

**MINUTES
GRADUATE COUNCIL
October 16, 2014**

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.

IN ATTENDANCE: Scanned & Uploaded to SharePoint

I. ANNOUNCEMENTS

I-1 Graduate Council Special Session

October 17th from 3:00 pm – 4:00 pm (BLB Dean’s Suite)
Guests: Drs. Burggren, McCoy, and Crutsinger

During the September Graduate Council Committee meeting, the Chair of the UNT Faculty Senate offered GCC a charge to outline “Graduate Faculty”. The committee will be meeting with the provost, vice provost of research, and associate provost of faculty Enrollment to discuss this specifics tomorrow. After the meeting, the Graduate Council’s subcommittee, “Academic Affair and Planning” committee will work on setting standards for how a faculty member serves students.

Dean informed the committee that during the Academic Leadership Forum, the president discussed about tuition and graduate students. The Board of Legend asked the president more information. Dean Wardell is working with colleges and president on this matter. There will be more discussion about this, later on.

II. ACTION ITEMS

None

III. MINUTES

III-1 Approval of September 2014 Meeting Minutes **APPROVED**

IV. REQUEST FOR NEW COURSE

College of Information

Department of Library & Information Sciences

Friendly Amendment to change “ta” to “a”, and “masters” to “master’s” on IV-14

APPROVED IN MASS: IV-1 – IV-17

Justification (IV-1 – IV-15):

These courses are previously taught as experimental (SLIS 5960 or INFO 5960), is in demand among the students, and is expected to make a substantial contribution to the program curriculum.

IV-1 INFO 5041 Cognitive Science for Information Professionals – 3 hours

Introduce modern cognitive science, and review historical development of the field. Explore core concepts in cognitive science, including attention, consciousness, perception, and memory. Synthesize core concepts into discussions on major research areas in cognitive science, such as problem solving and reasoning. Discuss influence of cognitive science on library and information science, including information behavior and mental models. Prerequisite(s): none.

IV-2 INFO 5240 Archival Arrangement and Description – 3 hours

This course provides an overview of the theoretical and methodical principles of archival arrangement and description. Emphasis will be placed on practical issues related to arrangement and description of physical and electronic records, in addition to best practices. Coursework will include mock arrangement and description exercises, review of professional literature, and relevant technology instruction. Prerequisite(s): none.

IV-3 INFO 5307 Knowledge management Tools and Technologies – 3 hours

Introduction to knowledge management technologies; Internet and Web technologies; Knowledge management processes and corresponding technologies; Collaboration tools and technologies; Meta Data and Ontologies; Information and knowledge Portals; KM readiness and IT infrastructure; Evaluation and selection criteria for knowledge management tools. Prerequisite(s): none.

**IV-4 INFO 5310 Marketing and customer Relationships for Information Professionals
– 3 hours**

This course demonstrates marketing and customer relationship management and their importance for libraries and information centers, principles of marketing, public relations, and outreach. Marketing mix, development and implementation of marketing and customer relationship strategy, mission statement. Market segmentation, the role and characteristic of the users of information services, user needs, groups of users. Service concepts, principles, and techniques in meeting users' information needs. Evaluation of effectiveness in meeting customer service standards, assessment and measurement instruments in user analysis. Emphasis on the marketing and customer services in virtual environment with the use of social media and networking. Prerequisite(s): none.

IV-5 INFO 5315 Competitive Intelligence – 3 hours

This course covers the nature of competitive intelligence and the role it plays in business. Specific focus is given to ethical and legal concerns, the difference between data, information, and intelligence. Areas of instruction include ethics & legal restrictions, data gathering, analytical methods, the nature of competition, the nature of strategy, how to properly advise the decision makers of intelligence findings, and how to participate in the decision making process. Prerequisite(s): none.

IV-6 INFO 5371 Archives and Manuscripts – 3 hours

This course is an examination of the major organizing concepts which guide modern archival and manuscript practices. Students will utilize archival history and theory to understand the purpose of archives in society. Practices such as appraisal, arrangement and description, preservation, outreach, ethics and management will be examined in an archival context. Prerequisite(s): none.

IV-7 INFO 5375 Archival Appraisal – 3 hours

Appraisal theory and techniques are used by archivists to determine the "archival value" of records, manuscripts and photographs. An archivist's determinations in the appraisal process significantly affect what materials are kept or discarded by archival repositories. This course will explore the history of archival appraisal, the factors that archivists use to determine the value of records, how appraisal decisions are influenced by institutional missions and the long-term effects of different appraisal methods on the historical record. Prerequisite(s): none.

IV-8 INFO 5634 Disaster/Emergency Management for Information Professionals – 3 hours

The course will provide the basic skills to create a disaster plan for a library serving information needs related to disasters/emergencies for first responders, clinicians, victims, public health professionals, and the public, and to develop an outreach program to reach these populations. Students will learn about the role librarians can play in disaster/emergency management by providing information and tools to those who plan for disasters/emergencies, by supporting those involved during the disaster/emergency, and by providing information support during the recovery period. Prerequisite(s): none.

IV-9 INFO 5635 Genomics and Translational Medicine for Information Professionals
– 3 hours

This course explores basic concepts of genomics and translational medicine, and explores the role that information professionals have to play in providing genomic information to researchers, clinicians, and the lay public. Students will examine the information needs of researchers, clinicians, and health consumers in regard to genomic information and identify major genomic information resources. Students explore basic bench science, clinical, and consumer issues related to genomics and examine future trends in genomics, personalized medicine, translational medicine, and team science. Prerequisite(s): none.

IV-10 INFO 5636 Community Based Health Information - 3 hours

The course covers basic skills to provide consumer and public health information services and programs, and it is designed for students interested in health information in medical libraries as well as public, school, and academic libraries, with a focus on how to serve the health information needs in the community. Prerequisite(s): none.

IV-11 INFO 5735 Usability & User Experience Assessment -3 hours

This course focuses on the usability of web-based information systems and the significance of user experience (UX) in the lifecycle of information system development. Students will learn a set of key techniques (heuristic evaluation, persona development, card-sorting, and usability testing) for formative and summative usability evaluation of web-based applications on computer interfaces, tablets, and smartphones. Both theoretical knowledge and practical skills will be discussed, including methods to: identify usability problems and user requirements; select appropriate usability method and UX metrics for investigating usability issues; design UX; set up and data collection; analyze and visualize data; and conduct and convert usability issues and user preferences into technical reports. User experience research and design is essential to the User-Centric Design process and to the success of all types of organizations, from libraries and schools to hospitals and corporations. This course will enrich your skill set for a wide range of career options. Prerequisite(s): none.

IV-12 INFO 5737 Information and Cyber-Security – 3 hours

The course introduces students to various technical and administrative aspects of Information and Cyber Security. Provides the foundation for understanding the key issues associated with protecting information and knowledge assets as well as determining the levels of protection and response to security threats. Deals with intrusion and privacy issues as well as reporting and managing incidents. Students will be exposed to wide range of security activities, case studies, lessons learned, methods and methodologies of dealing with security threats. Prerequisite(s): none.

IV-13 INFO 5760 Leadership in Technology – 3 hours

This class serves as a catalyst and action plan for collaboratively implementing school reform using technology. Participants will be empowered with the knowledge, skills, and dispositions necessary to effectively implement the products of the coursework. Prerequisite(s): none.

IV-14 INFO 5085 ~~Advanced~~ Research Skills for Thesis and Dissertations – 3 hours

This course is designed to provide an understanding of the research process through developing the research question, the purpose of the research study, the significance of the study to the field, the proposed research design: limitations, setting, and participants, operationalize terms, and the final deliverable is the literature review. Students will finish the course with the beginnings of a literature review and will be prepared to begin

writing articles for publication, master's thesis, or dissertation work. Prerequisite(s): none.

**Approved to remove "Advanced" off from its title from the department.*

IV-15 INFO 5810 Data Analysis and Knowledge Discovery – 3 hours

This course will introduce the student to data analysis, data mining, text mining and knowledge discovery principles, concepts, theories, and practices. It is designed for the aspiring or practicing information professional and covers the basics of working with data from a hands-on and practical perspective. Classes will incorporate lecture, discussion, practice of learned concepts, and readings. Prerequisite(s): none.

IV-16 INFO 5325 ~~Advanced~~ Topics in Rural Libraries – 3 hours

The course covers topics on concepts, theories, and techniques on rural librarianship, resources available to support and assist staff and managers working in small and rural libraries, as well real-world problems and advanced topics of rural public libraries. Prerequisite(s): none.

Justification:

This course is in demand in the library profession and is expected to make a substantial contribution to the program curriculum.

**Approved to remove "Advanced" off from its title from the department.*

IV-17 INFO 5350 Library Partnership and Community Outreach – 3 hours

The course covers basic skills to build collaboration among libraries and community units they serve, and it is designed for students interested in outreach, marketing, and community-centered library practice. Prerequisite(s): none.

Justification:

This course is in demand among the students who interested in working in rural and small libraries and is expected to make a substantial contribution to the program curriculum.

College of Education

Department of Kinesiology, Health Promotion, and Recreation

PULLED

~~IV-18 KINE 5250 Advanced Human Physiology – 3 hours~~

~~To explore in depth the physiology that underlies human function. It is important that the student has a solid foundation in biology and human anatomy in order to succeed in this course. Prerequisite(s): Basic Biology, Biochemistry, or equivalent~~

~~❖ Cross-listed with Department of Biological Sciences (BIOL 5250)
Consultation (Contact: n/a, Date: n/a)~~

Justification:
New Master's degree course

APPROVED BOTH IV-19 & IV-20

IV-19 KINE 5330 Sport Nutrition and Metabolism – 3 hours

An exploration of the nutritional principles that are required for exercise and health. Particular emphasis will be placed on the role of biochemical production of ATP. It is important that the student has a solid foundation in biology principles of metabolism, in order to succeed in this course. Prerequisite(s): Basic Biology, Biochemistry, or equivalent

Justification: New Master's degree course

IV-20 KINE 6185 ~~Advanced~~ Applied Sport psychology II – 3 hours

Students will practice the application and teaching of cognitive-affective and psychophysiological techniques and strategies for enhancing individuals' athletic performance, including imagery, arousal regulation, attentional control, goal setting, and self-talk. Students will also discuss psychopathology and its assessment, counseling techniques, and practical issues, including ethical considerations and the coach-athlete-organization interface. Prerequisite(s): KINE/PSYC 5125 or equivalent.

- ❖ Cross-listed with Department of Educational Psychology
Consultation (Contact: Dr. Abbas Tashakkori Date: n/a)
**Approved and agreed by Dept. of Educational Psychology.*

Justification:
New PhD degree course

**College of Merchandising, Hospitality & Tourism
Department of Merchandising & Digital Retailing**

APPROVED BOTH IV-21 & 22

IV-21 CMHT 6500 Big data implementation in social network analysis – 3 hours

Theoretical and methodological introduction to Link Analysis (also called, Webometrics) from the perspective of Social Network Analysis: Collecting, analyzing, visualizing and interpreting a large cloud of favorites, comments, tags, likes, ratings, and links that are applicable across various business sectors. Prerequisite(s): Being familiar with the basics of multivariate analysis (i.e., correlation/regression/structural equation modeling) and a statistical software package such as SPSS or SAS, and consent of the instructor.

Justification:
A new elective course for the Ph.D. Interdisciplinary Information Science with a concentration in Consumer Behavior and Experience management (CBEM)

IV-22 CMHT 6900 Special Problems – 3 hours

Research by doctoral students in fields of special interest. Includes research studies and intensive reading programs, accompanied by conferences with professors in fields involved. Prerequisite(s): Approved application for special problems and independent research by instructor.

Prerequisite(s): *See above*

Justification:

Service course for the Ph.D. Interdisciplinary Information Science with a concentration in Consumer Behavior and Experience management (CBEM)

**This course can be repeated (confirmed with Dr. Knight 10/4/2014) Research hours with approval of major professor.*

**College of Engineering
Department of Engineering Technology**

APPROVED

IV-23 MSET 5260 Integrative Construction Management – 3 hours

An integrative course that addresses the principles and practices of project and business management in construction and development. Case study is included to emphasize real constraints and specialty operations within the built environment. Prerequisite(s): Minimum 18 MSET credit hours completed or consent of instructor.

Justification:

A capstone course is needed to support the course-only degree option in MS Engineering Technology Programs.

When the Graduate Track Pathway was approved, as an administrative procedure, it was agreed that both UCC form 109 and departmental proposal to be submitted together. The UCC secretary asked whether it is acceptable to receive just the proposal or to have both as initially decided. Since there's no additional information listed on UCC form aside from the departmental proposal, the committee and UCC secretary agreed to accept 1 form (Departmental proposal) for the discussion, going forward.

Dean Wardell questioned about current status of "Curriculog". He requested that the Graduate Council would like to see the demonstration.

**College of Merchandising, Hospitality & Tourism
Department of Hospitality Management**

APPROVED BOTH IV 24 & 25

IV-24 Graduate Track Pathways: Hospitality & Tourism Management

M.S. Hospitality Management

The Grad Pathway toward a M.S. in Hospitality Management offers students an opportunity to earn both the Bachelor of Science and Master of Science degree in a shorter time period and at less cost than earning both degrees separately. Exceptional students in the Department of Hospitality & Tourism Management can obtain degrees in an expedited timeframe. The Grad Pathway is intended for selected students as preparation to pursue career goals or for preparation to pursue a doctoral degree.

❖ *This proposal must also receive approval from the UUCC*

**College of Merchandising, Hospitality & Tourism
Department of Merchandising**

IV-25 Graduate Track Pathways: Merchandising & Digital Retailing

M.S. Merchandising

The Grad Pathway toward a M.S. in Merchandising offers students an opportunity to earn both the Bachelor of Science and Master of Science degree in a shorter time period and at less cost than earning both degrees separately. Exceptional students in the Department of Merchandising & Digital Retailing can obtain degrees in an expedited timeframe. The Grad Pathway is intended for selected students as preparation to pursue career goals or for preparation to pursue a doctoral degree.

❖ *This proposal must also receive approval from the UUCC*

V. REQUEST FOR ADD/DELETE OF PROGRAMS AND LOCAL CONCENTRATIONS

None

VI. REQUEST FOR GRADUATE ACADEMIC CERTIFICATES

None

VII. REQUEST FOR CHANGE IN PROGRAM/ACADEMIC UNIT

College of Education

Department of Counseling and Higher Education

APPROVED VII-1, VII-2, and VII-3

VII-1 The Department of Counseling and Higher Education requests a change to admission requirement as well as the cognate requirement for the Ed.D. in Higher Education.

Justification:

We modified the admissions requirements in response to the changes the Toulouse Graduate School made to the graduate application process. Specifically, we provided more detailed admission guidelines. Admission criteria were not changed. We also changed the cognate requirement and allowed students to bring courses outside the Higher Education program into the cognate.

VII-2 The Department of Counseling and Higher Education requests a change to degree requirement for the Masters of Education in Higher Education.

Justification:

EDHE 6120 was originally specified as an elective course for master's students in the Community College Leadership track. However, the course has been redesigned and has become more research focused. We believe another practitioner-focused course EDHE 6075 would meet students' needs better than EDHE 6120. Therefore, we removed EDHE 6120 and added EDHE 6075 to the Community College Leadership Track elective courses. Additionally, we also modified the admission requirements in response to the changes the Toulouse Graduate School made to the Graduate application process. Specifically, we provided more detailed admission guidelines. Admission criteria were not changed.

VII-3 The Department of Counseling and Higher Education requests a change to degree requirement for the Ph.D. in Higher Education.

Justification:

We modified the admission requirements in response to the changes the Toulouse Graduate School made to the graduate application process. Specifically, we provided more detailed admission guidelines. Admission criteria were not changed.

APPROVED

College of Engineering

Department of Engineering Technology

VII-4 The Department of Engineering Technology requests change to course option for the Master of Science in Engineering Technology (MSET).

Justification:

The new option is appealing to prospective students who are employed at local industries and would prefer not to engage in a year-long Thesis or semester-long project.

VIII. REQUEST FOR ADD/DELETE OF DEGREE/ MAJOR/ PROFESSIONAL FIELD/CONCENTRATION/OPTION/MINOR/ACADEMIC UNIT

APPROVED BOTH VIII-1 & VIII-2

VIII-1 The Department of Library and Information Sciences requests to add concentration of Consumer Behavior and Experience Management in PhD in Information Science.

Justification:

The goal of this concentration is to provide opportunity for interdisciplinary training, research, and professional services in consumer behavior and experience management. The concentration proposed here will prepare academics that are capable of conducting research on the critical issues in consumer behavior and related areas, and that are highly focused on information science perspective. This will fulfill the increasing need for highly-trained researchers in information aspects of consumer behavior and experience management.

VIII-2 The Department of Library and Information Sciences requests to add GAC in Rural Library Management in Information Science.

Justification:

The need for the Rural Library Management Graduate Academic Certificate (GAC) was determined by current market and critical changes in rural and small public library services brought on by digital technologies. Rural libraries, those with legal service area population of 25,000, account for 46.8% of all public libraries in the US. A recent national survey by the federal institute of Museum and Library Services (IMLS, 2013) found nationally, the public access computer use in rural and small libraries increased by 18% in the last three years in terms; at the same time e-book collections in such libraries increased by 193%. In contrast, large libraries, those who enjoyed relatively sufficient funding and support in previous years, saw a decrease of 8% of public access computer use.

IX. REQUEST ADD/CHANGE TEACHER CERTIFICATE PROGRAM

None

REQUEST FOR DUAL OR JOINT DEGREE PROGRAMS

None

X. CONSENT CALENDAR

**College of Education
Department of Counseling & Higher Education**

APPROVED BOTH XI-1 & XI-2

XI-1 Change: EDHE 6730 – Organization and Administration of Student Development Services Affairs (Change course title, and description)

Principles and techniques of organization and administration applied to the student affairs subsystem of higher education institutions. Designed to provide knowledge and proficiency in theories of organization and administration applied to the institutional level of the chief student affairs administrator, the effects of organizations on individual and group behavior, and specific administrative skills applied to the student affairs subsystem and to the programming needs of the institution. Applications to chief student affairs officers at both 4-year universities and community colleges. Prerequisite(s): none

Justification:

The name “student development services” is less used in the field of higher education now than it was 30 years ago. The more commonly used name today is “student affairs”. We change the course title and description from student development services to student affairs to meet this convention.

College of Education

Department of Educational Psychology

XI-2 Change: EPSY 5213 – Child Life Seminar (Change prerequisite)

Prerequisite: ~~Senior level standing or department approval~~ → departmental approval.

Justification:

The wording on the former prerequisite was an error. The requirement of “senior standing” is inappropriate on a graduate course.

College of Education

Department of Kinesiology, Health Promotion, and Recreation

~~PULLED XI-3 through XI-6~~

~~XI-3 Change: KINE 5121-5125 – Sport and Exercise Psychology~~

~~(Change course number, and description)~~

~~This course introduces students to the science of psychology in sport and exercise settings. Topics include motivation, mental preparation strategies, arousal-performance relationship, exercise adherence, exercise and mental health.~~

~~❖ Cross-listed with Department of Psychology (PSYC 5125)~~

~~Consultation (Contact: PSYC, Date: n/a)~~

Justification:

~~Updating to align with and be distinct from the newly developed doctoral (6000) level courses.~~

~~XI-4—Change: KINE 5131-5135—Exercise and health Psychology
(Change course number, and description)~~

~~This course introduces students to health, leisure and exercise behavior change strategies, and provides knowledge and skills necessary to improve the initiation of and adherence of lifetime health and physical activity behaviors among individuals and groups. Students will examine how individual and group behaviors are influenced through psychobiological and cognitive-affective approaches.~~

- ~~❖—Cross-listed with Department of Psychology (PSYC)
Consultation (Contact: n/a, Date: n/a)~~

~~*Justification:*~~

~~*Updating to align with and be distinct from the newly developed doctoral (6000) level courses.*~~

~~XI-5—Change: KINE 5171-5175—Social Psychology of Sport
(Change course number, and description)~~

~~This course introduces students to the effects of social psychological variables on sport, exercise, and motor behavior. Topics include social facilitation, social reinforcement, organized youth sports, group social processes, and leadership.~~

- ~~❖—Cross-listed with Department of Psychology (PSYC)
Consultation (Contact: n/a, Date: n/a)~~

~~*Justification:*~~

~~*Updating align with and be distinct from the newly developed doctoral (6000) level courses.*~~

~~XI-6—Change: KINE 5181-5185—Applied Sport Psychology
(Change course number, and description)~~

~~Students will learn cognitive-affective and psychophysiological techniques and strategies for enhancing individual's athletic performance, including imagery, arousal regulation, attention control, goal setting, and self-talk. Students will also be introduced to psychopathology and its assessment, counseling techniques, and practical issues, including ethical considerations and the coach-athlete-organization interface.~~

- ~~❖—Cross-listed with Department of Psychology (PSYC)
Consultation (Contact: Dr. Trent Petrie Date: n/a)~~

~~*Justification:*~~

~~*Updating to align with and be distinct from the newly developed doctoral (6000) level courses.*~~

XI. DISCUSSION ITEMS

(Discussed XII-2, first.)

XII-1 Best practice items

Mentoring students during the summer: 9 months appointment vs. 12 months professionals and their obligations.

- Each department should be accountable of their students' success & faculty member's obligation to their students. (College Deans, and Chairs of department should be able to assess and provide support to students.)
- Justification of certain key-faculty position/Department Chair
- It would be difficult to create and enforce the policy since each department have unique needs and culture (Ex: Psychology department – Faculty is not available during the summer and students are informed ahead of time.)
- If faculty members are not available during the summer, students must be informed and agreed their access to the faculty member. (Faculty members need to communicate with students)

“Academic Affairs and Planning Committee (subcommittee of the Graduate Council)”

- In the past, this exact topic was brought to the committee. After the committee's review, it was determined that the each department should follow their “best practice” since there are numerous procedures exercised by department-level operation.

Policy Statement of Graduate Faculty:

- All programs must have graduate student handbook (By-laws and faculty expectation on thesis and dissertation should be included as the recommendation)
- The list would not prescribe content of the best practice but can be determined locally.
- Definitions of “working with Ph.D. students”...It is not the same across campus.
- By-laws of departments and colleges need to include the sections on graduate students with Thesis and Dissertation, and expected performance by the faculty (should be included on handbook as “recommendation” or “best practice”.)
- Programs should agree on an adequate turnaround time for feedback on writing and how many weeks/days in advance of defenses/meetings, etc. faculty should be given drafts, proposals, chapters, etc. (Dr. Nadine Kalin's “best practice” idea item#4)

XII-2 Dual Degree in Master of Public Health (MPH) and Master of Science in Applied Geography (MSAG)

The proposal for a Dual Degree was sent to Dean Wardell from the UNT Health Science Center. This degree states there are 15 transfer-in credit hours from MPH/one-way transfer. The UNT's policy states 9 credit hours. How should we handle this proposal?

- Awarding two degrees with few courses overlapping/academic collaboration to the degree.
 - Shared transfer courses between two campuses.
 - There are two courses offered as "joint live-video course."

Marjorie Donzello from IR&E office verified the qualification of "dual academic awards" via SACS COC. It states 1/3 or more credits from the home institution (12 credit hours = you can essentially transfer 2/3 of credits.)

UNT Academic Catalog states below:

"Dual degree programs are separate degree programs that have been approved to work together to allow students to pursue two degrees simultaneously. This may be done by using courses for the major from each degree toward the minor on the other degree or by other approved means.

Joint degree programs are separate degree programs at different institutions that have been approved to work together to offer one degree. This is made possible by sharing faculty and academic resources."

<http://catalog.unt.edu/content.php?catoid=10&navoid=643>

Jason Simon from IR&E office recommended to have Memorandum and agreement from two institutions. This should be reviewed by the Graduate Council and it needs to be reported to SACS COC.

Council requests two department submit appropriate request form to the next council meeting.