

**Graduate Council Minutes**  
**December 15, 2016**  
**3:00PM – 5:00PM**  
**Hurley Administration Board Room #204**

**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.**

**I. ANNOUNCEMENTS**

**I-1.** Welcome to Dr. Nick Evangelopoulos, Dr. Teresa Marrero, and Dr. Susan Smith as members of grad council.

**I-2.** Graduate Council meetings have been moved to the second Wednesday of every month at 3:00pm in Hurley Admin. Schedule will remain the same until Fall 2017.

**II. MINUTES**

**UNANIMOUSLY APPROVED**

**II-1.** Approval of November 17, 2016 minutes and addendum minutes.

**III. CHAIR / TGS DISCUSSION ITEMS**

**III-1.** Incomplete policy - Change the graduate Incomplete policy to mirror the undergraduate policy. An instructor would be able to extend time allotted if student has not completed required coursework. This will be on January agenda for vote.

**III-2.** Turnitin for 6950 courses - Graduate Reader must read through every dissertation and then run it through Turnitin (originality checking and plagiarism prevention service) which slows down the process. Students could run their dissertations through Turnitin, and have advisors sign off on it to help speed up the process. Approval is needed from graduate council to facilitate 6950 courses to be added to blackboard in order to utilize Turnitin. Advisors would utilize the same standard percentage as the graduate reader. It is possible to use a trial volunteering pilot program. This will be on January agenda for vote.

**IV. REQUEST FOR NEW COURSES**

**College of Education**

**ITEMS IV-1. THRU IV-8. UNANIMOUSLY APPROVED AS A BLOCK.**

**Department of Kinesiology, Health Promotion and Recreation (Postponed from October 20 Agenda)**

**Consults conducted with Dr. Jeffrey Sager, Marketing on 11/15/2016.**

**IV-1. RESM 5520 – Strategic Marketing for Sports and Event Organizations – 3 Hours**

**Description:** This course is designed to provide students with opportunities for understanding and applying marketing principles within various aspects of the sport and events industries. Particularly, this course will focus on the elements that make the sport product distinctive from other businesses. This course will provide a broad overview of the important tenets of marketing and will provide students with opportunities to apply this knowledge by creating marketing plans for actual sport organizations. This course will consist of multiple teaching techniques designed to promote a learning environment that is both theoretically and practically driven.

**IV-2. RESM 5530 – Sport Law and Risk Management – 3 Hours**

**Description:** This course examines key issues and applications of law related to sport, recreation, entertainment and event settings with particular focus on: contract law; ambush marketing; constitutional law; Title IX; and liability. Special emphasis is placed on risk management for the sport, entertainment, recreational and event industries.

**IV-3. RESM 5600 – Sport in the Global Marketplace – 3 Hours**

**Description:** Sport in the Global Marketplace examines the global forces impacting sport and recreation in the USA and around the world. It provides graduate students with a comprehensive view of global sport management and an understanding of cross-cultural influences on sport and recreation. Emphasis will be placed on the application of research and critical thinking as related to key issues in global sport.

**IV-4. RESM 5610 – Sport, Entertainment and Events in the 21<sup>st</sup> Century City – 3 Hours**

**Description:** Sport, Entertainment and Events in the 21<sup>st</sup> Century City explores the relationship of sport, events, recreation and entertainment in contemporary cities with emphasis on urban planning, facility and recreational space design with case studies from cities using sport and events for economic development including cities in the DFW Metroplex.

**IV-5. RESM 6520 – Seminar in Strategic Marketing for Sports and Event Organizations – 3 Hours**

**Description:** This course provides a review of research for understanding and applying marketing principles within various aspects of the sport and events industries. Particularly, this course will focus on the elements that make the sport product distinctive from other businesses. This course will provide a broad overview of the important tenets of marketing and will provide students with opportunities to apply this knowledge by creating marketing plans for actual sport organizations.

**IV-6. RESM 6530 – Sport Law Seminar – 3 Hours**

**Description:** This course examines key issues that have influenced the development of sport law and applications of law in sport, recreation, entertainment and event settings with particular focus on: contract law; ambush marketing; constitutional law; Title IX; and liability. Special emphasis is placed on risk management for the sport, entertainment, recreational and event industries using case studies and research to guide.

**IV-7. RESM 6600 – Seminar in Sport and the Global Marketplace – 3 Hours**

**Description:** This course examines the global forces impacting sport and recreation in the USA and around the world. It provides a comprehensive review of research and critical thinking as related to key issues in global sport. Emphasis will be placed on the application of global sport management with an understanding of cross-culture influences.

**IV-8. RESM 6610 – Seminar in Sport, Entertainment and Events in the 21<sup>st</sup> Century City – 3 Hours**

**Description:** This course utilizes research and case studies to examine the impact of recreation, sport, events, and entertainment on urban development.

**College of Public Affairs and Community Service**

**UNANIMOUSLY APPROVED**

**Department of Disability and Addiction Rehabilitation**

**IV-9. AGER 5760 – Geriatric Care Management – 3 Hours**

**Description:** This course examines the increasing presence of geriatric care management in pivotal positions throughout today's complex health care delivery systems. Emphasis is given to the role geriatric care managers play in client intake and assessment, establishing goals and a plan of care, coordinating and linking services and resources, and managing and monitoring care, and evaluating patient outcomes. Students learn specific assessment

\*Indicates THECB approval required

instrumentation and protocols employed in various settings for needs determination and care planning with frail and impaired elders and their families.

**Toulouse Graduate School**

~~ITEMS IV-10. AND IV-11. UNANIMOUSLY APPROVED AS A BLOCK.~~

**FRIENDLY AMENDMENT: ITEMS IC-10. AND IV-11. WERE NOT APPROVED AS A BLOCK DUE TO DISCUSSION OVER ITEM IV-11. (1/12/2017)**

**Center for Interdisciplinary Studies**

**Consult conducted with Mary Jones, Information Technology and Decision Sciences on 11/11/2016.**

**UNANIMOUSLY APPROVED**

**IV-10. INSD 5160 – Harvesting, Storing and Retrieving Data – 3 Hours**

**Description:** This course provides an introduction to collecting, storing, managing, retrieving and processing datasets. Techniques for large and small datasets are considered, as both are needed in data science applications. Traditional survey and experimental design principles for data collection as well as script-based programming techniques for large-scale data harvesting from third party sources will be covered. Data wrangling methodologies are introduced for cleaning and merging datasets, storing data for later analysis and constructing derived datasets. Various storage and process architectures are introduced with a focus on how approaches depend on applications, data velocity and end users. The course emphasizes applications and includes many hands-on projects.

**Consult conducted with Shailesh Kulkarni, Information Technology and Decision Sciences on 12/1/2016.**

**UNANIMOUSLY APPROVED**

**IV-11. INSD 5170 – Discovery and Learning with Big Data – 3 Hours**

**Description:** This course examines the latest methods for discovery and learning from large data sets. The course will emphasize applications of predictive and pattern recognition techniques in making business, policy and allocation decisions. Topics will be complemented by hands-on projects using data discovery and statistical learning software.

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

**College of Public Affairs and Community Service**

**ITEMS V-1. THRU V-3. UNANIMOUSLY APPROVED AS A BLOCK.**

**Department of Audiology and Speech-Language Pathology**

**V-1. Add – Audiology and Speech-Language Pathology **concentration** to the Ph.D. in Health Services Research.**

**Justification:** The need for this Program lies within three major factors: the national shortage of Ph.D. faculty to train future generations in ASLP, lack of adequate research which will adversely affect the way we use evidence based practice in ASLP, and the short comings of existing programs that do not implicate interdisciplinary collaboration. The objective of this Program is to prepare proficient doctoral students, here at UNT, to meet the national demands in basic or applied areas in the disciplines of speech, language or hearing science.

**Department of Department of Disability and Addiction Rehabilitation**

**V-2. Add – Health Data Analytics **concentration** to the Master of Science in Health Services Administration.**

**Justification:** The proposed Master of Science in Health Services Administration with a concentration in Health Data Analytics, will meet growing needs in the health care industry and in the regulatory and research arenas for leaders with skills in data extraction, focused reporting, data modeling, and data analysis through the concentration courses in data analytics.

**V-3. Add** – Rehabilitation Sciences **concentration** to the Master of Science in Health Services Administration.

**Justification:** Students obtaining a Master's of Science in the Health Service Administration may find increased opportunities and employment success with agencies who provide health-related services to individuals with addiction disorders, disabilities, or chronic illness. Successful employment would be facilitated through an enhanced understanding of the impact of an impairment on functioning and adjustment, including among individuals from diverse cultures, disability-related legislation, and developing and conducting an effective program evaluation.

**Toulouse Graduate School**

**UNANIMOUSLY APPROVED.**

**Center for Interdisciplinary Studies**

**Consult conducted with Linda Holloway, Department of Disability and Addiction Rehabilitation 10/18/2016.**

**V-4. Add** – Health Data Analytics **concentration** to the Interdisciplinary Studies Master of Science.

**Justification:** The proposed interdisciplinary MS with a concentration in Health Data Analytics will meet growing needs in the health care industry and in the regulatory and research arenas for skills in data extraction, focused reporting, data modeling, and data analysis through the concentration courses in data analytics. The core courses in healthcare administration will provide the topical expertise on the issues and demands facing health care leaders in this age of health care reform and evidence based medicine.

**VI. REQUEST FOR GRADUATE ACADEMIC CERTIFICATES**

**VII. REQUEST FOR GRADUATE TRACK PATHWAYS**

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

**College of Business**

**UNANIMOUSLY APPROVED.**

**Department of Information Technology and Decision Sciences**

**VIII-1. Change** title of the MBA with a concentration in Decision Science to an MBA with a concentration in Business Analytics.

**Justification:** Business Analytics is a fast growing field and industry demand for skilled business analysts is strong, and it appears that this will be so for the foreseeable future. The MBA with a concentration in Business Analytics provides a broad business degree with a more managerial focus than the MS in Business Analytics. This meets the needs of people who want to understand how to use business analytics and where it can be applied in a broad organizational context, but who don't necessarily want to become Business Analytics developers or power users.

**College of Education**

**ITEMS VIII-2. THRU VIII-5. UNANIMOUSLY APPROVED AS A BLOCK.**

**Department of Educational Psychology**

**VIII-2. Requirements** for Master of Science in Educational Psychology major/professional field.

\*Indicates THECB approval required

**Justification:** We are changing our admission process, providing a waiver of GRE scores for students who have a GPA of 3.25 and above. Our holistic admission process takes the GRE scores as only one of the indicators of future success. The wording of the admissions process needs to **change to:**

*“Step 2: Departmental application requirements:*

*Submission of official GRE scores is strongly encouraged, but not required for applicants whose undergraduate cumulative or last 60 hours GPA is 3.25 or higher as calculated by UNT Admissions. [Note: Certification for Educational Diagnostician and IMPACT requires standardized test scores such as GRE, SAT, ACT, Praxis no more than 10 years old]. The department views high GRE scores (Verbal, Quantitative, and Writing) as positive indicators of potential success in the programs. Applicants are encouraged to aim for at least the 50th percentile in all three sections. GRE scores must be sent electronically from ETS, institutional code 6481. Applicants must submit scores that are less than five years old, with exceptions for those who have a completed master's degree from UNT.”*

### **VIII-3. Requirements for Master of Education in Special Education major/professional field.**

**Justification:** We are changing our admission process, providing a waiver of GRE scores for students who have a GPA of 3.25 and above. Our holistic admission process takes the GRE scores as only one of the indicators of future success. The wording of the admissions process needs to **change to:**

*“Step 2: Departmental application requirements:*

*Submission of official GRE scores is strongly encouraged, but not required for applicants whose undergraduate cumulative or last 60 hours GPA is 3.25 or higher as calculated by UNT Admissions. [Note: Certification for Educational Diagnostician and IMPACT requires standardized test scores such as GRE, SAT, ACT, Praxis no more than 10 years old]. The department views high GRE scores (Verbal, Quantitative, and Writing) as positive indicators of potential success in the programs. Applicants are encouraged to aim for at least the 50th percentile in all three sections. GRE scores must be sent electronically from ETS, institutional code 6481. Applicants must submit scores that are less than five years old, with exceptions for those who have a completed master's degree from UNT.”*

### **VIII-4. Requirements – Replace EDSP 5710 Special Education Programs and Practices with EDSP 5330 Classroom and Behavior Management Strategies for Exceptional Learners.**

**Justification:** This proposal changes one of the 4 courses in the Grad Track Option of the Minor in Special Education (approved, effective Fall, 2017), to improve the sequencing of courses (requiring EDSP 5330, rather than 5710). The change (from EDSP 5710 to EDSP 5330) allows students to take one undergraduate Special Education course as a part of their Minor, before applying to the Grad Track Option.

### **Department of Kinesiology, Health Promotion and Recreation**

**VIII-5. Requirements – Add** graduate courses as eligible options to complete the Graduate Track Pathway. Current options: **KINE** 5125, 5150, and 5301. Adding **KINE** 5000, 5050, 5060 5090, 5100, 5135, 5140, 5160, 5175, 5185, 5205, 5230, 5290, 5330, 5390, 5700, 5940, 6190, 6200.

**Justification:** Added additional graduate courses to graduate track pathway to improve flexibility.

### **College of Public Affairs and Community Service**

**UNANIMOUSLY APPROVED.**

### **Department of Disability and Addiction Rehabilitation**

**VIII-6. Requirements – Add** HLSV 5820 and HLSV 5880 to the core of the Health Services Administration degree.

**Justification:** The change to this program is being made to ensure students have a solid background in the skills necessary for healthcare administration, therefore two additional courses have been added to the core of the Health Services Administration degree (HLSV 5820 and HLSV 5880). Changes were also made to streamline the Applied Gerontology concentration and allow students the necessary hours to complete the new 24 hour core requirement. Changes were also made to the Long-Term Care Administration concentration to reflect the state requirements to be

\*Indicates THECB approval required

eligible for licensure as nursing home facility administration with a master's degree in Health Services Administration.

**IX. REQUEST FOR DUAL OR JOINT DEGREE PROGRAMS**

**X. CONSENT CALENDAR**

**A. Course Changes**

**College of Education**

**ITEMS X-1. THRU X-4. UNANIMOUSLY APPROVED AS A BLOCK.**

**Department of Teacher Education and Administration**

**X-1. EDCI 5130 – Schooling in a Multicultural Society (Prerequisites)**

**Prerequisites:** ~~EDCI 5710~~ None.

**X-2. EDCI 5320 – Curriculum Development (Prerequisites)**

**Prerequisites:** ~~EDCI 5710~~ None.

**X-3. EDCI 5360 – Advances in Teaching (Prerequisites)**

**Prerequisites:** ~~EDCI 5710~~ None.

**X-4. EDCI 5710 – Curriculum and Instruction Inquiry I (Course Title, Short Course Title)**

**Course Title:** *Curriculum and Instruction Inquiry I* > Research in Classroom Settings

**Short Course Title:** *C & I INQUIRY I* > RSRCH CLASS SETTING

**College of Information**

**UNANIMOUSLY APPROVED.**

**Department of Linguistics**

**X-5. LING 5070 – Research Methods in Linguistics (Course Title, Short Course Title, Description)**

**Course Title:** *Bibliography and Methods of Research in Linguistics/ESL*. > Research Methods in Linguistics

**Short Course Title:** *BIB & METH OF RES* > METHODS IN LING

**Description:** *Introduces new graduate students to the academic tools required for research in linguistics or ESL. Areas of focus include bibliographic reference and indexing sources, the structure of experimental writing, research design, corpus-based linguistic analysis and statistical analysis.* >

Introduces new graduate students to the academic tools required for research in linguistics. Areas of focus include research design, corpus-based linguistic analysis, and statistical analysis.

**College of Public Affairs and Community Service**

**ITEMS X-6. THRU X-8. UNANIMOUSLY APPROVED AS A BLOCK.**

**Department of Disability and Addiction Rehabilitation**

\*Indicates THECB approval required

**X-6. AGER 5820** – Marketing Health Services (Prefix)

**Prefix:** ~~AGER~~ > HLSV

**X-7. RHAB 5410** – Seminar in Techniques and Advanced Practices in Rehabilitation Counseling (Course Number) – **Proposal to change course number was approved spring 2016 but needs correction**

**Course Number:** ~~5410~~ > 5722

**X-8. HLSV 5880** – Health Care Law and Ethics (Course Title, Short Course Title, Description) – **Proposal to change prefix from AGER was approved fall 2016 but needs correction**

**Course Title:** ~~Ethical Issues in an Aging Society~~ > Health Care Law and Ethics

**Short Course Title:** ~~ETHICS AND AGING~~ > HLTH LAW AND ETHICS

**Description:** ~~Exploration of the moral, ethical and legal issues that population aging poses at the individual, family, service provider and societal levels. Illustrative topics include the elderly's access to health care, self-determination and advance directives in old age, and filial responsibility to aging parents.~~ > This course provides an overview of the contemporary legal and ethical issues facing health care organizations today. We examine the legal foundations of decision making in the healthcare arena, and explore the ethical management of complex dilemmas in the delivery of patient care. Primary issues that we will explore include the differences between state and federal legal systems; healthcare providers as legal entities; government regulations that impact public health, the quality of care, cost containment and the privacy of personal health information; the laws associated with government payment programs like Medicare and Medicaid and the determination of fraud and abuse; and legal issues associated with emergency treatment, the right to refuse care, and physician assisted suicide.

**B. Course Deletions**