Assessment of student belonging, engagement, and persistence (assessment)

II. Strategies to Address Key Aspects:
   a. Examine student belonging, engagement, and persistence at UT Dallas
   b. Define belonging and engagement for UT Dallas
   c. Revisit target student populations
   d. Hire Orbit director
   e. Develop program-level strategies aimed at increasing belonging and engagement
   f. Establish teams that work on program content, professional development, and assessment

III. Conclusions:
   a. Maintain “Orbit: Keeping New Comets on Course” as first-year student success initiative for all first-year students in each of the four populations (first-time in college, transfer, graduate, international)
   b. For QEP five-year impact report due to SACSCOC in conjunction with the university's Fifth-Year Interim Report, focus only on one population, specifically undergraduate transfer students
   c. Maintain New Student Engagement Board (NSEB)
   d. Hire Orbit Director*, reporting to the Provost, who will work cooperatively with existing faculty and staff in academic affairs and students affairs to coordinate with NSEB on initiatives targeting all four populations, with an emphasis on transfer students.

IV. Next Steps:
   a. Bi-weekly meetings (Provost Musselman, VP Fitch, Dean Murphy, Dean Smith, SACSCOC Liaison King, members of Assessment staff, additional personnel as discussion unfolds) to address strategies in II above
   b. Response Report due to SACSCOC by August 8, 2018

*Title and additional responsibilities TBD
Faculty advisory Council Report  
Austin Texas April 19-20, 2018  
Represented UT Dallas

The meeting began at 10 am, April 19. The first two hours were taken up with several presentations by Stephanie Huie Vice Chancellor for Strategic Initiatives and David Troutman Associate Vice Chancellor for Strategic Initiatives. They mainly talked about a large study of dual credit they have undertaken at FAC initiative. It has now turned into a cooperative effort with several state agencies. My general sense is that dual credit is here to stay and can be useful. A consistent statistical result is that students who have taken it do better in college, although it is not clear what causal relationships might reflect. There are still many issues in defining it, saying who should teach such courses, and how they should be related to advanced placement.

Next item on the agenda was a lunch discussion with Dan Sharphorn, Director of the Office of General Counsel. Mr. Sharphorn mainly talked about the difference between Texas and Michigan, where he was previously, in the amount of time that has to be spent dealing with state initiatives. Michigan has a constitutional firewall preserving University autonomy. Texas does not.

The rest of the afternoon was spent on campus reports and committee meetings. Dr. Cordell is co-chair of Academic Affairs and Faculty Quality. I attended governance. Governance spent most of time on the maternity leave policy that the faculty advisory Council is trying to help campuses develop. This included about an hour discussion with an attorney from the office of General Counsel on the relationship between the federal family maternity leave policy and anything we might try to do. He emphasized that the federal policy does not require the time allowed off be taken as a block. It can be intermittent. So, for example, a woman who has graduate students can arrange her leave to include time for supervising them. This was news to me, although when I returned to UTD I found it was not news to our Human Resources office.

Academic Affairs and Faculty Quality presented a policy on NTS faculty, which the FAC endorsed.

Friday:

More committee meetings and campus reports. Rebecca Karoff reported on the Student Success Summit III that the system arranged. Apparently, people were happy with it.

The FAC spent most of the afternoon first discussing a recommendation for changing the Regents Rule dealing with upward evaluation of administrators. The amendments were coming from the health campuses primarily. They are unhappy with their administrations and want to be able to express this early and often. One change would be to have the evaluation every two years. Others concerned the presentation of results. Generally, I think we would find the changes unnecessarily repetitious, but in discussion I was assured that the wording was...
intended to allow enough faculty governance discretion for us to continue as we are now doing.

The next and last major item was discussion of a draft statement on freedom of speech. This resulted in a fairly acrimonious discussion that was inconclusive. It is continuing by email.

Murray J Leaf, Speaker.
Evaluating and Awarding Credit for Non-Credit Coursework Not Originating from the Institution

**CEP Recommended Option: Specific University Policies and Procedures with Responsibility at School Level**

**Graduate:** The University of Texas at Dallas awards academic credit for non-credit coursework not originating from the institution only in instances in which a signed cooperative agreement exists between the entity offering the non-credit work and the institution. The cooperative agreement must be reviewed and approved by the program faculty, the school administration, Graduate Council, the Committee on Educational Policy, Academic Senate, the Provost's Office, the University Registrar, and the University Attorney. Terms of the agreement must specify the responsibilities of the outside entity, including their obligation to send instructor credentialing information, course syllabi with articulated outcomes and participant deliverables, and verification of participants’ completion, to the institution. Academically qualified UT Dallas faculty provide annual oversight of the outside entity's content to ensure that non-credit work is comparable in both content and rigor for the awarding of an equivalent UT Dallas graduate credit experience in the respective degree program. Such transfer credit is awarded for purposes of executive education only.

**Undergraduate:** The University of Texas at Dallas does not award undergraduate academic credit for non-credit coursework not originating from the institution except as required by legislation regarding exam credit and military service, by terms agreed upon through a collaborative agreement with an outside entity, or by individual petition to the program head of the student’s declared major. The Associate Dean for Undergraduate Education provides final approval of individual cases. Some schools or programs may opt not to allow individual petitions as specified on their departmental webpages.

The cooperative agreement must be reviewed and approved by the program faculty, the school administration, Council for Undergraduate Education, the Committee on Educational Policy, Academic Senate, the Provost's Office, the University Registrar, and the University Attorney. Terms of the agreement must specify the responsibilities of the outside entity, including their obligation to send instructor credentialing information, course syllabi with articulated outcomes and participant deliverables, and verification of participants' completion, to the institution. Academically qualified UT Dallas faculty provide annual oversight of the outside entity's content to ensure that non-credit work is comparable in both content and rigor for the awarding of an equivalent UT Dallas credit experience in the respective degree program.
Grad Council Preferred Option: General University Policy with Responsibility at School Level. NOTE: Graduate Council selected this option at its 4/26 meeting.

Graduate: The University of Texas at Dallas awards graduate academic credit for non-credit coursework not originating from the institution only in instances described by individual programs. In all cases, academically qualified faculty within those programs ensure the quality of any credit or coursework earned toward the degree program by ensuring the credit awarded is comparable to a designated credit experience through evaluation of materials supporting the non-credit work. This evaluation requires the program faculty to ensure that the rigor is appropriate for graduate level credit and not undergraduate credit. The Office of the Registrar shall prescribe procedures for the appropriate notation of this credit on the student’s transcript. For regular, on-going awarding of academic credit for specific non-credit work at an established outside entity, the university must have a cooperative agreement in place with that entity. Cooperative agreements must be reviewed and approved by the university attorney, the Office of the Registrar, and the Provost’s Office. No more than twenty-five percent of a student’s graduate degree may be transferred in from another institution.

CUE Preferred Option: General University Policy with Responsibility at School Level. NOTE: CUE voted for this option via email on 4/30.

Undergraduate: The University of Texas at Dallas does not award undergraduate academic credit for non-credit coursework not originating from the institution except as required by legislation regarding exam credit and military service or by individual petition to the program head. The Associate Dean for Undergraduate Education provides final approval of individual cases. Consideration of the individual petition is at the discretion of the program head. Some schools or programs may opt not to allow individual petitions as specified on their departmental webpages.
Texas Higher Education Coordinating Board
Texas Public General Academic and Health-Related Institutions

Proposal for a New Bachelor’s or Master’s Degree Program

Full Request Form

**Directions:** Texas public institutions of higher education must complete this form to propose: (1) Bachelor’s or Master’s Degree programs in engineering; (2) Bachelor’s or Master’s degree programs that have an estimated cost of more than $2 million in the first five years of operation; and (3) Bachelor’s or Master’s degree programs that do not meet the certification requirements set forth in Coordinating Board Rules, Subchapter C, Section 5.44 (a) (3).

Institutions should notify the Division of Academic Quality and Workforce of its intent to plan a new engineering program via a letter submitted through the online portal prior to submission of the Full Request Form.

Institutions submit Planning Notification through the Document Submission Portal as a letter to the Assistant Commissioner of the Academic Quality and Workforce Division. The letter should include the title, degree designation, CIP code of the program, the anticipated date of submission of the proposal, and a brief description of the program.

In completing the proposal, the institution should refer to the document Standards for Bachelor’s and Master’s Degree Programs, which prescribes specific requirements for new degree programs.

This form requires the signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program and the notification of other Texas public institutions of higher education; (2) a member of the Board of Regents (or designee) certifying Board approval.

**Questions:** Contact the Division of Academic Quality and Workforce at 512-427-6200.

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**Administrative Information**
1. Institution:
   The University of Texas at Dallas (UTD)

2. Proposed Program:
   Show how the proposed program would appear on the Coordinating Board’s Program Inventory (e.g., Bachelor of Business Administration degree with a major in Accounting).

   Bachelor of Science in Data Science

3. Proposed CIP Code:
   List of CIP Codes may be accessed online at www.txhigherereddata.org

   27.0503.00

4. Semester Credit Hours Required:
   For Bachelor’s Degree Programs the number should be 120 SCH (if the number of SCH exceeds 120 for a Bachelor’s Degree program, the institution must submit documentation explaining the compelling academic reason).

   120

5. Location and Delivery of the Proposed Program:
   Provide the location of instruction and how the proposed program will be delivered to students (e.g., face-to-face to students on the main campus in Lubbock).

   The courses involved in the program will be taught face-to-face to students on the UTD campus in Richardson.

6. Administrative Unit:

   Identify where the program would fit within the organizational structure of the university (e.g., Department of Electrical Engineering within the College of Engineering).

   The program will be offered jointly by the Department of Mathematical Sciences (within the School of Natural Sciences and Mathematics) and the Department of Computer Science (within the Erik Jonsson School of Engineering and Computer Science), with the former serving as the administrative home of the program.

7. Program Description:
   Data Science is an emerging discipline that lies at the intersection of Computer Science, Mathematics, and Statistics. Data Scientist consistently ranks near the top among the best jobs in America (CareerCast.com, 2017). Data Scientists are high in demand in the job market but they are also in short supply (Markow et al., 2017). The proposed Bachelor of Science in Data Science is a step toward filling this need. It will be jointly offered by the Mathematical Sciences and Computer Science departments. It is intended for students interested in a career in Big Data.
Given that the demand of Data Scientists cuts across a wide variety of industries, including information technology, finance, insurance, health care, and retail (Royster, 2013), the goal of the program is to provide a broad training in the foundations of the three disciplines involved, namely, Computer Science, Mathematics, and Statistics. This is reflected in the curriculum of the program as out of the 120 semester credit hours (SCH) required, courses with CS, MATH, and STAT prefixes account for 24, 22, and 18 SCH, respectively. This does not include the courses that are considered equivalent or are cross-listed. The curriculum also includes 42 SCH of University’s core curriculum requirements, 21-23 SCH of major preparatory course beyond the core curriculum requirements, 42 SCH of major core courses (including a 4-SCH Capstone Project), and 12-14 SCH of guided electives.

The specific learning objectives of the program include:

1. Employ fundamental mathematical principles to formulate and analyze mathematical models.
2. Identify and apply appropriate statistical methods to analyze data.
3. Conduct data analysis using software tools.
4. Develop and analyze algorithms for managing, analyzing, and inferring information from large datasets.

The proposed program is timely as at present only one other university in the state of Texas offers such a program. The two participating departments have enthusiastically worked together to develop the program. Its curriculum has been developed by building upon our existing strengths and also looking at similar programs elsewhere in the nation, e.g., those at The Ohio State University and University of Michigan, and the guidelines developed by a faculty group (De Veaux et al., 2017). The faculty of both departments are eagerly looking forward to the approval of the program so that we may begin offering it in Spring 2019.

References:


8. Proposed Implementation Date:
   Provide the date that students would enter the proposed program (MM/DD/YYYY).
   01/01/2019

9. Institutional and Departmental Contacts:
   Provide contact information for the person(s) responsible for addressing any questions
   related to the proposal.

1. Name: Vladimir Dragovic
   Title: Professor and Head, Mathematical Sciences Department
   E-mail: Vladimir.Dragovic@utdallas.edu
   Phone: 972-883-6694

2. Name: Gopal Gupta
   Title: Professor and Head, Computer Science Department
   E-mail: gupta@utdallas.edu
   Phone: 972-883-4107

3. Name: Serenity King
   Title: Assistant Provost
   E-mail: serenity.king@utdallas.edu
   Phone: 972-883-6749

10. Notification to Area Institutions:
    (Serenity to conduct/provide)
Proposed Program Information

I. Need

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

Since the beginning of the present decade, there has been a steady stream of articles in business media drawing attention to the fact that the Data Scientists are in high demand but short supply. For example, in an article in *Harvard Business Review* about the important role of data scientists in the technology sector, Davenport and Patil (2012) said:

“Much of the current enthusiasm for big data focuses on technologies that make taming it possible, including ... While those are important breakthroughs, at least as important are the people with the skill set (and the mind-set) to put them to good use. On this front, demand has raced ahead of supply. Indeed, the shortage of data scientists is becoming a serious constraint in some sectors.”

Writing for *Application Development Trends*, Ramel (2015) said:

“As if the much-publicized skills shortage wasn't hindering enterprise Big Data efforts enough, new research from a staffing firm indicate the analytics jobs are getting even harder to fill. The news comes in the latest update by staffing firm TEKsystems, which has been providing quarterly addendums to its "Annual IT Forecast" report released last December.”

On KDnuggets.com, a Data Science related website, Pagan (2016) wrote:

“Data Science is gaining unprecedented traction in the job market, as Big Data, data analytics, data mining and machine learning become more relevant to the mainstream IT industry. Around the world, organizations are fiercely fighting with each other for skilled data professionals available in the market.”

More recently, in a report titled “What’s Next for the 2017 Data Science and Analytics Job Market?,” the accounting and business consulting firm PwC said:

“Competencies and skills needed for data science jobs are ... often the aptitudes that entrepreneurs and innovators most desire. Candidates for these roles have strong credentials (either experience or education) in programming and applied data science. ... Competition for these candidates is fierce now, and it is not likely to ease, as more and more companies become digital, and change their operating models and talent needs.”
Moreover, Data Scientist ranked top on list of “The Toughest Jobs to Fill in 2017” in a report by CareerCast.com, a job-related website. This report also stated:

“Consider Data Scientist. Since the Jobs Rated report began tracking this burgeoning field, it regularly ranks among the very best careers. One reason is its high growth outlook, with projected hiring increases of 16% in the next decade. Spurring that growth is a need for businesses and organizations of all kinds, across various sectors, to expertly parse through data and turn it into actionable information. Because Data Scientist is a relatively new career, however, there isn’t an established workforce of trained professionals. Many universities do not offer degree programs specific to data science, which means some getting workers entering into the field do so from other disciplines.”

In addition, in the 2017 U.S. Emerging Jobs Report by the Economic Graph Team of the popular business networking site LinkedIn, two Data Science related jobs, namely, Machine Learning Engineer and Data Scientist, take the top two spots on the list of Top 20 Emerging Jobs. These jobs have respectively shown 9.8 and 6.5 times increase over the 2012-2017 period.

To get an idea of the actual number of job openings, Table 1 below shows the number of job openings for Data Scientist position nationwide as well as in the state of Texas and the Dallas-Fort Worth Metroplex (DFW) listed at three job search websites on 02/11/2018.

Table 1: Number of job openings for Data Scientist positions on 02/11/2018.

<table>
<thead>
<tr>
<th>Website</th>
<th>US</th>
<th>Texas</th>
<th>DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glassdoor</td>
<td><a href="https://www.glassdoor.com">https://www.glassdoor.com</a></td>
<td>21,717</td>
<td>1,174</td>
</tr>
<tr>
<td>SimplyHired</td>
<td><a href="https://www.simplyhired.com">https://www.simplyhired.com</a></td>
<td>21,721</td>
<td>747</td>
</tr>
<tr>
<td>Indeed</td>
<td><a href="https://www.indeed.com">https://www.indeed.com</a></td>
<td>24,798</td>
<td>849</td>
</tr>
<tr>
<td>Indeed (search restricted to entry level positions)</td>
<td><a href="https://www.indeed.com">https://www.indeed.com</a></td>
<td>6,724</td>
<td>256</td>
</tr>
</tbody>
</table>

There is no doubt that a majority of these jobs require some experience or at least a graduate degree. However, the site indeed.com allows restricting the search to entry level positions for which the graduates of the proposed program may be eligible to apply. Table 1 also presents the number of entry level Data Scientist positions listed on this site. These data indicate that 25% may be taken as a conservative estimate of the percentage of job openings that are entry level positions. This implies that on 02/11/2018, on average, about 5686 openings in the US, 231 openings in TX, and 76 openings in the DFW area were for entry level Data Scientist positions.

Although the US Bureau of Labor Statistics does not yet include Data Scientist as a separate occupation, two of the occupations closely related to data science, namely, statisticians and
mathematicians, were among the top 20 fastest growing occupations in 2016. They are projected
to grow by 34% and 30%, respectively, over the period of 2016-26.

To overcome the lack of traditional labor market data from the Bureau of Labor Statistics specific
to Data Scientist and related positions, Burning Glass Technologies together with Business-
Higher Education Forum and IBM conducted a study titled “The Quant Crunch: How the Demand
for Data Science Skills is Disrupting the Job Market,” whose findings are published as Markow et
al. (2017). Table 2 presents the job postings data from this study for two Data Science related job
categories that are relevant for the program, namely, Data Analysts and Data Scientists &
Advanced Analysts.

Table 2: Summary of job postings data from Markow et al. (2017) in two Data Science related
job categories that are relevant for the program.

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Number of Postings in 2015</th>
<th>Estimated Number of Postings in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>US</td>
<td>Texas</td>
</tr>
<tr>
<td>Data Analysts</td>
<td>124,325</td>
<td>8,409</td>
</tr>
<tr>
<td>Data Scientists &amp; Advanced Analysts</td>
<td>48,347</td>
<td>1,969</td>
</tr>
</tbody>
</table>

This report also indicates that in the Data Analysts category, 76% postings require at least three
years of work experience and 6% require a graduate degree. The same percentages for Data
Scientists & Advanced Analysts are 78% and 39%, respectively. Even these data indicate that
25% may be taken as a conservative estimate of the percentage of job postings that are entry level
positions. Therefore, the graduates of the proposed program may be eligible for about one-fourth
of the number of postings listed in Table 2. These data clearly establish the need for the graduates
in the job market.

References:

century (Last accessed: 14/12/2018)


(Last accessed: 14/12/2018)
B. **Student Demand** – Provide short- and long-term evidence of demand for the program.

The evidence presented in Section A (Job Market Need) clearly shows that the data scientists are in high demand but short supply, and the demand is expected to grow. The short supply is primarily due to the fact that data science is a new discipline and only a small fraction of the universities offer programs in data science. Although many universities have added data science programs in the last few years, a vast majority of the existing programs are at the graduate level. Even at UTD, we have added a Data Science specialization to each of our MS in Computer Science (beginning 2011), MS in Mathematics, and MS in Statistics programs (both beginning Fall 2016). The percentage of students in these programs who are pursuing the Data Science specialization are 48%, 33%, and 94%, respectively, indicating strong demand for this specialization. The two participating departments have also jointly started a Graduate Certificate in Data Science beginning in Fall 2016. At present, there are 86 students at UTD who are either already taking classes towards the certificate or have expressed an interest in doing so. However, the undergraduate level programs in Data Science are only starting to be added. For example, in the state of Texas, only the University of Houston-Downtown presently offers a BS in Data Science, which began in Fall 2017.

To further judge the student demand for the proposed degree, we may look at the enrollment trend in two BS degrees that the participating departments offer, namely, BS in Computer Science and BS in Mathematics. Table 3 below presents the enrollment in these programs in Fall semesters from 2013 to 2017.
Table 3: Fall semester enrollment in two BS degree programs offered by the participating departments in the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Computer Science</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>824</td>
<td>153</td>
</tr>
<tr>
<td>2014</td>
<td>1,035</td>
<td>160</td>
</tr>
<tr>
<td>2015</td>
<td>1,308</td>
<td>197</td>
</tr>
<tr>
<td>2016</td>
<td>1,709</td>
<td>222</td>
</tr>
<tr>
<td>2017</td>
<td>1,998</td>
<td>236</td>
</tr>
</tbody>
</table>

We see that, over the past five years, the enrollment in Computer Science and Mathematics have increased by 142% and 54%, respectively, indicating a strong demand among students for degrees from these disciplines.

C. Existing Programs – Identify existing similar programs and their locations in Texas. Provide enrollments and graduates of these programs for the last five years, and explain how the proposed program would not unnecessarily duplicate existing programs.

At present there is only one BS in Data Science program in the state of Texas — at University of Houston - Downtown (UHD) that started in Fall 2017. The enrollment information for this program in Fall 2017 is not publicly available yet.

The curricula at both UTD and UHD consist of 120 SCH and both involve 42 SCH of Common Core Requirements. Their difference lies in Major Requirements, which are summarized in Table A.1 in Appendix A. The table shows that, through its “Discipline Focus Requirement,” the UHD curriculum allows building expertise in a particular discipline of study in which Data Science skills are used, with choices including Biology, Computer Science, Discrete and Combinatorial Mathematics, Psychology, and Scientific Computing. In contrast, the UTD curriculum is designed to provide a broad training in cores of three disciplines, namely, Computer Science, Statistics, and Mathematics, whose synergy essentially forms the discipline of Data Science. By building core competency in all three disciplines, this curriculum also prepares a student interested in pursuing graduate education in any of the three disciplines. This is especially relevant since, as indicated in Section A (Job Market Need), 39% of job postings for Data Scientists & Advanced Analysts require a graduate degree.

D. Enrollment Projections – Complete the following table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. Include majors only and include anticipated attrition and graduation.
The projected enrollment is given in Table 4 below, based on our experience with recent new programs. We also make the following conservative assumptions for the projections: the growth is 100% in Years 2 and 3, and 25% in Years 4 and 5; FTSE is 2/3 of Headcount; Attrition is 10%, and the number of Graduates from Year 4 onwards is FTSE minus Headcount three years prior.

**Table 3:** Project enrollment in the program for the first five years.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>15</td>
<td>30</td>
<td>60</td>
<td>75</td>
<td>94</td>
</tr>
<tr>
<td>FTSE</td>
<td>10</td>
<td>20</td>
<td>40</td>
<td>50</td>
<td>63</td>
</tr>
<tr>
<td>Attrition</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>
II. Quality

A. Degree Requirements – Complete the following table to show SCH and Clock Hours (if applicable) for the proposed degree. Modify the table as needed; if necessary, replicate the table for more than one option.

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Major Preparatory Courses</td>
<td>22-24</td>
<td></td>
</tr>
<tr>
<td>Major Core Courses (including 4-SCH Capstone Project)</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Guided Electives</td>
<td>11-13</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Note: Bachelor’s degree programs should not exceed 120 SChs. Bachelor’s degree programs that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

B. Curriculum – Complete the following tables to identify the required courses and prescribed electives of the proposed program. Note with an asterisk (*) courses that would be added if the program is approved. Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.

<table>
<thead>
<tr>
<th>Course Prefix, Number, and Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Curriculum Requirements (42 SCH)</strong></td>
<td></td>
</tr>
<tr>
<td>Communication (RHET 1302 Rhetoric and additional course from communications option)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 2417 Calculus I)</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences (PHYS 2325 Mechanics or PHYS 2421 Honors Physics I - Mechanics and Heat; and PHYS 2326 Electromagnetism and Waves or PHYS 2422 Honors Physics II - Electromagnetism and Waves)</td>
<td>6</td>
</tr>
<tr>
<td>Language, Philosophy and Culture (HUMA 1301 Exploration of the Humanities or an approved alternative)</td>
<td>3</td>
</tr>
<tr>
<td>Major Preparatory Courses (22-24 SCH beyond Core Curriculum Requirements)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>PHYS 2125 Physics Laboratory I*</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2325 Mechanics* or PHYS 2421 Honors Physics I - Mechanics and Heat*</td>
<td>3-4</td>
</tr>
<tr>
<td>PHYS 2126 Physics Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 2326 Electromagnetism and Waves* or PHYS 2422 Honors Physics II - Electromagnetism and Waves*</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 2417 Calculus I*</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2418 Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2419 Calculus II*</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2451 Multivariable Calculus with Applications</td>
<td>4</td>
</tr>
<tr>
<td>CS 1336 CS Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CS 1136 CS Computer Science Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CS 1337 Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CS 2305 Discrete Mathematics for Computing I or MATH 3315 Discrete Mathematics and Combinatorics**</td>
<td>3</td>
</tr>
<tr>
<td>CS 2336 Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22-24</td>
</tr>
</tbody>
</table>
C. **Faculty** – Complete the following tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. Add and delete rows as needed.

The Mathematical Sciences and Computer Science Departments will use existing faculty, including new hires that were previously approved if this degree program is approved (1 tenure-track assistant professor in Year 1 for each of the two departments involved; and 1 tenure-track assistant professor in Year 2 for each of the two departments involved). Vladimir Dragovic, Head of the Mathematical Sciences Department, and Gopal Gupta, Head of the Computer Science Department, will share direct administrative responsibilities for the program. They will effectively serve as the Program Director and the Program Co-Director, respectively.
<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Robertson, David Asst. Professor</td>
<td>PhD in Molecular Genetics, Univ. of Texas at Dallas</td>
<td>MG200, MG285 MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td>Vladimir Dragovic*, Professor</td>
<td>PhD in Mathematical Sciences, University of Belgrade</td>
<td>MATH 4301, MATH 3310</td>
<td>25%</td>
</tr>
<tr>
<td>Viswanath Ramakrishna, Professor</td>
<td>PhD in Systems Science and Mathematics, Washington University</td>
<td>MATH 4301</td>
<td>20%</td>
</tr>
<tr>
<td>Mieczyslaw Dabkowski, Professor</td>
<td>PhD in Mathematics, George Washington University</td>
<td>MATH 3315, MATH 4301</td>
<td>20%</td>
</tr>
<tr>
<td>Nathan Williams, Assistant Professor</td>
<td>PhD in Mathematics, University of Minnesota</td>
<td>MATH 3315</td>
<td>20%</td>
</tr>
<tr>
<td>Wieslaw Krawcewicz, Professor</td>
<td>PhD in Mathematics, Universite de Montreal</td>
<td>MATH 4301, MATH 3310</td>
<td>20%</td>
</tr>
<tr>
<td>Sue Minkoff, Professor</td>
<td>PhD in Computational and Applied Mathematics, Rice University</td>
<td>STAT 4354</td>
<td>20%</td>
</tr>
<tr>
<td>Zalman Balanov, Professor</td>
<td>PhD in Mathematics, Belorussian State University</td>
<td>MATH 4301</td>
<td>20%</td>
</tr>
<tr>
<td>Felipe Pereira, Professor</td>
<td>PhD in Applied Mathematics, University of Stony Brook</td>
<td>STAT 4354</td>
<td>20%</td>
</tr>
<tr>
<td>Yifei Lou, Assistant Professor</td>
<td>PhD in Applied Mathematics, University of California at Los Angeles</td>
<td>STAT 4354</td>
<td>20%</td>
</tr>
<tr>
<td>Yan Cao, Associate Professor</td>
<td>PhD in Applied Mathematics, Brown University</td>
<td>STAT 4354</td>
<td>20%</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Courses</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>John Zweck, Professor</td>
<td>PhD in Mathematics, Rice University</td>
<td>MATH 4301</td>
<td>20%</td>
</tr>
<tr>
<td>Sam Efromovich, Professor</td>
<td>PhD in Applied Statistics and Control Systems, Moscow Steel and Alloy Institute</td>
<td>STAT 4351, STAT 4352</td>
<td>20%</td>
</tr>
<tr>
<td>Swati Biswas, Associate Professor</td>
<td>PhD in Biostatistics, Ohio State University</td>
<td>STAT 4355, STAT 4360</td>
<td>20%</td>
</tr>
<tr>
<td>Min Chen, Associate Professor</td>
<td>PhD in Decision Science and Statistics, University of Texas at Austin</td>
<td>STAT 4351, STAT 4352</td>
<td>20%</td>
</tr>
<tr>
<td>Pankaj Choudhary, Professor</td>
<td>PhD in Statistics, Ohio State University</td>
<td>STAT 4360, STAT 4354</td>
<td>20%</td>
</tr>
<tr>
<td>Larry Ammann, Professor</td>
<td>PhD in Statistics, Florida State University</td>
<td>STAT 3355, STAT 4355</td>
<td>20%</td>
</tr>
<tr>
<td>Sy Han Chiou, Assistant Professor</td>
<td>PhD in Statistics, University of Connecticut</td>
<td>STAT 4354, STAT 4355</td>
<td>20%</td>
</tr>
<tr>
<td>Sunyoung Shin, Assistant Professor</td>
<td>PhD in Statistics, University of North Carolina at Chapel Hill</td>
<td>STAT 4360, STAT 4355</td>
<td>20%</td>
</tr>
<tr>
<td>Yulia Gel, Professor</td>
<td>PhD in Applied Mathematics, St. Petersburg State University</td>
<td>STAT 3355, STAT 4352</td>
<td>20%</td>
</tr>
<tr>
<td>Frank Konietschke, Assistant Professor</td>
<td>PhD in Mathematics, University of Gottingen</td>
<td>STAT 4351, STAT 4352</td>
<td>20%</td>
</tr>
<tr>
<td>Gopal Gupta*, Professor</td>
<td>PhD in Computer Science, University of North Carolina at Chapel Hill</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>Ovidiu Daescu, Professor</td>
<td>PhD in Computer Science and Engineering, University of Notre Dame</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>Name</td>
<td>Degree and Institution</td>
<td>Course Code</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Kyle Fox, Assistant Professor</td>
<td>PhD in Computer Science, University of Illinois at Urbana/Champaign</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>Sergey Bereg, Associate Professor</td>
<td>PhD in Computer Science, Institute of Mathematics, Belarus</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>Benjamin Raichel, Assistant Professor</td>
<td>PhD in Computer Science, University of Illinois at Urbana/Champaign</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>Sriram Natarajan, Associate Professor</td>
<td>PhD in Machine Learning, Oregon State University</td>
<td>CS xxx2</td>
<td>20%</td>
</tr>
<tr>
<td>Nicholas Ruozzi, Assistant Professor</td>
<td>PhD in Computer Science, Yale University</td>
<td>CS xxx2</td>
<td>20%</td>
</tr>
<tr>
<td>CS4375</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haim Schweitzer, Associate Professor</td>
<td>PhD in Computer Science, Hebrew University</td>
<td>CS xxx2</td>
<td>20%</td>
</tr>
<tr>
<td>Latifur Khan, Professor</td>
<td>PhD in Computer Science, University of Southern California</td>
<td>CS xxx1</td>
<td>20%</td>
</tr>
<tr>
<td>Murat Kantarcio glu, Professor</td>
<td>PhD in Computer Science, Purdue University</td>
<td>CS xxx1</td>
<td>20%</td>
</tr>
<tr>
<td>CS 4347</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vincent Ng, Professor</td>
<td>PhD in Computer Science, Cornell University</td>
<td>CS xxx1</td>
<td>20%</td>
</tr>
<tr>
<td>BS       ух</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bhavani Thuraisingham, Professor</td>
<td>PhD in Theory of Computation and Computability Theory, University of Wales</td>
<td>CS xxx1</td>
<td>20%</td>
</tr>
<tr>
<td>Weili Wu, Professor</td>
<td>PhD in Computer Science and Engineering, University of Minnesota</td>
<td>CS xxx1</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CS 4347</td>
<td></td>
</tr>
</tbody>
</table>
## New Faculty in Dept of Math Sci Year 1 of the program

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malgorzata Dabkowska, Senior Lecturer 1</td>
<td>PhD in Mathematics, George Washington University</td>
<td>MATH 3310</td>
<td>20%</td>
</tr>
<tr>
<td>Sam Foley, Senior Lecturer 3</td>
<td>PhD in Applied Mathematics and PhD in Statistics</td>
<td>STAT 3355</td>
<td>20%</td>
</tr>
<tr>
<td>Yuly Koshevnik, Senior Lecturer 3</td>
<td>PhD in Mathematical Statistics, Moscow State University</td>
<td>STAT 3355</td>
<td>20%</td>
</tr>
<tr>
<td>Pushpa Kumar, Senior Lecturer</td>
<td>PhD in Computer Science, University of Texas at Dallas</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>James Willson, Senior Lecturer</td>
<td>PhD in Computer Science, University of Texas at Dallas</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>Linda Morales, Senior Lecturer</td>
<td>PhD in Computer Science, University of Texas at Dallas</td>
<td>CS 3345</td>
<td>20%</td>
</tr>
<tr>
<td>Bill Semper, Senior Lecturer</td>
<td>PhD in Applied Mathematics, Cornell University</td>
<td>CS xxx2</td>
<td>20%</td>
</tr>
</tbody>
</table>
D. **Students** – Describe general recruitment efforts and admission requirements.

In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups to the program.

The proposed program will participate in UTD’s general recruitment efforts and will have the same admission requirements as the university. All applicants are reviewed individually and holistically. Consideration is given to factors such as: Overall grades in academic coursework and trends in achievement, Strength of high school curriculum, including level of rigor (AP, IB, dual credit), High school rank and GPA, SAT I or ACT test scores, Preparation for and ability to be successful in intended major, and Information provided in the resume, optional essay and/or optional letters of recommendation.

As required by Texas law, students are automatically admitted to the university as first-time freshmen if they graduate in the top 10% of their class from an accredited Texas high school and successfully earn the Distinguished Level of Achievement.

In addition to the university efforts, the participating schools will actively try to recruit students from local community colleges and high schools. UTD has good working relationships with Collin College as well the Dallas Community College system. The program will take advantage of these relationships to recruit quality transfer students. The schools will make every effort to recruit and retain under-represented students, including advertising in journals targeting minority groups and in publications of minority professional societies.

E. **Marketable Skills** – Describe the marketable skills and how the student will be informed of the marketable skills associated with the proposed program.

The marketable skills resulting from the program will include proficiency in a wide range of skills, such as computer and statistical programming, machine learning, data mining, predictive modeling, data visualization and analysis, and Big Data tools such as MapReduce and NoSQL. The participating departments offer weekly colloquia and seminar where professionals share their research and professional experience. We also have a track record of inviting professionals from industry to talk about the needs and expectations of their companies. This way the students can be informed about the marketable skills. In addition, each program at UT Dallas will have marketable skills identified in their departmental webpages or catalog copy by fall 2020.

F. **Library** – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

Overall, the collection available at the Eugene McDermott Library is adequate to begin the program. The Library Liaison evaluated the monographic and journal collections available at the
University. With any new program, any purchasing of new books and journals will be made through faculty suggestion or title selection by the subject liaison. The Library will increase the purchase of data science titles by 25 additional titles per year at a cost of $2,696 (approximately $107.84 per title).

G. **Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The current facilities are adequate for the proposed program.

H. **Accreditation** – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

There is no discipline-specific accrediting body for the proposed program.

I. **Evaluation** – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The program will perform an annual assessment to determine if the courses are meeting the program goals and intended learning objectives. Details of the student learning objectives and outcomes will be presented in the assessment plan using the template provided by the Office of Assessment at UTD. The evaluation process includes developing detailed assessment reports for BS in Data Science core courses which will be prepared by the Assessment Committee of the Mathematical Sciences Department. The Program Directors will have the responsibility to take corrective actions as deficiencies in courses or the program are identified in the annual assessment process.

The graduating students will be asked to complete an exit survey. The survey will include questions regarding how individual courses and the program met the learning objectives. The survey will also work to evaluate courses in terms of their usefulness to students in fulfilling their personal career goals and will provide an opportunity to students to give feedback for course and program improvement.

The program will be reviewed every five years to ensure that the needs of the job market are being adequately addressed. The Advisory Boards of the Mathematical Sciences and Computer Science Departments will also provide feedback and guidance to ensure market relevance.

### III. Costs and Funding

A. **Five-Year Costs and Funding Sources** – Complete the following table to show estimated five-year costs and sources of funding for the program.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
</table>

Division of Academic Quality and Workforce
Revised 8.29.2017
### Proposal for a New Bachelor’s or Master’s Degree Program

Personnel\(^1\) & $1,710,000 & \text{Reallocated Funds} & $1,710,000 \\
Facilities and Equipment & $0 & \text{Anticipated New Formula Funding}\(^3\) & $779,212 \\
Library, Supplies, and Materials & $13,480 & \text{Designated Tuition and Fees} & $63,000 \\
Other\(^2\) & $0 & \text{Other}\(^4\) & $0 \\
\textbf{Total New Costs} & $13,480 & \textbf{Total New Funding} & $842,212 \\

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1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program). The Faculty hires are not specific to this program and are covered by the schools’ existing budget allocations.

2. Specify other costs here (e.g., administrative costs, travel).

3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

4. Report other sources of funding here. In-hand grants, “likely” future grants, and special item funding can be included.
Signature Page

1. **Adequacy of Funding and Notification of Other Institutions**

   □ The chief executive officer shall sign the following statements:

   * I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   * I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

   ____________________________    _______________________
   Chief Executive Officer          Date

2. **Board of Regents or Designee Approval**

   □ A member of the Board of Regents or designee shall sign the following statement:

   * On behalf of the Board of Regents, I hereby certify that the program is appropriate for the mission of this institution, and the Board of Regents has approved the program.

   ____________________________    _______________________
   Board of Regents (Designee)          Date of Approval
### Table A.1. Comparison of Major Requirements for Data Science programs at UTD and UHD.

<table>
<thead>
<tr>
<th>UTD</th>
<th>UHD</th>
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</thead>
<tbody>
<tr>
<td>• 64-66 SCH consisting of:</td>
<td>• 49 SCH consisting of:</td>
</tr>
<tr>
<td>• CS Programming Fundamentals</td>
<td>• Introduction to Computation with Python</td>
</tr>
<tr>
<td>• Computer Science I</td>
<td>• Data Structures and Algorithms with Python</td>
</tr>
<tr>
<td>• Computer Science II</td>
<td>• Calculus I</td>
</tr>
<tr>
<td>• Discrete Mathematics for Computing I (or Discrete</td>
<td>• Calculus II</td>
</tr>
<tr>
<td>Mathematics and Combinatorics)</td>
<td>• Discrete Mathematical Structures</td>
</tr>
<tr>
<td>• Data Structures and Introduction to Algorithmic</td>
<td>• Mathematics for Data Science</td>
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<tr>
<td>Analysis</td>
<td>• Decision Mathematics</td>
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<tr>
<td>• Database Systems</td>
<td>• Data Science I</td>
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<tr>
<td>• Introduction to Machine Learning</td>
<td>• Data Science II</td>
</tr>
<tr>
<td>• Introduction to Big Data Management and Analytics</td>
<td>• Data Collection, Transformation, and Curation</td>
</tr>
<tr>
<td>• Computational Methods for Data Scientists</td>
<td>• Probability and Statistics*</td>
</tr>
<tr>
<td>• Calculus I*</td>
<td>• Time Series</td>
</tr>
<tr>
<td>• Calculus II*</td>
<td>• Applied Regression</td>
</tr>
<tr>
<td>• Multivariable Calculus with Applications</td>
<td>• Statistical and Machine Learning</td>
</tr>
<tr>
<td>• Theoretical Concepts of Calculus</td>
<td>• Senior Project in Data Science</td>
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<tr>
<td>• Linear Algebra</td>
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<tr>
<td>• Mathematical Analysis I</td>
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<tr>
<td>• Data Analysis for Statisticians and Actuaries</td>
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<tr>
<td>• Probability</td>
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<td>• Mathematical Statistics</td>
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<td>• Numerical and Statistical Computing</td>
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<td>• Applied Linear Models</td>
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<tr>
<td>• Introduction to Statistical Learning</td>
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<tr>
<td>• Capstone Project</td>
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<tr>
<td>• 11-13 SCH of Guided Electives</td>
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<td></td>
<td>• 6 SCH of Ethics Requirements</td>
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<td></td>
<td>• 12-15 SCH of Discipline Focus Requirement with</td>
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<td></td>
<td>possibilities:</td>
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<td></td>
<td>• Biology (14 SCH)</td>
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<tr>
<td></td>
<td>• Computer Science (14 SCH)</td>
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<tr>
<td></td>
<td>• Discrete and Combinatorial Mathematics (12 SCH)</td>
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<tr>
<td></td>
<td>• Psychology (15 SCH)</td>
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<tr>
<td></td>
<td>• Scientific Computing (13 SCH)</td>
</tr>
<tr>
<td></td>
<td>• Other approved discipline (12-15 SCH)</td>
</tr>
<tr>
<td></td>
<td>• 8-11 SCH of Free Electives</td>
</tr>
</tbody>
</table>

* Also counts towards Core Curriculum Requirements
Proposed Academic Certificate Program
Title: Certificate in Transformational Leadership
School: Naveen Jindal School of Management (JSOM) – Executive Education

Contact:

Dr. Robert Hicks
Naveen Jindal School of Management
Director, Organizational Behavior, Coaching and Consulting
800 West Campbell Road
Richardson, TX 75080-3021
Phone: 972-883-5900
Robert.Hicks@utdallas.edu

Implementation Date:

Fall 2018

Introduction/Description:

The business environment many organizations operate in today is changing at a pace not seen before\(^1\) \(^2\). Largely driven by new technology in the form of social media, portable devices, innovative digital capabilities such as Big Data and AI applications, coupled with globalization and the types of work employees desire, a major change in the way organizations develop strategy, execute it, and renewal themselves is clearly underway. Today, the need for leaders to acquire and deploy skills essential to execute in such an environment is becoming a point of discussion - one that focuses on the need for faster reactions to external and environmental operating realities.

One clear illustration of this is Amazon’s recent, and surprising, purchase of Whole Foods Market. This one event is likely to trigger a major disruption in traditional grocers’ business models – many legacy chains, operating in a $626 billion industry, and once a bastion of stability, today find themselves rethinking their strategy and operating models faster than what might be comfortable\(^3\). And even a few years ago businesses such as Uber and Airbnb didn’t exist - founded in 2009 and 2008, respectively. In these cases, technology combined with workers’ changing concept of employment has enabled rapid disruption to traditional business models (i.e., taxi cab and hotel industries; and now, given UberEATS delivery service, perhaps restaurants).

The need for transformational leadership skills within this context is increasing. Impacted are traditional management practices to include talent management, business strategy,

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\(^3\) https://www.forbes.com/sites/neilstern/2017/06/20/the-amazon-whole-foods-aftermath-five-things-to-think-about/#743265sf527d
operational execution, and leadership behavior. The consequences to an organization given a disruption in any one of these areas (much less all four) are significant and require a constant focus on the organization’s ability to evolve and transform. In fact, now showing up in the research literature, and with increasing frequency, are new constructs such as “organizational agility” among others related to the “speed of change”⁴. In essence, to support this new reality, leaders in roles such as executive and general management, human resources, and organizational consulting must update their knowledge, skill, and delivery capability in order to remain effective; in short, transformational leadership capability is gaining in importance, and, most importantly, is being reported as a gap in leaders’ skill repertoire⁵.

The purpose of this certificate program, then, is to provide the content and training venue to support leaders’ acquisition and deployment of updated leadership transformation and change management skills.

**Academic Focus of the Certificate:**

The academic focus of the Graduate Certificate in Transformational Leadership is in applied organizational diagnosis, design, development, and change.

**Job Market for the Certificate:**

As noted above, the pace of organizational change is accelerating. Within this context, and as a point of discussion in the business literature, the need for an enhanced set of leadership skills is growing⁶. This certificate is designed to address this gap. Three employed populations are targeted: (1) Business executives and general managers, (2) human resource managers, and (3) organizational change consultants and practitioners (both internal and external). We anticipate that most enrollees will be currently employed in for-profit, non-profit, and public-sector organizations; all are anticipated to have a need for advanced skills in transformational leadership.

**Admission Policy:**

Admission into the Graduate Certificate in Transformational Leadership will be automatic to students who are admitted into the MS in Leadership and Organizational Development (MS-LOD) degree program. In this way, the specialized track in Transformational Leadership can serve as a concentration for the MS-LOD degree. For students interested only in the Graduate Certificate (non-degree seeking), and not an entire MS-LOD degree, students must meet Executive Education requirements listed below. Students preferring a “non-academic” path would apply to the Professional Certificate program in this content area.

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⁶ Ibid, notes 1 and 2.
Graduate Certificate admission requirements:

- Bachelor’s degree (must submit an official academic transcript)
- 5-7 years of professional experience
- Resume or CV
- 3 letters of recommendation
- Essay

Organizational Arrangement:

The Graduate Certificate in Transformational Leadership will be administered through the Organizational Behavior, Coaching, and Consulting Program within the Naveen Jindal School of Management – Executive Education.

Semester Credit Hours and Degree Programs:

The Graduate Certificate in Transformational Leadership is a 12 semester credit hour program, all of which can be applied to the M.S. Degree in Leadership and Organization Development.

Course Offerings:

The following is a list of online courses that will be included in the Graduate Certificate in Transformational Leadership:

**OB 63XX Leadership Concepts and Practices**

This course explores theories and techniques of leadership, emphasizing the complementary roles of management and leadership in organizations. This course involves the study of leadership theories and approaches from antiquity to the present time. It includes information concerning the development of these approaches as well as critical analyses. The course will address emotional intelligence, leadership styles, communications and leadership practices generally, focusing specifically on how leaders turn challenging opportunities into successes and get extraordinary things done in organizations. Self-assessment exercises will focus on the development of individual leadership skills.

**OB 63XX Organizational Development: Bridging Theory and Practice**

The discipline of applied organizational development (OD) is broadly concerned with the application of empirically supported theoretical frameworks that, when applied, improve the performance capability and effectiveness of individuals, teams and entire organizations. This course will cover a range of models and practices spanning all three domains with a focus on how they translate to and apply in practice. Topics range from improving individuals’ performance, to improving the effectiveness of work teams, to
large-scale system and organizational behavior diagnosis and change. The course is designed to bridge the gap between OD theory and research and actual practice.

**OB 63XX  Leading Organizational Change**

This course explores how real change happens in organizations including setting a business strategy, using change models and showing leadership throughout the change process. Topics include the linkage of business strategy and organizational change, driving and resisting forces to change, frameworks helpful in guiding the change process, and the types of leadership most critical at different stages of the change process.

**OB 6342  Organizational Diagnosis**

This course is focused on gaining theoretical knowledge and practical skills necessary to diagnose the operating effectiveness of a firm, business unit, or business function. The course will teach how to design a diagnostic approach, gather fact-based information, how to analyze it, draw conclusions, and how to create a set of actions necessary to impact organizational performance. We focus on measures of organizational effectiveness, hypothesis formulation, qualitative and quantitative research designs, and the role of empiricism in organizational change. A case study approach will be used to support key learning objectives.

**Faculty/Staffing:**

Robert Hicks, Ph.D. Director, Organizational Behavior, Coaching and Consulting - Organizational Development Process and Practice
Larry W. Norton, Ph.D. Principal, GeNovo Consulting, LLC – Organizational Diagnosis, Leading Strategic Change
Van M. Latham Ph.D. Clinical Professor, Organizational Behavior, Coaching, and Consulting – Principles of Leadership
University Mission: The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

Program Mission: The mission of the Academic Certificate in Transformational Leadership is to equip emerging and experienced leaders with the knowledge, skills, and self-insight necessary to conceptualize, develop and implement organizational, group, and individual-level transformative change initiatives within the context of today’s rapidly changing and oftentimes unpredictable business environment. Students will acquire a foundation of knowledge based on recognized and contemporary theoretical frameworks that are validated through both empirically-based research and applied practice, including those that explore the self as an essential enabler of transformational leadership actions.

Program Goals: The goals of this program are to prepare students to be:

1. Acutely self-aware of their personal inner thoughts, mental models and leadership styles that influence their approach to new and transformative leadership situations.
2. Equipped with a depth of knowledge, skill, and self-insight necessary to design and implement organization, group, and individual-level change interventions sufficient to create sustainable performance improvement.
3. Leader/practitioners that understand the importance and use of evidence-based and analytical analysis methods in the formation, implementation, and evaluation of transformative change interventions.
4. Professionally and ethically responsible leader/practitioners that understand, appreciate, and are prepared to perform with composure and self-confidence when leading transformational change initiatives.

Program Learning Outcomes: Graduates will be able to:

1. Look inward through a lens of enriched self-insight, understanding and thoughtful self-direction prior to launching a transformative change initiative that will impact others.
2. Demonstrate an ability to apply in practical settings well-researched and validated organizational and transformational leadership development theories and methods to create new performance capabilities in organizations, groups, and individuals.
3. Respond with a range of credible and high-impact change interventions derived from the evidence-based and objective analysis.
4. Create a well-justified basis for the practical application of contemporary transformational leadership theories and tactics given a range of contextual situations.

**ASSESSMENTS:** Outcomes measured:

Learning outcome 1: Look inward through a lens of enriched self-insight, understanding and thoughtful self-direction prior to launching a transformative change initiative that will impact others.
Measures: Students will demonstrate through a project assignment and their evaluation, an enhanced level of self-awareness and self-insight sufficient to anticipate the emotional, cognitive or behavioral impact that change initiatives will have on others.

Learning outcome 2: Demonstrate an ability to apply in practical settings well-researched and validated organizational and transformational leadership development theories and methods to create new performance capabilities in organizations, groups, and individuals.
Measures: Students will demonstrate mastery of this objective through faculty evaluation of the design principles and approaches presented in the curriculum to an applied project conducted by the student in a real organization.

Learning outcome 3: Respond with a range of credible and high-impact change interventions derived from the evidence-based and objective analysis.
Measures: Students will review a case study and compare and contrast in writing two different intervention approaches for their adequacy to transform an organization or individual.

Learning outcome 4: Create a well-justified basis for the practical application of contemporary transformational leadership theories and tactics given a range of contextual situations.
Measures: Students will, based on transformational leadership principles, discuss in a written paper an alternative approach that could have produced equal or better outcomes.

**ACTION PLAN:** Annual plan for assessing particular outcomes, creating curriculum maps, implementing improvement strategies identified using previous assessment results, promising or best practices, or other action plans to be implemented in this academic year.

(Please fill out the bottom half of this document when handing it in as a report of assessment activities. The first portion of this document is considered an assessment plan).
DISSEMINATION/DISCUSION OF RESULTS:

RESULTS: What is the evidence that graduates can know and do each learning outcome?

MODIFICATIONS AND RECOMMENDATIONS: How are you using the information for decisions being made in the program?

Plans and reports are due last Monday each October to the Director of Assessment
Please visit http://provost.utdallas.edu/assessment for more information
Proposed Academic Certificate Program
Title: Negotiation and Mediation
School: Executive Education, Naveen Jindal School of Management

Contacts:

Dr. Robert Hicks
Naveen Jindal School of Management
Director, Organizational Behavior, Coaching and Consulting
800 West Campbell Road
Richardson, TX  75080-3021
Phone: 972-883-5900
Robert.Hicks@utdallas.edu

Implementation Date:
Fall 2018

Introduction/Description:
The Graduate Certificate in Negotiation and Mediation is a distance learning program with WebEx classroom support. Participants in this program acquire the necessary knowledge, skills, and tools to successfully negotiate and mediate solutions to complex problems in today’s business environment. Upon completion of the certificate program, participants will be able to recognize opportunities to negotiate, articulate the differences between standard options for resolution (e.g., negotiation and mediation vs. higher authority methods), communicate to achieve understanding and rapport, implement a five-step negotiation model, modify the model for mediation/facilitation, and define essential requirements for integrating these methods into work environments. Following an experiential learning model (ELM), participants will apply each element of the course to practical situations from their work settings and expand their knowledge through outside readings. Central to the ELM experience will be practice and feedback with colleagues on each skill using technology (WebEx, phone, face to face) to mirror real-life situations (solving problems on the phone and in person).

Academic Focus of the Certificate:
The academic focus of the Graduate Certificate in Negotiation and Mediation is in the theory, concepts and application of negotiation and mediation skills and knowledge.
Job Market for the Certificate:

Job Market

According to the U.S. Bureau of Labor Statistics, “the number of jobs for arbitrators, mediators, and conciliators is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations” (Summary, n.d.)

This projected growth is driven by the fact that the most jobs for mediators as of 2010 were California and New York; large states that will continue to drive the demand. Furthermore, large agencies and professions such as legal services and business, political and labor organization, as well as the federal government employ a large number of mediators. This is because mediations and arbitrations are typically faster and less costly than litigation. Moreover, mediation is often required in certain types of legal cases.

Negotiation knowledge and skills are also in demand because it is a required competency in many professions. The target customers for this program will be professional from a variety of industry sectors, including:

1. Human Resource Managers
   a. They are regularly called upon to consult, facilitate, mediate employee topics, in addition to their responsibilities in investigation, counseling, and as guardians of company policy and applicable law.
   b. They are often “at the table’ when senior leaders negotiate solutions to problems with outside parties, employees.
   c. They represent their company in external Mediation.
   d. They consult with law departments and other professionals (e.g., ombudsman, patient advocates) in seeking solutions to problems.
   e. Many are planning a “next” career and wish to leverage their problem solving, negotiation and mediation skills to offer fee-based services in the private sector.

2. Upwardly Mobile Leaders (Managers)
   a. Promoted for their exemplary performance, they have found that to succeed at the next level in the organization, they need new skills in negotiation and informal mediation resolve problems efficiently.
   b. They often represent the company in negotiations with employees or teams who have grievances.
   c. They interface with Human Resources, Law Departments, Compliance, and Ombudsman, in creating solutions to employee problems (such as sexual harassment).
   d. They may represent the company in litigation.

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e. They may interface with the press and outsiders in negotiating solutions to topics that affect the public.

f. They aim to improve and document continuing education with a certificate that may also allow transfer of credits to a master’s academic degree.

3. **Professional Who Provide Fee-Based Services in Related Areas**
   a. They are currently credentialed in psychology, social work, professional counseling (LPC’s), accounting, organizational development/effectiveness, and other fields.
   b. They would like to expand their practice to offer negotiation, mediation, coaching, and consulting services.
   c. They are members of professional organizations (e.g., American Psychological Association) that require documented annual continuing education to advance skills and increase knowledge.
   d. They seek credentials in Mediation that allow them to advertise and serve new clients.

**Admission Policy:**

Admission into the Graduate Certificate in Negotiation and Mediation will be automatic to students who are admitted into the MS in Leadership and Organizational Development (MS-LOD) degree program. In this way, the specialized track in Negotiation and Mediation can serve as a concentration for the MS-LOD degree. For students interested only in the Graduate Certificate (non-degree seeking), and not an entire MS-LOD degree, students must meet Executive Education requirements listed below. Students preferring a “non-academic” path would apply to the Professional Certificate program in this content area.

Graduate Certificate admission requirements:

- Bachelor’s degree (must submit an official academic transcript)
- 5-7 years of professional experience
- Resume or CV
- 3 letters of recommendation
- Essay

**Organizational Arrangement:**

The Graduate Certificate in Negotiation and Mediation will be administered through the Organizational Behavior, Coaching, and Consulting Program within the Naveen Jindal School of Management – Executive Education.

**Semester Credit Hours and Degree Programs:**

The Graduate Certificate in Negotiation and Mediation is a 12 semester credit hour program, all of which can be applied to the M.S. Degree in Leadership and Organization Development.
Course Offerings:

The following is a list of online courses that will be included in the Graduate Certificate in Negotiation and Mediation. An asterisk indicates that the course will need to be developed:

**OB 6332 Negotiation and Dispute Resolution**

This course explores the theories, processes, and practical techniques of negotiation so that students can successfully negotiate and resolve disputes in a variety of situations including interpersonal, group, and international settings. Emphasis is placed on understanding influence and conflict resolution strategies; identifying interests, issues, and positions of the parties involved; analyzing co-negotiators, their negotiation styles, and the negotiation situations; and managing the dynamics associated with most negotiations. Practical skills are developed through the use of simulations and exercises.

**OB 63XX Mediation Process and Practice***

This course explores the dynamics of third-party mediation as a strategy to assist two or more parties in reaching agreement on a course of action to resolve a dispute or to address some other challenge. Building on an understanding of mediation methods that have appeared in history and in many cultures, students will review and critique modern methods, and have an opportunity to practice a generic model that can be customized to fit organizational, community, and family topics. Exercises and simulations with peer and instructor feedback will allow students to fit mediation strategies to personal style. Ethics and professional practice topics will equip students to introduce new skills in settings where mediation skills can be used to help parties control costs and increase satisfaction in dispute situations.

**OB 63XX Dispute System Design***

This course examines the theory and practice of organizational dispute resolution systems (DSD) and offers a model for assessing current operations, planning, implementing, and evaluating the effectiveness of changes. For practitioners of interest-based negotiation and mediation, the course will allow exploration of the organizational dynamics that support these methods and the organizational dynamics that block or derail them. Considering methods of dispute systems design in the literature, students will complete exercises that provide practical experience in carrying a DSD effort from Initial Contact through to Blueprint/Assessment, Implementation, and Evaluation/Continuous Improvement phases.

**OB 63XX The Dynamics of Interpersonal Relationships**

Applying evidence-based concepts, models, and principles, this course will challenge the student to explore and deeply understand the dynamics of interpersonal relationships. Self-awareness and “other” awareness will be facilitated by examining behavioral styles
and key motivational drivers that influence interpersonal interactions in varied contexts. Examination of dynamics that underscore productive and counterproductive communications will support the student to read and proactively manage communications well before they become problematic. The student will also study and apply skills for effective interpersonal influence in personal and organizational contexts. Skills learned in the course will support continuing interpersonal growth and development as the student encounters new and challenging personal and organizational circumstances. This course will emphasize practical application of course material through individual and small group assignments.

Faculty/Staff:

**Robert Hicks, Ph.D.** Clinical Professor, Organizational Behavior, Coaching and Consulting – Negotiation and Dispute Resolution  
**Jan Austin, Ph.D.** Senior Lecturer, Organizational Behavior, Coaching and Consulting – Interpersonal Dynamics  
**Karl A. Slaikeu, Ph.D.** Senior Lecturer, Organizational Behavior, Coaching and Consulting – Mediation Process and Practice, Dispute System Design
CERTIFICATE PROGRAM ASSESSMENT PLAN/REPORT

FOR ACADEMIC YEAR: 2017-2018
PROGRAM: Academic Certificate in Negotiation and Mediation
SCHOOL: Naveen Jindal School of Management
SUBMISSION DATE: January 12, 2018
CONTACT: Dr. Robert Hicks

University Mission: The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

Program Mission: The mission of the Academic Certificate in Negotiation and Mediation is to equip leaders with knowledge and skills to resolve workplace, community, and family disputes and other challenges using interest-based negotiation and mediation strategies that control costs and increase the satisfaction of parties. Students will acquire a foundation of knowledge based in exploration of cases and methods, and increase their skills by participating in exercises and receiving feedback aimed at building on strengths and implementing corrective actions to remedy weaknesses.

PROGRAM LEARNING OUTCOMES: Graduates will be able to:

1. Articulate four ways to resolve conflict, the costs, and benefits associated with each, and how following a ‘preferred path’ can save people, time and money.
2. Analyze conflict situations to identify key dimensions that must be addressed in achieving integrative solutions.
3. Demonstrate communication skills that build rapport and increase understanding.
4. Apply a five-step negotiation model to a range of work-related issues.
5. Implement mediation strategies to facilitate successful negotiation by other parties.
6. Describe requirements for integrating collaborative methods into organizational operations as a part of dispute systems design initiatives.

ASSESSMENTS: Outcomes measured:

Learning outcome 1: Articulate four ways to resolve conflict, the costs, and the benefits associated with each, and how following a ‘preferred path’ can save people, time and money.

Measures: Students will use a case study to develop a complete and successful plan to resolve conflict, assess costs and benefits, and discuss how the identified preferred path will be cost and time effective.

Learning outcome 2: Analyze conflict situations to identify key dimensions that must be addressed in achieving integrative solutions.

Measures: Students will correctly identify in a quiz, the key dimensions of a variety of conflict situations that will achieve an integrative solution.
Learning outcome 3: Demonstrate communication skills that build rapport and increase understanding. Measures: Students will participate in scenarios where they will demonstrate rapport-building skills and increase understanding based on the situation.

Learning outcome 4: Apply a five-step negotiation model to a range of work-related issues. Measures: Students will correctly apply in a case study report, the concepts of the five-step negotiation model.

Learning outcome 5: Implement mediation strategies to facilitate successful negotiation by other parties. Measures: Students will write a paper on designing and developing mediation strategies for a variety of negotiation scenarios.

Learning outcome 6: Describe requirements for integrating collaborative methods into organizational operations as a part of dispute systems design initiatives. Measures: Students will use a case study to design requirements to successfully integrate collaborative methods into the organization.

**ACTION PLAN:** Annual plan for assessing particular outcomes, creating curriculum maps, implementing improvement strategies identified using previous assessment results, promising or best practices, or other action plans to be implemented in this academic year.

(Please fill out the bottom half of this document when handing it in as a report of assessment activities. The first portion of this document is considered an assessment plan).

**DISSEMINATION/DISCUSSION OF RESULTS:**

**RESULTS:** What is the evidence that graduates can know and do each learning outcome?

**MODIFICATIONS AND RECOMMENDATIONS:** How are you using the information for decisions being made in the program?

Plans and reports are due last Monday each October to the Director of Assessment. Please visit [http://provost.utdallas.edu/assessment](http://provost.utdallas.edu/assessment) for more information
Proposed Academic Certificate Program
Title: Certificate in Organizational Consulting
School: Executive Education, Naveen Jindal School of Management

Contact:

Dr. Robert Hicks
Naveen Jindal School of Management
Director, Organizational Behavior, Coaching and Consulting
800 West Campbell Road
Richardson, TX  75080-3021
Phone: 972-883-5900
Robert.Hicks@utdallas.edu

Implementation Date:

Fall 2018

Introduction/Description:

Consulting, as a business, is experiencing unprecedented growth. Companies spend over $50B a year on consulting services. Consulting, as a business sector, is growing in the high single digits. Companies utilize consultants across a wide spectrum of business activities – talent management, business process improvement, organizational development, branding and advertising, training and development, finance and IT systems implementations, to name a few.

Consulting, as a career profession, is also blossoming. Median pay for business consultants is $81k per year. The number of consulting jobs is expected to rise 14% year over year. Estimates predict 280k new consulting jobs will be created in the next 10 years. Consultants can specialize across a variety of practice areas (e.g., Marketing, Operations, Human Resources and Organizational Development) and can work in large or boutique firms or run a solo consulting practice.

Three macro factors are driving the growth in consulting:

First, companies continue to be under performance pressures from their Boards, owners, and/or investors. Companies can implement top line growth initiatives, expand into new markets, acquire complementary companies and launch new products. Margins can be improved by identifying operational efficiencies, reducing raw product cost, and by reducing the cost of human capital. Companies engage consultants to help them on their top line (e.g., competitive analysis, strategy development, branding, sales planning, etc.)

2 https://www.onetonline.org/link/summary/13-1111.00
as well as streamline operating models (e.g., retool business processes, LEAN manufacturing and warehousing, automation).

Second, companies are under pressure to “do more with less”. The push for lean, efficient, and “right-sized” operating models has typically resulted in a flat to declining year over year headcount, yet the amount of work required doesn’t correspondingly decrease and in many cases increases. Faced with this scenario, companies often employ consultants to deliver mission-critical work instead of adding headcount.

Third, the fundamental nature of the employer-employee relationship has changed. No longer is there an implied “employment contract.” The concept of lifetime employment has become antiquated in only one generation. Employees see themselves today more than ever as “free agents”. Consulting is a fertile career ground for employees with this mindset - for millennial employees wanting the flexibility to work however and on whatever ever they want, for employees who have deep subject matter expertise who want to scale their experience across multiple companies, and for retired employees who want to stay active and pay back their expertise.

The purpose of this certificate program is to provide the content for organizational consulting (the why and how) as well as the theory and practice of consulting to improve organizational, team or individual performance (the what). In addition, organizational context factors will be explored that shape the environment in which organizational consultants operate (e.g., ethics, power and politics in organizations, etc.).

**Academic Focus of the Certificate:**

The academic focus of the Graduate Certificate in Organizational Consulting is in theoretical, research, and practice content to help students build a successful consulting practice to work in applied global organizational settings. Core content for the certificate will include: 1) Defining a value proposition and brand; 2) Creating a consulting practice strategy and supporting operating model; 3) Marketing, selling, and proposing business to prospective clients; 4) successfully delivering high quality work throughout the organizational consulting life cycle (from entry to diagnosis to design to implementation and to exit); 5) learning the use of organization-wide, team, and individual consulting interventions; and 6) adhering to the highest skill, professional, and ethical standards as an organizational consultant.

**Job Market for the Certificate:**

Individuals from multiple markets would have interest in this program: 1) Current external consultants working for midsize, boutique and solo practitioner firms; 2) current internal consultants, likely Organizational Development professionals or Human Resource business partners; 3) retirees who are looking to put their years of experience to work in a part-time capacity; and 4) current employees who are considering starting a consulting practice. In addition, current and former JSOM students of certificate programs (e.g., executive coaching) would find a certification in Organizational Consulting a relevant and valuable companion certificate.
Admission Policy:

Admission into the Graduate Certificate in Organizational Consulting will be automatic to students who are admitted into the MS in Leadership and Organizational Development (MS-LOD) degree program. In this way, the specialized track in Organizational Consulting can serve as a concentration for the MS-LOD degree. For students interested only in the Graduate Certificate (non-degree seeking), and not an entire MS-LOD degree, students must meet Executive Education requirements listed below. Students preferring a “non-academic” path would apply to the Professional Certificate program in this content area.

Graduate Certificate admission requirements:

- Bachelor’s degree (must submit an official academic transcript)
- 5-7 years of professional experience
- Resume or CV
- 3 letters of recommendation
- Essay

Organizational Arrangement:

The Graduate Certificate in Organizational Consulting will be administered through the Organizational Behavior, Coaching, and Consulting Program within the Naveen Jindal School of Management – Executive Education.

Semester Credit Hours and Degree Programs:

The Graduate Certificate in Organizational Consulting is a 12 semester credit hour program, all of which can be applied to the M.S. Degree in Leadership and Organization Development.

Course Offerings (note new courses with an asterisk):

The following is a list of online courses that will be included in the Graduate Certificate in Organizational Consulting:

**OB 63XX  Foundations of Organizational Consulting**

This course explores the foundations of organizational consulting and the roles of internal and external consultants. Topics include the history of consulting, scoping and pricing projects, writing proposals and preparing contracts, and successfully navigating the consulting cycle from client entry to diagnosis and from development to implementation and exit.
OB 63XX  The Theory and Practice of Organizational Consulting

This course explores the theories, frameworks and applications of organizational consulting interventions. Topics include organizational structure and culture, change management workflow and job design, employee engagement, selection and onboarding, performance management, workforce planning, leadership development, succession planning, high performance teams, and individual development and coaching.

OB 63XX  Contemporary Issues in Organizational Consulting

This course explores the challenges of building a successful consulting practice and being an effective organizational consultant. Topics include creating a value proposition, building a brand, setting a strategy and implementing an operating model for a consulting practice as well as consulting competencies, ethical guidelines and professional development strategies for consultants.

OB 6342  Organizational Diagnosis

This course is focused on gaining theoretical knowledge and practical skills necessary to diagnose the operating effectiveness of a firm, business unit, or business function. The course will teach how to design a diagnostic approach, gather fact-based information, how to analyze it, draw conclusions, and how to create a set of actions necessary to impact organizational performance. We focus on measures of organizational effectiveness, hypothesis formulation, qualitative and quantitative research designs, and the role of empiricism in organizational change. A case study approach will be used to support key learning objectives.

Faculty/Staffing:

Robert Hicks, Ph.D.  Director, Organizational Behavior, Coaching and Consulting – Organizational, Team and Individual Interventions
Van M. Latham, Ph.D.  Clinical Professor, Organizational Behavior, Coaching and Consulting – Contemporary Issues in Organizational Consulting, The Consulting Life Cycle
Larry W. Norton, Ph.D.  Principal, GeNovo Consulting, LLC – Organizational Diagnosis
CERTIFICATE PROGRAM ASSESSMENT PLAN/REPORT

FOR ACADEMIC YEAR: 2017-2018
PROGRAM: Academic Certificate in Organizational Consulting
SCHOOL: Naveen Jindal School of Management
SUBMISSION DATE: January 12, 2018
CONTACT: Dr. Robert Hicks

University Mission: The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

Program Mission: The mission of the Academic Certificate in Organizational Consulting program is to equip internal and organizational consultants with the knowledge and skills necessary to diagnose, conceptualize, design, and deliver consulting projects in organizations. In the program, students will acquire a foundation of theories, frameworks, research and practices related to the consulting cycle – all aimed at improving organizational, team, and individual effectiveness and sustained performance.

PROGRAM LEARNING OUTCOMES: Graduates will be able to:

1. Accurately diagnose organization, team, and individual problems using rigorous quantitative and qualitative research methods.
2. Identify the most appropriate and effective high-impact change intervention(s) based on problem diagnosis.
3. Apply well-researched and validated organizational, team, and individual theories, frameworks and interventions that improve effectiveness and performance.

ASSESSMENTS: Outcomes measured:

Learning outcome 1: Accurately diagnose organization, team, and individual problems using rigorous quantitative and qualitative research methods.
Measure: Using a case study, the student will analyze and accurately diagnose the client’s problem and propose a solution that employs the use of selected quantitative and/or qualitative research tools.

Learning outcome 2: Identify the most appropriate and effective high-impact change intervention(s) based on problem diagnosis.
Measures: Given specific problem diagnoses, the student will be tested on the correct application of change interventions.

Learning outcome 3: Apply well-researched and validated organizational, team, and individual theories, frameworks and interventions that improve effectiveness
Measures: Through a capstone project, the student will demonstrate mastery of program content through documenting a mission, value proposition, brand, and strategy for the student’s current or planned consulting practice.
**ACTION PLAN:** Annual plan for assessing particular outcomes, creating curriculum maps, implementing improvement strategies identified using previous assessment results, promising or best practices, or other action plans to be implemented in this academic year.

(Please fill out the bottom half of this document when handing it in as a report of assessment activities. The first portion of this document is considered an assessment plan).

**DISSEMINATION/DISCUSSION OF RESULTS:**

**RESULTS:** What is the evidence that graduates can know and do each learning outcome?

**MODIFICATIONS AND RECOMMENDATIONS:** How are you using the information for decisions being made in the program?

Plans and reports are due last Monday each October to the Director of Assessment Please visit [http://provost.utdallas.edu/assessment](http://provost.utdallas.edu/assessment) for more information
Proposed Academic Certificate Program
Title: Certificate in Strategic Human Resources
School: Executive Education, Naveen Jindal School of Management

Contact:

Dr. Robert Hicks
Naveen Jindal School of Management
Director, Organizational Behavior, Coaching and Consulting
800 West Campbell Road
Richardson, TX 75080-3021
Phone: 972-883-5900
Robert.Hicks@utdallas.edu

Implementation Date:

Fall 2018

Introduction/Description:

This program prepares experienced human resource (HR) professionals to fulfill the advanced role of HR business partner. Executives recognize the important impact that human capital has on the effective operation of a business. HR has won a “seat at the table.” This program goes beyond administration and focuses on developing the HR professional’s ability to interpret business dynamics and translate them into human capital implications.

Academic Focus of the Certificate:

The academic focus of the Graduate Certificate in Strategic Human Resources is in leadership and organizational development theory, models, and application including motivational leadership, culture, systems thinking and change management.

Job Market for the Certificate:

The primary audience for this certificate program is individuals who are mid-career in the HR Generalist area of practice. Someone in this role manages HR programs and projects on behalf of the business and the HR department. This person is often the key point of contact for business departments. One of the growth paths for an individual in this role is to progress to a business HR partner role, where they would be the single point of contact for a business unit. In this capacity, the business HR partner serves as an integrator of human capital services for their assigned business units. The primary audience consists of people who have titles such as HR Director, HR Generalist, HR Manager, and HR Specialist. In addition to these titles, individuals who are already in HR business partner roles, Organization Development practitioners and internal and external consultants would be potential candidates for the program.
The Society for Human Resources Management (SHRM) boasts a global membership of 285,000 across 165 countries (SHRM 2017). It is the world’s largest professional society for human resources. SHRM reports that a growth in HR jobs is projected to increase steadily between now and 2026, with a growth rate of 9%. The U.S. Bureau of Labor Statistics supports the growth from 136,000 in 2016 to 148,000 by 2026 (2017).

The HR Generalist category is the most sought-after HR position that accounts for 49% of hiring activity, as shown in Figure 1.

Figure 1: Hiring Activity by Position Type. Notes: Respondents were allowed to select multiple hiring priorities; therefore, the percentage totals to more than 100. Adapted from “HR Jobs Pulse Survey Report” by K. Scanlan (ed.), Summer 2016, Society for Human Resources Management, p. 1.
When citing reasons for conducting a job search (Figure 2), the top three reasons were more compensation, career advancement, and better organizational culture. These top three reasons align well with the goals of students when pursuing advanced education and additional certification.

Figure 3 shows how the human resource function is perceived by its peers in terms of business effectiveness. The study explored the ability of HR practitioners to understand businesses in business terms such as competitive environment, financials, and business strategy. Among the functions reviewed, human resources ranked 10th out of 17, or below the 50th percentile. The number one issue cited was that HR leaders focus internally instead of externally. The HR leaders were seen as being unable to understand customers, the external business environment, and the inability to represent the business to external constituents. The number two issue cited is that HR leaders lacked strategic perspective. The HR leaders were seen as being unable to view the business in the long-term, see business problems and challenges, and anticipate people issues/needs in advance. These emphasize the need for HR professionals to build strategic business and HR acumen.

*Figure 2: Reasons for a Job Search. Notes: This chart shows the reasons cited by respondents for conducting a job search. Adapted from "HR Jobs Pulse Survey Report" by K. Scanlan (ed.). Summer 2016, Society for Human Resources Management, p. 3.*
Admission Policy:

Admission into the Graduate Certificate in Strategic Human Resources will be automatic to students who are admitted into the MS in Leadership and Organizational Development (MS-LOD) degree program. In this way, the specialized track in Strategic Human Resources can serve as a concentration for the MS-LOD degree. For students interested only in the Graduate Certificate (non-degree seeking), and not an entire MS-LOD degree, students must meet Executive Education requirements listed below. Students preferring a “non-academic” path would apply to the Professional Certificate program in this content area.

Graduate Certificate admission requirements:

- Bachelor’s degree (must submit an official academic transcript)
- 5-7 years of professional experience
- Resume or CV
- 3 letters of recommendation
- Essay
Organizational Arrangement:

The Graduate Certificate in Strategic Human Resources will be administered through the Organizational Behavior, Coaching, and Consulting Program within the Naveen Jindal School of Management – Executive Education.

Semester Credit Hours and Degree Programs:

The Graduate Certificate in Strategic Human Resources is a 12 semester credit hour program, all of which can be applied to the M.S. Degree in Leadership and Organization Development.

The program also provides a behavioral and thinking style assessment for the student that is administered using a 360-degree feedback process. The student is provided feedback through 1 on 1 coaching by one of the program’s lead professors who is certified to administer the assessments. This is a valuable point of feedback for the student that helps to focus their studies and foster growth.

Course Offerings:

(Note new courses with an asterisk)

The following is a list of online courses that will be included in the Graduate Certificate in Strategic Human Resources:

OB 63XX Business Models and Systems*

This course orients students to commercial value chains, business models, and viewing businesses as systems. This course explores value chains to understand how they deliver goods and services into the marketplace to derive both value-in-consumption and value-in-profitability for firms. The course explores both supply systems and go-to-market systems. Finally, the course provides students with the ability to read business financial statements in real case studies. Students learn to assess a firm’s level of health and to derive workforce implications.

OB 63XX Culture and the Employee Value Proposition*

This course reviews the dimensions of organizational culture, the use of culture surveys in an international context. The role of leadership and HR in establishing, managing, and changing culture are explored. The concept of employee value proposition is established along with its impact on the organization’s ability to attract, develop, and retain talent in the global marketplace. A course capstone project is completed where the student defines current and future cultural elements along with an employer brand.

OB 63XX Viewing Organizations as Systems*

This course is designed to help students view and think about organizations from a systems vantage point. Systems thinking is a core skill that is developed using rich case studies. Organizational design methods are studied to ground the student in the discipline
and to place the design engagement in the context of viewing the organization as a system. Case studies are used to explore global uses and differences and how they impact the business systems.

**OB 63XX Leading Organizational Change**

This course explores how real change happens in organizations including setting a business strategy, using change models and showing leadership throughout the change process. Topics include the linkage of business strategy and organizational change, driving and resisting forces to change, frameworks helpful in guiding the change process, and the types of leadership most critical at different stages of the change process.

**Faculty/Staffing:**

Dale J. Albrecht, Ph.D. Clinical Professor, Organizational Behavior, Coaching, and Consulting – Business Models and Systems, Culture and the Employee Value Proposition

Larry W. Norton, Ph.D. Principal, GeNovo Consulting, LLC – Leading Strategic Change

Van M. Latham Ph.D. Clinical Professor, Organizational Behavior, Coaching and Consulting – Viewing Organizations as Systems

**Additional Information:**

**Advisory Council**

An international advisory council will be assembled and maintained to ensure applicability of the program to current needs in the strategic HR space. Initial interest has been generated and expressed by CHRO’s and other C-Level individuals from the following companies: Kember, Baylor Scott & White, CBRE, Dollar Shave Club, Forbes HR Council, Texas Health Resources. Other invitees include Toyota, Lenovo, Microsoft Corp., Unilever, and General Electric.

This council will continue to be developed over time.

**Sources:**


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Program Mission: The mission of the Academic Certificate in Strategic Human Resources (HR) is to provide HR professionals with the knowledge and skills needed to engage with their business peers on a strategic business level to translate business changes into human capital needs.

Program Learning Outcomes: Graduates will be able to:

1. Evaluate a business to discern financial and market performance and challenges.
2. Assess a business’ culture to define current state and identify desired changes.
3. Describe a business’ supply and market systems along with its organizational design approach.
4. Employ change leadership models/techniques to a business’ change project.

Assessments: Outcomes measured:

Learning outcome 1: Evaluate a business to discern financial and market performance and challenges.
Measures: Students will correctly complete a case study report that defines a business’ products and/or services, customer value in the marketplace including products and/or services, customer value in the marketplace, pricing and revenue generation approach and financial performance.

Learning outcome 2: Assess a business’ culture to define current state and identify desired changes.
Measures: Students will apply cultural frameworks and tools correctly to a course capstone project that includes defining the current culture, identifying desired culture changes and producing a plan for change.

Learning outcome 3: Describe a business’ supply and market systems along with its organizational design approach.
Measures: Students will describe a business’ operations correctly by applying systems thinking techniques, producing a causal-loop model of the business system and describing the top three layers of the organizational structure using organizational design models and concepts.
Learning outcome 4: Employ change leadership models/techniques to a business’ change project.
Measures: Students will demonstrate knowledge of change roles including stakeholders, change agents and contracting and will correctly describe the process of diagnosis, including diagnostic interviewing.

**ACTION PLAN:** Learning assessments will be developed in conjunction with the design and development of the curricula during the academic year.

(Please fill out the bottom half of this document when handing it in as a report of assessment activities. The first portion of this document is considered an assessment plan).

**DISSEMINATION/DISCUSSION OF RESULTS:**

**RESULTS:** What is the evidence that graduates can know and do each learning outcome?

**MODIFICATIONS AND RECOMMENDATIONS:** How are you using the information for decisions being made in the program?

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# Undergraduate Courses to be offered in 2018-2019

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## Edits – 37 Courses

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## New – 5 Courses

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## Removed – 5 Courses

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## Legend

- **#:** Update made to existing repeat
- **-:** Renumber - no additional info required
- **.-:** Reinstate - no additional info required
- ***:** New as repeatable

Click any course number above to see a PDF of that course. Only New and Repeat courses are within this actual document. The rest open on the Registrar's Intranet. Your regular NetID and password are all that is required to login.

Clicking "Return to Main Menu" at the bottom of any page will bring you back to this page.
BPS 4300 Senior Project (3 semester credit hours)

This course is intended to complement theory and to provide an in-depth, hands-on experience in all aspects of a real business project. Students will work in teams on projects of interest to industry and will be involved in specifying the problem and its solution, designing and analyzing the solution, developing recommended solutions, along with implementation and testing plans. The deliverables will include reports that document these steps as well as a final project report, including the challenges they faced. Teams will also make presentations. Additionally, this course will cover topics including ethics and professional responsibility, entrepreneurship, leadership, and project management. Prerequisites: Junior or senior standing and instructor consent. (3-0)

S

new senior project course.
1. Course Subject and Number

BPS3300

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☐

3. Does it replace a previously required course in that curriculum?

Yes  ☐  No  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1  CS 4485
☐ 2  BMEN 4388
☐ 3  MECH 4382
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

The ECS senior design courses are only open to ECS students. Sometimes JSOM students work with UT Design students on projects, therefore we need a parallel course offering to continue the cooperation.

6. Faculty contact that requested this course be added to the inventory:

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
Request notes

Requested by Guadalupe Camarillo on 2017-12-07 15:26:44 through Eform with course to be offered in fall 2018 (DDC - 01.03.18). Course will be scheduled as separate lec/lab so setup to match breakdown from Dr. Miller (DDC - 04.16.18).

peoplesoft diff: NOLINK

BIOL 3385 Medical Histology (3 semester credit hours) Medical histology will cover the microscopic structure and function of human cells and tissues that make up the organ systems in normal and pathological conditions. The lecture component will include understanding of relevant disease and pathophysiological conditions from a histological standpoint. The laboratory component of this course will involve the microscopic study of cells and tissues using the compound light microscope and prepared slides. Laboratory studies will complement and correlate with the study of cells and tissue organization. Prerequisites: BIOL 2311 and BIOL 2312. (1.5-1.5) S

show fields: biol3385.4

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- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

BIOL4385 Oral Histology and Embryology

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
✔  ☐  ✔

3. Does it replace a previously required course in that curriculum?

☐ Yes  ☑ No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1 BIOL4385 Oral Histology and Embryology
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

BIOL3385 is broader in scope and is meant to provide a lead in to BIOL4385.

6. Faculty contact that requested this course be added to the inventory:

Meenakshi Maitra

7. This form submitted by:

Dennis Miller
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**request notes**

Added per dept (Jamie Speight) (DDC - 02.23.18).

**peoplesoft diff: NOLINK**

STAT 4354 Numerical and Statistical Computing (3 semester credit hours) Solving linear and nonlinear equations; numerical differentiation and integration; optimization; Newton-Raphson and EM algorithms; QR, Cholesky, eigenvalue, and singular value decompositions; random number generation; Monte Carlo methods; Markov chain Monte Carlo methods; bootstrap and jackknife; power analysis and sample size determination; and use of a statistical software package such as R. Prerequisites: MATH 2451 and STAT 4351, or instructor consent required. (3-0) Y

**show fields: stat4354.2**

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1. Course Subject and Number

STAT 4354 Numerical and Statistical Computing

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
✓  ✓  

3. Does it replace a previously required course in that curriculum?

Yes  No

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1 MATH 4334 Numerical Analysis
☐ 2 
☐ 3 
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

Although root finding and numerical integration and differentiation are covered in both the proposed STAT 4354 and MATH 4334, the two courses are very different in target audience, the rest of the course content, and even the coverage of the topics that overlap. In particular, STAT 4354 is application oriented and is primarily designed for students interested in data science, whereas MATH 4334 is primarily designed for students interested in mathematics.

6. Faculty contact that requested this course be added to the inventory:

pankaj@utdallas.edu

7. This form submitted by:

Pankaj Choudhary
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<th>start</th>
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<td>STAT 4355 Applied Linear Models (3 semester credit hours) Introduction to linear statistical models and their application to empirical data. Topics include linear and logistic regression; multiple regression; diagnostic measures; detection of outliers and influential observations; variable selection; one- and two-way ANOVA; analysis of covariance; model fitting and validation using the statistical programming language R. Prerequisite: STAT 3355 or instructor consent required. (3-0) Y</td>
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Request notes
Requested by dept per Jamie Speight (DDC - 02.23.18)

peoplesoft diff: NOLINK

STAT 4355 Applied Linear Models (3 semester credit hours) Introduction to linear statistical models and their application to empirical data. Topics include linear and logistic regression; multiple regression; diagnostic measures; detection of outliers and influential observations; variable selection; one- and two-way ANOVA; analysis of covariance; model fitting and validation using the statistical programming language R. Prerequisite: STAT 3355 or instructor consent required. (3-0) Y

show fields: stat4355.2

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Return to Main Page
1. Course Subject and Number

STAT 4355 Applied Linear Models

2. How does this course fit in the curriculum? (Can select more than one.)

Major Core Elective
✔️ ✔️ ☐

3. Does it replace a previously required course in that curriculum?

Yes ☐ No ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1. N/A

2. 

3. 

None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

In my view, there is no UG level class (including in other schools) that overlaps with the proposed class.

6. Faculty contact that requested this course be added to the inventory:

pankaj@utdallas.edu

7. This form submitted by:

Pankaj Choudhary

Return to Main Page
<table>
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<td>STAT 4360 Introduction to Statistical Learning (3 semester credit hours) Supervised and unsupervised learning; classification; clustering; tree-based methods; support vector machines; cross-validation; model selection and regularization; and principal components analysis. Prerequisites: STAT 4355 or instructor consent required. (3-0) Y</td>
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update req group
1. Course Subject and Number

STAT 4360 Introduction to Statistical Learning

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
✓  ✓  

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1 CS 4375 Introduction to Machine Learning
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

Some of the topics covered in the proposed STAT 4360 do overlap with those in CS 4375. However, they differ in the level of statistical rigor and target audience. The former is more statistically oriented, whereas the latter is more computer science oriented. Similar differences exist between their graduate counterparts, STAT 6340 (Statistical and Machine Learning) and CS 6375 (Machine Learning).

6. Faculty contact that requested this course be added to the inventory:

pankaj@utdallas.edu

7. This form submitted by:

Pankaj Choudhary
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**req notes**

request of instructor for clarity of content prep. Frequency matches Registrar's audit. Consent removed per Megan (DDC - 04.12.18).

**peoplesoft diff: 000785 2018-08-19 ddc130130**

ARTS 4308 Image/Text (3 semester credit hours) An exploration of the visual possibilities inherent in the art of the text. Topics may include an investigation of techniques derived from bookmaking, printmaking, photography, computer imaging, painting, graphic design, or related media that foster the transformation and combination of words and images. The problem of creating text for presentation in a visual environment will be examined. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: ARTS 3311 or ARTS 3313 or ARTS 3363 or ARTS 3366 or ARTS 3368 or ARTS 3369 or ARTS 3373 or ARTS 3371 or ARTS 3372 or ARTS 3376 or ARTS 3377 or ARTS 3379 or ARTS 3381 or ARTS 3382 or instructor consent required (0-3) Y

**repeat reason**

Course content and projects will vary each time this course is taught.

**show fields: arts4308.10**

- cat_repeat_units: 6
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Graduate Courses to be offered in 2018-2019

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Note: Tables below only contain courses that were added or edited. Removed courses are not counted.

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**Legend**

- * New as repeatable
- # Update made to existing repeat
- - Renumbe - no additional info required
- ` Reinstat - no additional info required

Click on any course number above to see a PDF of that course. Only New and Repeat courses are within this actual document. The rest open on the Registrar's Intranet. Your regular NetID and password are all that is required to login.

Clicking "Return to Main Menu" at the bottom of any page will bring you back to this page.
<table>
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<td>2018-open</td>
<td>add * eerf6393 (r1) eerf6393.2 group_head series_head</td>
<td>EERF 6393 Microwave Power Amplifiers (3 semester credit hours) RF/Microwave transistor power amplifier (PA) applications and fundamental linear and non-linear performance objectives are studied such as: output power, efficiency, and distortion. Key amplifier classes and design topologies are studied. Students will complete CAD design projects to demonstrate mastery of relevant techniques. Prerequisite: EERF 6311 or equivalent. Corequisite: EERF 6355 or equivalent. (3-0) R</td>
<td>phase: approve</td>
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**request notes**

Added per Mai Nguyen (DDC - 02.23.18).

**peoplesoft diff: NOLINK**

EERF 6393 Microwave Power Amplifiers (3 semester credit hours) RF/Microwave transistor power amplifier (PA) applications and fundamental linear and non-linear performance objectives are studied such as: output power, efficiency, and distortion. Key amplifier classes and design topologies are studied. Students will complete CAD design projects to demonstrate mastery of relevant techniques. Prerequisite: EERF 6311 or equivalent. Corequisite: EERF 6355 or equivalent. (3-0) R

**show fields: eerf6393.2**

- cat_repeat_units: 3
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- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

EERF 6393

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

☐ Yes  ☑ No

4. Which course is being replaced?

This question was not displayed to the respondent.

5. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☑ None

6. How does the proposed course differ from those identified in the last question (target audience, context, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Matthew Heins

7. This form submitted by:

Mai Nguyen
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<tr>
<td>2018-open</td>
<td>edit * &lt;ferm6301 (r1) ferm6301.2 group_head series_head&gt;</td>
<td>FERM 6301 Financial Accounting Information and Analysis (3 semester credit hours) This course discusses the fundamental concepts of accounting and financial reporting as presented from the perspective of the outside investor, and so focuses on the construction, analysis, and projection of financial information. (3-0) Y</td>
<td>phase: approve status: approving audit: 11</td>
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Ready for Registrar review.

peoplesoft diff: NOLINK

FERM 6301 Financial Accounting Information and Analysis (3 semester credit hours) This course discusses the fundamental concepts of accounting and financial reporting as presented from the perspective of the outside investor, and so focuses on the construction, analysis, and projection of financial information. (3-0) Y

show fields: ferm6301.2

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles

update req group
1. Course Subject and Number

FERM 6301

2. How does this course fit in the curriculum? (Can select more than one.)

   Major  Core  Elective
   ☐  ☑  ☐

3. Does it replace a previously required course in that curriculum?

   Yes No
   ☑  ☐

3.5. Which course is being replaced?

   This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   ☐ 1
   ☐ 2
   ☐ 3
   ☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   

6. Faculty contact that requested this course be added to the inventory:

   Robert Kieschnick

7. This form submitted by:

   Shawn Alborz
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<tr>
<td>2018-open</td>
<td>edit *</td>
<td>ferm6303 (r1)</td>
<td>ferm6303.2</td>
<td>FERM 6303 Financial Assets and Markets (3 semester credit hours) This course develops the fundamental concepts of finance by examining financial assets and their markets, their participants and their operation with emphasis on the valuation and management of different financial assets. (3-0) Y</td>
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peoplesoft diff: NOLINK

FERM 6303 Financial Assets and Markets (3 semester credit hours) This course develops the fundamental concepts of finance by examining financial assets and their markets, their participants and their operation with emphasis on the valuation and management of different financial assets. (3-0) Y

show fields: ferm6303.2

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- cat_subtitles: no_subtitles
1. Course Subject and Number

FERM 6303

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☑  ☐

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz
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<td>2018-open</td>
<td>add *</td>
<td>ferm6305</td>
<td>(r1)</td>
<td>FERM 6305 Introduction to Mathematics in Finance (3 semester credit hours) The objective of this course is to introduce the essentials of mathematical finance and its applications. (3-0) S</td>
<td>phase: approve status: approving audit: 11</td>
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**Request Notes**

Ready for Registrar Review.

**Peoplesoft Diff: NOLINK**

**Show Fields: ferm6305.2**

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(update req group)
1. Course Subject and Number

FERM 6305

2. How does this course fit in the curriculum? (Can select more than one.)

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<th>Elective</th>
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<tr>
<td>☐</td>
<td>☑</td>
<td>☐</td>
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3. Does it replace a previously required course in that curriculum?

   Yes No
   ☐ ☑

3.5. Which course is being replaced?

   This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   ☐ 1
   ☐ 2
   ☐ 3
   ☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   

6. Faculty contact that requested this course be added to the inventory:

   Robert Kieschnick

7. This form submitted by:

   Shawn Alborz

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<td>ferm6306</td>
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<td>FERM 6306 Advanced Mathematics in Finance (3 semester credit hours) This course focuses</td>
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<td>continuous time finance and its applications to the pricing of financial derivatives and their use in risk management. Prerequisite: FIN 6305. (3-0) Y</td>
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<td>FERM 6306 Advanced Mathematics in Finance (3 semester credit hours) This course focuses</td>
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<td>continuous time finance and its applications to the pricing of financial derivatives and their use in risk management. Prerequisite: FIN 6305. (3-0) Y</td>
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**update req group**
1. Course Subject and Number

FERM 6306

2. How does this course fit in the curriculum? (Can select more than one.)

   Major  Core  Elective
   □         □           □

3. Does it replace a previously required course in that curriculum?

   Yes  No
   ☑    ☑

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   □ 1
   □ 2
   □ 3
   □ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   

6. Faculty contact that requested this course be added to the inventory:

   Robert Kieschnick

7. This form submitted by:

   Shawn Alborz

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<td>FERM 6310 Financial Information and Analytics (3 semester credit hours) This course develops the use of different software tools to collect, manage, and analyze data from different sources in order to solve financial problems. (3-0) T</td>
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FERM 6310 Financial Information and Analytics (3 semester credit hours) This course develops the use of different software tools to collect, manage, and analyze data from different sources in order to solve financial problems. (3-0) T

peoplesoft diff: NOLINK

FERM 6310 Financial Information and Analytics (3 semester credit hours) This course develops the use of different software tools to collect, manage, and analyze data from different sources in order to solve financial problems. (3-0) T

show fields: ferm6310.2

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1. Course Subject and Number

FERM 6310

2. How does this course fit in the curriculum? (Can select more than one.)

   Major  Core  Elective
   ☐      ☑      ☐

3. Does it replace a previously required course in that curriculum?

   Yes No
   ☑      ☐

3.5. Which course is being replaced?

   This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   ☐ 1  
   ☐ 2  
   ☐ 3  
   ☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   

6. Faculty contact that requested this course be added to the inventory:

   Robert Kieschnick

7. This form submitted by:

   Shawn Alborz

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<td>FERM 6311 Financial Technology (3 semester credit hours) This course builds on financial information and analytics to understand and develop new financial technologies. Prerequisite: FERM 6310. (3-0) Y</td>
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update req group

Return to Main Menu
1. Course Subject and Number

FERM 6311

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐     ☑    ☐

3. Does it replace a previously required course in that curriculum?

☐ Yes  ☐ No

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz
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<td>FERM 6320 Statistical Methods for Financial Analytics (3 semester credit hours) This course develops the fundamental statistical concepts and tools used in the analysis of financial data. (3-0) Y</td>
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1. Course Subject and Number

FERM 6320

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☑  ☐

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz
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<tr>
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<td>ferm6321.2</td>
<td>FERM 6321 Advanced Statistical Methods for Financial Analytics (3 semester credit hours) This course builds on statistical methods for financial analytics to develop and apply more advanced statistical concepts and tools to the analysis of financial data. Prerequisite: FERM 6320. (3-0) Y</td>
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**Request Notes**

Ready for Registrar Review.

**PEOPLESOFT DIFF: NOLINK**

FERM 6321 Advanced Statistical Methods for Financial Analytics (3 semester credit hours) This course builds on statistical methods for financial analytics to develop and apply more advanced statistical concepts and tools to the analysis of financial data. Prerequisite: FERM 6320. (3-0) Y

**Show Fields: ferm6321.2**

- `cat_repeat_units`: 3
- `cat_delivery_method`: deliverymethod_100
- `cat_core`:  
- `cat_subtitles`: no_subtitles

[Return to Main Menu](https://coursebook.utdallas.edu/catbookreport/13f3f16695247469d104993e37bbc794/makepdf)
1. Course Subject and Number

FERM 6321

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☑  ☐

3. Does it replace a previously required course in that curriculum?

Yes  ☐  No  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz
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<td>FERM 6330 Insurance and Risk Management (3 semester credit hours) This course introduces insurance and its use in risk management with emphasis on the use by companies of different insurance products and their pricing. (3-0) R</td>
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update req group
1. Course Subject and Number

FERM 6330

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☑  ☐

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz
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update req group

Return to Main Menu
1. Course Subject and Number

FERM 6331

2. How does this course fit in the curriculum? (Can select more than one.)

- [ ] Major
- [x] Core
- [ ] Elective

3. Does it replace a previously required course in that curriculum?

- [ ] Yes
- [x] No

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz
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<td>FERM 6332 Financial Risk Management (3 semester credit hours) This course examines financial risk management issues and how they are addressed. Corequisite: FERM 6306. Prerequisite: FERM 6305. (3-0) R</td>
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**request notes**

Ready for Registrar Review.

**peoplesoft diff: NOLINK**

FERM 6332 Financial Risk Management (3 semester credit hours) This course examines financial risk management issues and how they are addressed. Corequisite: FERM 6306. Prerequisite: FERM 6305. (3-0) R

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Return to Main Menu
1. Course Subject and Number

FERM 6332

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐      ☑      ☐

3. Does it replace a previously required course in that curriculum?

Yes  ☑  No  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz
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update req group
1. Course Subject and Number

FERM 6333

2. How does this course fit in the curriculum? (Can select more than one.)

   Major  Core  Elective
   ☐       ☑       ☐

3. Does it replace a previously required course in that curriculum?

   Yes ☐  No ☑

4. This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   ☐ 1
   ☐ 2
   ☐ 3
   ☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   

6. Faculty contact that requested this course be added to the inventory:

   Robert Kieschnick

7. This form submitted by:

   Shawn Alborz
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<td>FERM 6V98 Financial Engineering and Risk Management Internship (1-3 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate work on significant projects. At semester end, student prepares an assignment reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated for credit as topics vary (3 semester credit hours maximum). {{1-3}-0} R</td>
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**request notes**

Ready for Registrar Review.

**peoplesoft diff: NOLINK**

FERM 6V98 Financial Engineering and Risk Management Internship (1-3 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate work on significant projects. At semester end, student prepares an assignment reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated for credit as topics vary (3 semester credit hours maximum). {{1-3}-0} R

**repeat reason**

May be repeated for credit as topics vary.

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1. Course Subject and Number

FERM 6V98

2. How does this course fit in the curriculum? (Can select more than one.)

   Major   Core   Elective
   [ ]    [ ]    [ √ ]

3. Does it replace a previously required course in that curriculum?

   Yes [ ] No [ ]

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   [ ] 1
   [ ] 2
   [ ] 3
   [ ] None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   

6. Faculty contact that requested this course be added to the inventory:

   Robert Kieschnick

7. This form submitted by:

   Shawn Alborz
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1. Course Subject and Number

FERM 6V99

2. How does this course fit in the curriculum? (Can select more than one.)

Major    Core    Elective
☐   ☐   ☑

3. Does it replace a previously required course in that curriculum?

Yes    No
☐   ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1
☐  2
☐  3
☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Kieschnick

7. This form submitted by:

Shawn Alborz

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<td>OB 6344 Organizational Development: Bridging Theory and Practice (3 semester credit hours) Executive Education Course. The discipline of applied organizational development (OD) is broadly concerned with the application of empirically supported theoretical frameworks that, when applied, improves the performance capability and effectiveness of individuals, teams, and entire organizations. This course covers a range of models and practices spanning all three domains with a focus on how they translate to and apply in practice. Topics range from improving individuals' performance, to improving the effectiveness of work teams, to large-scale system and organizational behavior diagnosis and change. The course is designed to bridge the gap between OD theory and research and actual practice. (3-0) Y</td>
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**Request Notes**

Ready for Registrar Review.

**Peoplesoft Diff: NOLINK**

OB 6344 Organizational Development: Bridging Theory and Practice (3 semester credit hours) Executive Education Course. The discipline of applied organizational development (OD) is broadly concerned with the application of empirically supported theoretical frameworks that, when applied, improves the performance capability and effectiveness of individuals, teams, and entire organizations. This course covers a range of models and practices spanning all three domains with a focus on how they translate to and apply in practice. Topics range from improving individuals' performance, to improving the effectiveness of work teams, to large-scale system and organizational behavior diagnosis and change. The course is designed to bridge the gap between OD theory and research and actual practice. (3-0) Y

**Show Fields: ob6344.2**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

OB 6344

2. How does this course fit in the curriculum? (Can select more than one.)

Major    Core    Elective
☐        ☐        ☒

3. Does it replace a previously required course in that curriculum?

Yes    ☐    No    ☒

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Hicks

7. This form submitted by:

Shawn Alborz
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<td>OB 6345 The Dynamics of Interpersonal Relationships (3 semester credit hours) Executive Education Course. This course explores and focuses on understanding the dynamics of interpersonal relationships while applying evidence-based concepts, models, and principles. Self-awareness and &quot;other&quot; awareness will be facilitated by examining behavioral styles and key motivational drivers that influence interpersonal interactions in various contexts. Students will learn interpersonal growth and development skills essential for productive interactions as well as how to avoid counterproductive communications so that they do not become problematic. The course emphasizes practical application through individual and small group assignments. (3-0) Y</td>
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<td>OB 6345 The Dynamics of Interpersonal Relationships (3 semester credit hours) Executive Education Course. This course explores and focuses on understanding the dynamics of interpersonal relationships while applying evidence-based concepts, models, and principles. Self-awareness and &quot;other&quot; awareness will be facilitated by examining behavioral styles and key motivational drivers that influence interpersonal interactions in various contexts. Students will learn interpersonal growth and development skills essential for productive interactions as well as how to avoid counterproductive communications so that they do not become problematic. The course emphasizes practical application through individual and small group assignments. (3-0) Y</td>
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Return to Main Menu
1. Course Subject and Number

OB 6345

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- 1
- 2
- 3

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

- Robert Hicks

7. This form submitted by:

- Shawn Alborz
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<td>OB 6346 Leading Organizational Change (3 semester credit hours) Executive Education Course. This course explores how real change happens in organizations including setting a business strategy, using change models, and showing leadership throughout the change process. Topics include the linkage of business strategy and organizational change, driving and resisting forces to change, frameworks helpful in guiding the change process, and the types of leadership most critical at different stages of the change process. (3-0) Y</td>
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**request notes**

Ready for Registrar Review.

**peoplesoft diff: NOLINK**

OB 6346 Leading Organizational Change (3 semester credit hours) Executive Education Course. This course explores how real change happens in organizations including setting a business strategy, using change models, and showing leadership throughout the change process. Topics include the linkage of business strategy and organizational change, driving and resisting forces to change, frameworks helpful in guiding the change process, and the types of leadership most critical at different stages of the change process. (3-0) Y

**show fields: ob6346.2**

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- cat_subtitles: no_subtitles

Return to Main Menu
1. Course Subject and Number

OB 6346

2. How does this course fit in the curriculum? (Can select more than one.)

Major     Core     Elective
☐         ☐         ☑

3. Does it replace a previously required course in that curriculum?

☐ Yes  ☐ No

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

[Blank space for answer]

6. Faculty contact that requested this course be added to the inventory:

Robert Hicks

7. This form submitted by:

Shawn Alborz
<table>
<thead>
<tr>
<th>start</th>
<th>req type</th>
<th>course</th>
<th>req_id</th>
<th>catalog course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-open</td>
<td>add *</td>
<td>ob6348 (r1)</td>
<td>ob6348.2</td>
<td>OB 6348 Leadership Concepts and Practices (3 semester credit hours) Executive Education Course. This course explores theories and techniques of leadership and approaches from antiquity to the present time with emphasis on complementary roles of management and leadership in organizations. The course covers various aspects of developing such approaches and its critical analyses. The course also addresses emotional intelligence, leadership styles, communications practices and with specific focus on how leaders turn challenging opportunities into successes and achieve extraordinary results. Self-assessment exercises will focus on the development of individual leadership skills. (3-0) Y</td>
</tr>
</tbody>
</table>

**request notes**

Ready for Registrar Review.

**peoplesoft diff: NOLINK**

OB 6348 Leadership Concepts and Practices (3 semester credit hours) Executive Education Course. This course explores theories and techniques of leadership and approaches from antiquity to the present time with emphasis on complementary roles of management and leadership in organizations. The course covers various aspects of developing such approaches and its critical analyses. The course also addresses emotional intelligence, leadership styles, communications practices and with specific focus on how leaders turn challenging opportunities into successes and achieve extraordinary results. Self-assessment exercises will focus on the development of individual leadership skills. (3-0) Y

**show fields: ob6348.2**

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles

**request status**: approve
**status**: approving
**audit**: 12

shh160630
2018-03-22
14:05:54
NOLINK
52.1003.00.16
audit: -95 m
index: -95 m
match_fail

**actions**

- ps info
- orion info
- overview
- change
- process
- modify

[Return to Main Menu](https://coursebook.utdallas.edu/catbookreport/3d40c907d1d226f513b669e96d2ee2d0/makepdf)
1. Course Subject and Number

OB 6348

2. How does this course fit in the curriculum? (Can select more than one.)

Major Core Elective

☐ ☐ ☑

3. Does it replace a previously required course in that curriculum?

Yes ☐ No ☑

4. Which course is being replaced?

This question was not displayed to the respondent.

5. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?


6. Faculty contact that requested this course be added to the inventory:

Robert Hicks

7. This form submitted by:

Shawn Alborz
Undergraduate Program 1st 40 Pages to be Updated in 2018-2019

All updated pages are listed with a general summary of changes made. Click on the orange button to see a comparison PDF of each degree plan page on the Registrar’s Intranet.

<table>
<thead>
<tr>
<th>University Pages</th>
<th>Core Curriculum</th>
<th>Other Degree Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>About UT Dallas</td>
<td>Updated to include new, approved core courses.</td>
<td>Changes made to Double Degree and Second Baccalaureate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies List</td>
<td>NF grades removed from list</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>Removal of wording from Scholastic Status and additions made to Transfer Credit</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>Wording changes under Auditing Courses</td>
<td></td>
</tr>
<tr>
<td>Education Abroad</td>
<td>Wording changes under Eligibility and Conditions</td>
<td></td>
</tr>
<tr>
<td>Graduate Courses</td>
<td>Wording additions under Graduate Courses main paragraphs</td>
<td></td>
</tr>
<tr>
<td>Fast Track</td>
<td>Changes in wording under Program Requirement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources List</td>
<td>Comet Center removed. Recreational Sports became University Recreation.</td>
<td></td>
</tr>
<tr>
<td>Resources Main Page</td>
<td>Updates in wording to multiple resources. Recreational Sports became University Recreation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition and Financial Aid</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>About Tuition and Financial Aid</td>
<td>Changes to Guaranteed Tuition Plan</td>
<td></td>
</tr>
<tr>
<td>Other Fees</td>
<td>Bursar updated several fees and changed the titles for the Recreation group</td>
<td></td>
</tr>
<tr>
<td>Types of Financial Aid</td>
<td>Top 10% Scholarship removed. Changes to Texas Grant and TEACH grant.</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Program 1st 40 Pages to be Updated in 2018-2019

All updated pages are listed with a general summary of changes made. Click on the orange button to see a comparison PDF of each degree plan page on the Registrar’s Intranet.

<table>
<thead>
<tr>
<th>University Pages</th>
<th>Statistics updated by OSPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About UT Dallas</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Policies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>Wording changes under Auditing Courses</td>
</tr>
<tr>
<td><strong>Fast Track</strong></td>
<td>Additional wording added to Minimum Requirements section. It specifically relates to the amount of grad SCH a student can take as undergrad.</td>
</tr>
<tr>
<td><strong>List of Reg and Enroll Reqs</strong></td>
<td>Updated to reflect change of Readmission to Re-Entry or ReApplication</td>
</tr>
<tr>
<td><strong>Registration &amp; Enrollment Reqs</strong></td>
<td>Readmission changed to Re-entry or ReApplication. Text related updated heavily.</td>
</tr>
<tr>
<td><strong>UGRD Registration for GRAD Courses</strong></td>
<td>Additional wording added to description of Undergrad Registration for Grad Courses. It specifically relates to the amount of grad SCH that an undergrad can take.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resources List</strong></td>
<td>Comet Center removed. Recreational Sports became University Recreation.</td>
</tr>
<tr>
<td><strong>Resources Main Page</strong></td>
<td>Updates in wording to multiple resources. Recreational Sports became University Recreation.</td>
</tr>
<tr>
<td><strong>Tuition and Financial Aid</strong></td>
<td></td>
</tr>
<tr>
<td><strong>About Tuition and Fees</strong></td>
<td>Changes to Guaranteed Tuition Plan</td>
</tr>
<tr>
<td><strong>Other User Fees</strong></td>
<td>Bursar updated several fees and changed the titles for the Recreation group</td>
</tr>
<tr>
<td><strong>Tuition Refund</strong></td>
<td>Major rewording to section “Refunding Students in Title IV Programs”</td>
</tr>
<tr>
<td><strong>Types of Financial Aid</strong></td>
<td>Minor updates.</td>
</tr>
</tbody>
</table>
Undergraduate Degree Program Pages to be Updated in 2018-2019

<table>
<thead>
<tr>
<th>PAGES</th>
<th>ARHM</th>
<th>ATEC</th>
<th>BBS</th>
<th>ECS</th>
<th>EPPS</th>
<th>GENS</th>
<th>JSOM</th>
<th>NSMT</th>
<th>HONS</th>
<th>UGRD</th>
<th>DM</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
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<td>5</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

All updated pages are listed with a general summary of changes made. Click on the orange button to see a comparison PDF of each degree program page on the Registrar’s Intranet.

### ARHM
- **Historical Studies**: Course and SCH changes related to core courses counting as Major Requirements.
- **Visual & Performing Arts**: Course and SCH changes related to core courses counting as Major Requirements.
- **VPA - Art History**: Course and SCH changes related to core courses counting as Major Requirements.
- **VPA - Communication**: Course and SCH changes related to core courses counting as Major Requirements. Other course additions
- **VPA - Film**: Course and SCH changes related to core courses counting as Major Requirements.
- **VPA - Music**: Extensive changes throughout. SCH changed for multiple sections. Courses added/removed.
- **VPA - Visual Arts**: Course and SCH changes related to core courses counting as Major Requirements.

### BBS
- **Child Learning and Development**: New courses added and update to electives language to include 1100 course.
- **Cognitive Science**: Update to electives language to include 1100 course
- **Neuroscience**: Update to electives language to include 1100 course
- **Psychology**: New courses added and update to electives language to include 1100 course
- **Speech-Lang Pathology & Audiology**: Update to electives language to include 1100 course

### EPPS
- **Geospatial Information Sciences**: Course added to major prep. Major prep courses reflected in core
- **Public Affairs**: Minor correction made to SCH for Major Related Courses section. Does not impact overall count. Previously approved.

### NSM
- **Actuarial Science**: SCH changed to compensate for addition of HONS courses and BCOM 3200.

### Undergrad Pages
- **Undergraduate Programs page**: Degree titles updated to match changes. Page reformatted and cleaned up.
# CHANGE OF MAJOR

<table>
<thead>
<tr>
<th>UGRD Policies – Degree Plans Page</th>
<th>Mock-up showing addition of JSOM and ECS language and links to the Change of Major section of Degree Plans page in UGRD Policies &amp; Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>About ECS Page</td>
<td>Mock-up showing addition of Change of Major language to the main About ECS page.</td>
</tr>
<tr>
<td>About JSOM Page</td>
<td>Mock-up showing addition of Change of Major language to the main About JSOM page.</td>
</tr>
</tbody>
</table>
Graduate Degree Program Pages to be Updated in 2018-2019

<table>
<thead>
<tr>
<th>PAGES</th>
<th>ARHM</th>
<th>ATEC</th>
<th>BBS</th>
<th>ECS</th>
<th>EPPS</th>
<th>GENS</th>
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</tbody>
</table>

All updated pages are listed with a general summary of changes made. Click on the orange button to see a comparison PDF of each degree plan page on the Registrar’s Intranet.

### Graduate Pages

**Graduate Programs Page**
- Page redesigned to serve as feeder page. All program plan list changes will be made here and then link out to the department pages.

### BBS

**Applied Cognition and Neuroscience**
- Courses updated under Human-Computer Interactions Specialization Area to reflect ATEC to ATCM prefix change. Page previously submitted and approved.

### ECS

**Telecommunications Engineering**
- Minor changes under Recommended Electives

### EPPS

**Political Science**
- MA reworked to fit in approved change of options into concentrations.

### JSOM

**Executive Education Programs**
- Multiple changes to Executive MBA (EMBA) Program including moving SCH around between core and elective and changes to wording in Degree Requirements.

**Finance**
- Wording changes under Degree Requirements

**Financial Engineering and Risk MGMT**
- Multiple changes to wording under Degree Requirements and Prerequisites. Changes to Course Requirements and distribution of SCH.

**Management Science**
- SCH change. Concentrations changed to Sample Tracks. Multiple updates and removals from this section

### Double Majors / Shared Programs

**Geospatial Information Sciences**
- Multiple changes to Prescribed Electives portion of PhD. This is a shared program and both EPPS and ECS have also approved these changes.

**MS-SEM Executive Education**
- New courses added to degree and certificate. Wording changed under Degree Requirements. Dual Degree changed to Double Degree to match new rules.

**Systems Engineering and Management**
- New courses added to degree and certificate. Wording changed under Degree Requirements. Dual Degree changed to Double Degree to match new rules.

Climer, Registrar’s Office, 2018-04-16
Committee Name: Academic Tribunal Pool

Charge: Policy Regents Rules 31008

Special Requirements:
20 members in pool
Representatives from each of the schools
One year term, may be reappointed

Members Whose Terms are Continuing

<table>
<thead>
<tr>
<th>Replacements Needed</th>
<th>Faculty:</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>John Fonseka (ECS)</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>Murat Kantarcioglu (ECS)</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>Mario Rotea (ECS)</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>Ovidiu Daescu (ECS)</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>Euel Elliott (EPPS)</td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td>May Yuan (EPPS)</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td>Bruce Jacobs (EPPS)</td>
<td>7.</td>
</tr>
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<td>Peter Assmann (BBS)</td>
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<td>Karen Prager (IS)</td>
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<td>Anne van Kleeck (BBS)</td>
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<td>Greg Dess (SOM)</td>
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<td>Vijay Mookerje (SOM)</td>
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<tr>
<td></td>
<td>George McMechan (NSM)</td>
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<tr>
<td></td>
<td>Rod Heelis (NSM)</td>
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<tr>
<td></td>
<td>Dean Sherry (NSM)</td>
<td>16.</td>
</tr>
<tr>
<td></td>
<td>Roger Malina (ATEC)</td>
<td>17.</td>
</tr>
<tr>
<td></td>
<td>Paul Fishwick (ATEC)</td>
<td>18.</td>
</tr>
<tr>
<td></td>
<td>Milton Cohen (AH)</td>
<td>19.</td>
</tr>
<tr>
<td></td>
<td>Marilyn Waligore (AH)</td>
<td>20.</td>
</tr>
</tbody>
</table>