

Graduate Council Agenda
Wednesday – January 24, 2018
Hurley Administration Board Room 204 – 3:15PM-5:00PM

Note: Course changes and additions will not take effect until they are listed in the graduate catalog. Items marked with an asterisk (*) must have approval by the Texas Higher Education Coordinating Board before listing in the graduate catalog. Items marked with a plus (+) must be approved by the Department of Education before being listed in the graduate catalog.

Graduate Council Voting Member Attendance: *Mark Vosvick, Douglas Brozovic, Denise Catalano, Kris Chesky(Absent), Nick Evangelopoulos, Jennifer Lane (Absent), Teresa Marrero, Brian McFarlin (Proxy), Gwen Nisbitt, Gayle Prybutok (Proxy), Lee Slaughter*

I. ANNOUNCEMENTS

I-1. Mark and Victor would like to welcome the council back, and wish everyone a Happy New Year. Victor would also like to thank the council members for serving and for all of their hard work.

II. MINUTES

UNANIMOUS APPROVAL

II-1. Approval of December 13, 2017 minutes.

III. CHAIR / TGS DISCUSSION ITEMS

III-1. Items IV-2. Thru IV-21., V-1., VIII-2. Thru VIII-4., and X-3. are items that have requested exceptions for the 2018-2019 academic year. TGS requests that the council vote to approve or deny the exception requests.

IV. REQUEST FOR NEW COURSES

College of Education

Department of Kinesiology, Health Promotion and Recreation

IV-1. KINE 5302 – Sport Performance Analytics – 3 Hours (Online Course)

Description: Online course designed to provide students with skills and knowledge to create testing batteries which can be used to measure performance-related factors in athletes.

College of Health and Public Service

Department of Behavior Analysis

MOTION TO VOTE ON ITEMS IV-2. THRU IV-IV-19. AS A BLOCK - UNANIMOUS APPROVAL

UNANIMOUS APPROVAL OF ITEMS IV-2. THRU IV-19.

UNANIMOUS APPROVAL TO ACCEPT EXCEPTIONS FOR THE 2018-2019 CALENDAR YEAR

IV-2. BEHV 5610 – ABA Foundations: Basic Concepts and Principles – 3 Hours

Description: Introduces students to the science and practice of applied behavior analysis by providing students with an overview of behavioral principles and the behavior change procedures derived from these principles. Through lectures, readings, video examples and terminology exercises, students develop foundational knowledge of concepts and apply these concepts in various simulations meant to further extend understanding. Themes include the

dynamic interaction of behavior and environment, the identification of behavioral concepts within the student's life, and preparation for professional credentialing as a Board Certified Behavior Analyst.

IV-3. BEHV 5611 – Applied Behavior Analysis Change Fundamentals and Techniques – 3 Hours

Description: Provides students with a deeper understanding of the science and practice of applied behavior analysis by extending knowledge of behavioral principles and procedures to prepare for application in clinical service settings. Through lectures, readings, video examples and terminology exercises, students increase proficiency with behavioral concepts and then apply this knowledge in activities meant to simulate skills required of a practitioner of applied behavior analysis working in a clinical service setting. Themes of this course are to promote the value of an underlying knowledge of behavioral principles leading to an ability to flexibly apply this knowledge when choosing effective procedures to teach meaningful skills, as well as preparation for professional credentialing as a Board Certified Behavior Analyst.

IV-4. BEHV 5612 – Assessment in Applied Behavior Analysis – 3 Hours

Description: Teaches students the role of assessment in the practice of applied behavior analysis. Includes a comprehensive understanding of the purpose of assessment, types of assessments, methods for assessment analysis, and considerations for selecting and prioritizing socially valid goals for behavior change that are based on assessment results. Emphasis is placed on assessment of both skills and problems through descriptive and functional analyses. Focus is on clinical settings in behavioral practice and preparation for professional credentialing as a Board Certified Behavior Analyst.

IV-5. BEHV 5613 – Ethical Issues in Applied Behavior Analysis – 3 Hours

Description: Provides students with an understanding of the benefits, complexities, and characteristics of ethical conduct within the science and practice of applied behavior analysis. Lectures and readings address ethical behavior in everyday situations and especially within the context of applied behavior analysis, then students practice applying this information to examples that might be encountered in research and clinical service settings. The themes of this course are to promote the value of ethical behavior, to provide guidelines for ethical decision making, and to prepare students to adhere to the professional ethical code of a Board Certified Behavior Analysts.

IV-6. BEHV 5614 – Applied Research Evidence, Design and Analysis – 3 Hours

Description: Builds a foundation for a scientist-practitioner model of behavior-analytic service provision. Includes learning the rationales for observable and socially valid interventions that are based on experimental proofs of effectiveness and the core characteristics of single subject research. Specific topics include measurement tactics and strategies, data display and interpretation, and experimental design. Through a series of readings, lectures and activities, students learn an Evidence-Based Practice (EBP) framework for understanding research in applied behavior analysis so that the treatments they select are effective and meaningful for the individuals they serve. Preparation for professional credentialing as a Board Certified Behavior Analyst.

IV-7. BEHV 5615 – Improving Staff Performance in Applied Behavior Analysis – 3 Hours

Description: Provides students with an understanding of the components of evidence-based staff training within the science and practice of applied behavior analysis and then to integrate and apply these components as would be necessary as a practitioner of applied behavior analysis working in a clinical service setting. Through examples of research and practice across domains, students examine problem identification, effective training strategies, and evaluation of training effectiveness. The themes of this course are to promote the value of effective staff training, especially relating to improved clinical outcomes, and to prepare students for professional credentialing as a Board Certified Behavior Analyst.

IV-8. BEHV 5620 – ABA Issues: Autism Intervention Across the Lifespan – 3 Hours

Description: Provides students with an overview of perspectives and commentaries related to the science and practice of applied behavior analysis when applied to Autism Spectrum Disorders. Through lectures and readings, students examine the relationship between science and autism, the selection of meaningful goals and effective interventions across the lifespan, and strategies for supporting effective interventions. Themes include scientific

evidence, data-based decision making, collaboration with caregivers and service providers, and preparation for professional credentialing as a Board Certified Behavior Analyst.

IV-9. BEHV 5621 – ABA Issues: Responsiveness to Cultural Diversity – 3 Hours

Description: Examines culture from a behavior-analytic perspective and considers the ethical and scientific issues related to cultural differences. Particular emphasis is placed on perspectives of families and communities of differing ethnic, racial, religious, gender, class and geographic backgrounds. Using an Evidence Based Practice framework students learn approaches for creating inclusive and culturally responsive practice environments in applied behavior analysis.

IV-10. BEHV 5622 – ABA Issues: Record Keeping and Accountability – 3 Hours

Description: Teaches students the ethical, legal and procedural mandates regarding record keeping and accountability in applied behavior analysis. Students go through a series of readings and activities that teach record management that is ethical and in compliance with regulatory bodies. Includes clear and accurate presentations of qualifications and services; organizational responsibilities regarding scheduling, client records and security; financial tools and procedures; methods to reduce malpractice; and informed consent and confidentiality. Students also examine case scenarios that illustrate the central concepts of the course.

IV-11. BEHV 5623 – ABA Issues: Verbal Behavior Interventions – 3 Hours

Description: Provides an overview of verbal behavior within the context of interventions in applied behavior analysis. Through lectures, readings and activities, students examine the conceptual basis of a functional approach to verbal behavior; review at least three verbal behavior perspectives in the field; and design programs to teach, maintain, and generate verbal repertoires and verbal communities.

IV-12. BEHV 5624 – ABA Issues: Behavioral Parent Training - 3 Hours

Description: Introduces students to the conceptual and procedural aspects of parent training within a behavioral systems framework. Topics covered include family structures and functions; protective and risk factors; developmental needs, events and milestones in family life; essential elements of evidence-based parent training; and design and ethical considerations in the implementation of parent training programs in applied behavior analysis.

IV-13. BEHV 5625 – ABA Issues: Behavioral Gerontology – 3 Hours

Description: Provides students with an overview of perspectives and commentaries related to the science and practice of applied behavior analysis when applied to behavioral gerontology. Through lectures and readings, students examine the role of behavior analysis in supporting high quality of life for ageing populations, the selection of meaningful goals and effective interventions during this period of life, and strategies for creating effective interventions in home communities and support facilities. Themes include quality of life, multi-sourced data-based decision making, and collaboration with caregivers and service providers.

IV-14. BEHV 5626 – ABA Issues: Technical Writing – 3 Hours

Description: Teaches students the mechanics of writing as it applies to applied behavior analysis content. Through extensive practice and feedback, students learn strategies for improving clarity, structure and organization. Themes include critical thinking, functional approaches to learn the guiding principles of technical writing, and then experimenting to find the best individualized ways to communicate in written form. Students learn to construct understandable and clear documents related to practice, such as programs and protocols; reports and presentations to multiple audiences; and manuscripts for publication.

IV-15. BEHV 5630 – ABA Capstone: The Promise and Power of a Science of Behavior – 3 Hours

Description: Integrates and extends student understanding of the philosophical underpinnings and the basic principles and concepts underlying the science and practice of applied behavior analysis. Through examples of research and practice across domains, students examine how the philosophy and basic concepts apply to areas of social importance and how applied behavior analysis can contribute to the betterment of conditions across domains

and areas of scientific endeavor that are still uncharted. The overarching themes of the course are to facilitate a broad understanding and enthusiasm for a science of behavior and to prepare the student for professional credentialing as a Board Certified Behavior Analyst.

IV-16. BEHV 6300 – Better Living through Behavioral Science – 3 Hours

Description: Continues an advanced discussion of the strategies and tactics of experimental research in behavior analysis. Primary is a survey of common and not-so-common methods in behavior analytic research and the principles that define appropriate methodology in behavior analytic research.

IV-17. BEHV 6410 – The Dissemination and Application of Behavior Analysis – 3 Hours

Description: Students read, develop and discuss strategies to disseminate behavior analytic practices to the non-academic world. Students consider factors that improve adoption of best-practices and data-based decision making; the role of public policy in such endeavors, etc.

IV-18. BEHV 6810 – Developing Behavior Analytic Expertise I – 3 Hours

Description: Students select a content area and begin developing a concentrated set of skills and expertise in a particular area. Student deliverables in the course might include a submitted manuscript or a grant application.

IV-19. BEHV 6910 – Developing Behavior Analytic Expertise II – 3 hours

Description: Students select a content area and begin developing a concentrated set of skills and expertise in a particular area. Student deliverables in the course might include a submitted manuscript or a grant application.

College of Liberal Arts and Social Sciences

Department of Sociology

ITEMS IV-20. AND IV-21. WERE TABLED AT THE DECEMBER 2017 COUNCIL MEETING.

UNANIMOUS APPROVAL OF ITEM IV-20.

UNANIMOUS APPROVAL TO ACCEPT EXCEPTION FOR THE 2018-2019 CALENDAR YEAR

IV-20. SOCI 6601 – Health and Aging – 3 Hours

Description: Advanced analysis of social factors and consequences in health and aging with a focus on the health care system as an organization and the health care systems in other countries.

MOTION TO TABLE ITEM IV-21 UNTIL A CONSULT BETWEEN SOCIOLOGY AND HEALTH SERVICES RESEARCH OCCURS – 4 FOR, 2 OPPOSED, 1 ABSTAIN

ITEM IV-21. TABLED

IV-21. SOCI 6602 – Health Disparities – 3 Hours

Description: In-depth investigation of health disparities with an emphasis on historical issues, theories, measurements and empirical data on health disparities in the United States.

Mayborn School of Journalism

MOTION TO VOTE ON ITEMS IV-22. THRU IV-25. AS A BLOCK – UNANIMOUS APPROVAL

UNANIMOUS APPROVAL OF ITEMS IV-22. THRU IV-25.

IV-22. JOUR 5331 – Social Media Analytics – 3 Hours (8 Week Course)

Description: Explores the social or human dimensions of social media with respect to analyzing human behavior. Students study social network analysis (SNA), including factors such as influence and centrality information diffusion, and social contagion including why certain content ‘goes viral.’ Students investigate actual content communicated through use of topic modeling and sentiment analysis. Languages such as Python and R and programs such as Gephi and Excel are learned to help analyze social media data.

IV-23. JOUR 5341 – Cutting-Edge Techniques for the Digital Communication Analyst – 3 Hours (8 Week Course)

Description: Explores the very latest techniques and developments in the data analytics field by performing the same analyses conducted in organizations, corporations, and government. Students apply data-analytic thinking in a variety of ways, from social media marketing and demographic analyses of web users to spatial analysis and machine learning. Content supports the strategic communication efforts of professionals in the fields of public relations, advertising, marketing, social media strategy, journalism and others.

IV-24. JOUR 5581 – Capstone Seminar in Digital Communication Analytics – 3 Hours (8 Week Course)

Description: Capstone seminar that involves an intensive research project focused on a topic within digital communication analytics. Students learn how to demonstrate mastery of key theoretical concepts and professional analytical principles, research methods and report-writing approaches. Students review relevant scholarly and professional literature, apply selected methodological approaches to a topic, and then write a research paper that articulates and supports a thesis. The majority of the work for this class is conducted independently with regular consultation with instructor. Course serves as a research seminar that enables students to develop own ideas and frameworks through actively engaging with classmates via peer feedback.

IV-25. JOUR 5901 – Advanced Problems in Digital Communication Analytics – 3 Hours

Description: Individual investigations of current problems in digital communication analytics.

College of Music

MOTIO TO VOTE ON ITEMS IV-26. AND IV-27. AS A BLOCK – UNANIMOUS APPROVAL

UNANIMOUS APPROVAL OF ITEMS IV-26. AND IV-27.

IV-26. MUCP 5685 – Topics in Composition – 3 Hours

Description: Advanced projects in composition focusing on compositional techniques, practices, and analytical approaches.

IV-27. MUCP 5695 – Topics in Contemporary Music – 3 Hours

Description: Advanced research in contemporary music focusing on repertoire, contemporary practices and analytical approaches.

**V. REQUEST FOR ADD OR DELETE OF A DEGREE/MAJOR/PROFESSIONAL FIELD/
CONCENTRATION/OPTION/MINOR**

UNANIMOUS APPROVAL

UNANIMOUS APPROVAL TO ACCEPT EXCEPTION FOR THE 2018-2019 ACADEMIC YEAR

V-1. Add Master of Arts in Applied Behavior Analysis degree.

Description: The proposed Master of Arts in Applied Behavior Analysis is a one-year professional practice degree program designed to provide the knowledge base for effective and compassionate practice in behavior analysis and

*Indicates THECB approval required

to meet the coursework specifications of the Behavior Analysis Certification Board (BACB.) The degree is 30 SCH. There are seven core courses that focus on foundations, methods, and ethics. Three student selected electives focus on building content areas expertise.

Justification: The discipline, however, is in the process of raising practice standards and the courses must undergo major revisions (BACB 5th edition standards). The number of required courses is also increasing so that it warrants a full degree program. Furthermore, it will soon be required that the degree to practice be specifically in Behavior Analysis and not in differing or related disciplines (it has already narrowed within the past few years to only include three related disciplines). The courses are unique from other course offerings in that they focus solely on the professional practice of applied behavior analysis in clinical settings. Several of these courses will be also available as electives to students in behavior analysis, education, psychology, and speech-language pathology. Future courses will be added according to practice standards and expanding areas of clinical applications. Finally, an online professional practice degree will make our curriculum available to a larger number of international students.

VI. REQUEST FOR ALL GRADUATE ACADEMIC CERTIFICATES

College of Visual Art and Design

Department of Art Education and Art History

UNANIMOUS APPROVAL

VI-1. Request for **change** in **requirements** and **hours** for the Art Museum Education Certificate. (*) (+)

Description: Remove AEAH 5777 - Politics and Advocacy as a requirement for the certificate, which decreases the total number of hours required from 18 SCH to 15 SCH.

Justification: The Politics and Advocacy class is no longer offered. The required classes reflect a more focused museum-based curriculum.

VII. REQUEST FOR NEW GRADUATE TRACK PATHWAYS

VIII. REQUEST FOR CHANGE IN PROGRAM/ MAJOR/ MINOR/ DEGREE/ OPTION/ CONCENTRATION/ REQUIREMENTS

College of Business

Department of Information Technology and Decision Sciences

UNANIMOUS APPROVAL

VIII-1. Request for change in **other (admission standards)** for the Business Analytics MS.

Description:

CURRENT POLICY (as of October 2017 COB Faculty Meeting):

- ~~• A waiver of the GMAT/GRE will be considered for applicants who have an earned doctoral or professional doctoral degree from a regionally accredited institution, or its equivalent. A waiver of the GMAT/GRE will be considered for applicants who have an earned master's degree from a regionally accredited institution, or its equivalent, with a cumulative GPA of 3.5 or higher on the master's degree. Certain programs may have departmental admission requirements mandating submission of additional materials including standardized test scores.~~
- ~~• A waiver of the GMAT/GRE will be granted for the MBA for students with a bachelor's degree from UNT with a cumulative GPA of 3.5 or higher.~~
- ~~• A waiver of the GMAT/GRE will be considered for UNT Honors College graduates with a cumulative GPA of 3.5 or higher.~~

~~• Students with an undergraduate degree with a cumulative GPA of 3.5 or higher from an AACSB accredited institutions will also be eligible for a GMAT waiver for the MBA; subject to the approval of the Graduate Programs Office.~~

CHANGE TO:

- A waiver of the GMAT/GRE will be considered for applicants who have an earned doctoral or professional doctoral degree from a regionally accredited institution, or its equivalent. A waiver of the GMAT/GRE will be considered for applicants who have an earned master's degree from a regionally accredited institution, or its equivalent, with a cumulative GPA of 3.5 or higher on the master's degree. Certain programs may have departmental admission requirements mandating submission of additional materials including standardized test scores.
- A waiver of the GMAT/GRE will be granted for the MBA for students with a bachelor's degree from UNT with a cumulative GPA of 3.5 or higher.
- A waiver of the GMAT/GRE will be considered for UNT Honors College graduates with a cumulative GPA of 3.5 or higher.
- Students with an undergraduate degree with a cumulative GPA of 3.5 or higher from an AACSB accredited institutions will also be eligible for a GMAT/GRE waiver for the MBA; subject to the approval of the Graduate Programs Office.
- ***NEW*** For the Masters of Science degree in Business Analytics, students with undergrad business degrees with a cumulative GPA of 3.6 or higher from AACSB accredited institutions will also be eligible for a GMAT/GRE waiver; subject to the approval of the department. ***NEW***

College of Education

Department of Kinesiology, Health Promotion and Recreation

MOTION TO VOTE ON ITEMS VIII-2. AND VIII-3. AS A BLOCK – UNANIMOUS APPROVAL

UNANIMOUS APPROVAL OF ITEMS VIII-2. AND VIII-3.

UNANIMOUS APPROVAL TO ACCEPT EXCEPTIONS FOR THE 2018-2019 ACADEMIC YEAR

VIII-2. Request **change** in **other (available courses)** for the Kinesiology BS with Graduate Track Pathway option leading to a Kinesiology MS.

Description: Add the following to the list of approved courses for the graduate track pathway program, which allows more flexibility for students:

- KINE 5800-Studies in Kinesiology
- KINE 5850-Sport and Exercise Psychology Practicum
- KINE 5860-Practicum, Field Problem or Internship

VIII-3. Request **change** to **other (GRE requirement)** for the Kinesiology MS.

Description: The GRE is no longer required for admission to the Kinesiology MS program.

College of Health and Public Service

Department of Rehabilitation and Health Services

UNANIMOUS APPROVAL

UNANIMOUS APPROVAL TO ACCEPT EXCEPTION FOR THE 2018-2019 ACADEMIC YEAR

VIII-4. Add Behavior Analysis **concentration** to the Health Services Research PhD.

Description: The mission of the Ph.D. in Health Services Research with a concentration in Behavior Analysis is to train the next generation of behavioral scientists and scientist-practitioners to work across disciplinary boundaries to expand scientific understanding and capability and to solve socially relevant problems. Within the Behavior Analysis concentration, students can focus on a variety of research and application areas such as populations with learning differences (Autism and A.D.D.), social justice, teaching sciences, animal behavior, behavioral neuroscience, and behavioral health and contingency management. The program relies on a junior-colleague model to develop world-class researchers, educators, and leaders inside and outside the academy.

College of Music

MOTION TO VOTE ON ITEMS VIII-5. THRU VIII-11. AS A BLOCK – UNANIMOUS APPROVAL

UNANIMOUS APPROVAL OF ITEMS VIII-5. THRU VIII-11.

VIII-5. Request change in requirements for the Jazz MM.

Description: The proposed change features two **new policies** that apply to all graduate programs in music: **1)** Degree Progress and Academic Dismissal Policy and **2)** Professional Expectation Policy.

Degree Progress and Academic Dismissal Policy

Students must maintain satisfactory progress towards their degree and are subject to university policies regarding academic probation and suspension. In addition, they will be subject to dismissal from the program if one or more of the following conditions apply:

1. If the student receives one grade of a C or lower in two consecutive semesters.
2. If the student receives two grades of a C or lower in a single semester.
3. If the student receives a grade of NPR for thesis or dissertation hours in two consecutive semesters.

In cases where one or more of these conditions apply, students will typically be removed from their program upon the recommendation of the Director of Graduate Studies in consultation with the division chair and major professor. Students may appeal this decision by contacting the Associate Dean for Academic Affairs.

Professional Expectation Policy

The UNT College of Music expects graduate students in music to be committed to their degree and to follow the [UNT Code of Student Conduct](#) (University Policy Manual, section 07. 012). Success in a graduate program requires students not only to meet minimum academic standards but also to be active contributors to the artistic and scholarly community of the College of Music. Hence, students must exhibit professional behavior, which includes (but is not limited to): 1) attending classes and meetings (including seminars, masterclasses, and departmentals); 2) meeting area, division, college, and university deadlines; and 3) maintaining respectful interactions with all members of the UNT community. Students are also expected to adhere to professional standards as outlined in division/area handbooks. In cases where there is substantial evidence of unprofessional behavior, students will be removed from their program upon the recommendation of the Director of Graduate Studies in consultation with the division chair and major professor. Students may appeal this decision by contacting the Associate Dean for Academic Affairs.

VIII-6. Request change in requirements for the Music Education MMEd.

Description: The proposed change features two **new policies** that apply to all graduate programs in music: **1)** Degree Progress and Academic Dismissal Policy and **2)** Professional Expectation Policy.

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VIII-7. Request change in requirements for the Music Education PhD.

Description: The proposed change features two **new policies** that apply to all graduate programs in music: **1) Degree Progress and Academic Dismissal Policy** and **2) Professional Expectation Policy**.

Degree Progress and Academic Dismissal Policy

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VIII-8. Request change in requirements for the Music MA.

Description: The proposed changes reflects the creation of three new classes (MUCP 5685, 5690 and 5695) and the deletion of two classes (MUCP 5680 and 6465). They also include two new policies that apply to all graduate programs in music: **1) Degree Progress and Academic Dismissal Policy** and **2) Professional Expectation Policy**.

Degree Progress and Academic Dismissal Policy

Students must maintain satisfactory progress towards their degree and are subject to university policies regarding academic probation and suspension. In addition, they will be subject to dismissal from the program if one or more of the following conditions apply:

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VIII-9. Request change in requirements for the Music PhD.

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VIII-10. Request change in the requirements for the Performance DMA.

Description: The proposed changes reflects the creation of three new classes (MUCP 5685, 5690 and 5695) and the deletion of two classes (MUCP 5680 and 6465). They also include two new policies that apply to all graduate programs in music: 1) Degree Progress and Academic Dismissal Policy and 2) Professional Expectation Policy.

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2. If the student receives two grades of a C or lower in a single semester.

3. If the student receives a grade of NPR for thesis or dissertation hours in two consecutive semesters.

In cases where one or more of these conditions apply, students will typically be removed from their program upon the recommendation of the Director of Graduate Studies in consultation with the division chair and major professor. Students may appeal this decision by contacting the Associate Dean for Academic Affairs.

Professional Expectation Policy

The UNT College of Music expects graduate students in music to be committed to their degree and to follow the [UNT Code of Student Conduct](#) (University Policy Manual, section 07. 012). Success in a graduate program requires students not only to meet minimum academic standards but also to be active contributors to the artistic and scholarly community of the College of Music. Hence, students must exhibit professional behavior, which includes (but is not limited to): 1) attending classes and meetings (including seminars, masterclasses, and departmentals); 2) meeting area, division, college, and university deadlines; and 3) maintaining respectful interactions with all members of the UNT community. Students are also expected to adhere to professional standards as outlined in division/area handbooks. In cases where there is substantial evidence of unprofessional behavior, students will be removed from their program upon the recommendation of the Director of Graduate Studies in consultation with the division chair and major professor. Students may appeal this decision by contacting the Associate Dean for Academic Affairs.

IX. REQUEST FOR DUAL OR JOINT DEGREE PROGRAMS

X. CONSENT CALENDAR

A. Course Changes

Mayborn School of Journalism

MOTION TO VOTE ON ITEMS X-1. THRU X-3. AS A BLOCK – UNANIMOUS APPROVAL

UNANIMOUS APPROVAL OF ITEMS X-1. THRU X-3.

UNANIMOUS APPROVAL TO ACCEPT EXCEPTIONS FOR THE 2018-2019 ACADEMIC YEAR.

X-1. JOUR 5251 – Research Fundamentals in Digital Communication I (Course Title, Short Course Title)

Course Title: *Research Fundamentals in Digital Communication* > Quantitative Research Fundamentals in Digital Communication

Short Course Title: *RES FUND DGTL COMM I* > QUANT RES DGTL COMM

X-2. JOUR 5261 - Research Fundamentals in Digital Communication II (Course Title, Short Course Title)

Course Title: *Research Fundamentals in Digital Communication II* > Qualitative Research Fundamentals in Digital Communication

Short Course Title: *RES FUND DGTL COMM II* > QUAL RES DGTL COMM

X-3. JOUR 5580 – Seminar in Digital Analytics (Course Title, Short Course Title, Course Number, Topics Status, Repeat Status)

Course Title: *Seminar in Digital Analytics* > Seminar in Digital Communication Analytics

Short Course Title: *SEM IN DIGITAL ANALYT* > SEMNR DGTL COM ANALYT

Course Number: *5580* > 5351

Topics Status: *NO SELECTION* > YES

Repeat Status: *NO SELECTION* > 6 hours

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UNANIMOUS APPROVAL

X-4. MUCP 5690 – Topics in Electroacoustic Music (Course Title, Short Course Title, Description, Prerequisites)

Course Title: *Topics in Electroacoustic Music* > Topics in Computer Music

Short Course Title: *TOPICS ELECTROACOUSTIC MUS* > TOPICS COMP MUSIC

Description: *Advanced studies in electroacoustic music focusing on compositional techniques, interactive systems, software tools, hardware design, performance practices, and analytical approaches.* > Advanced studies in computer music and related media focusing on compositional techniques, interactive systems, software tools, hardware design, performance practices and analytical approaches.

Prerequisites: *MUCP 5680 or equivalent.* > MUCP 4670/MUCP 5670 or equivalent.

B. Course Deletions

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MOTION TO VOTE ON ITEMS X-5. AND X-6. AS A BLOCK – UNANIMOUS APPROVAL

UNANIMOUS APPROVAL OF ITEMS X-5. AND X-6.

X-5. MUCP 5680 – History and Technology of Electroacoustic Music

Justification: This course is being replaced by MUCP 5690 (Topics in Computer Music).

X-6. MUCP 6465 – Topics in Contemporary Music

Justification: This course is being replaced by MUCP 5685 and MUCP 5695.