

Graduate Council Minutes
Thursday – June 20, 2019
ELECTRONIC

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 Members: Douglas Brozovic, Denise Catalano, Kris Chesky, Lynne Cagle-Cox, Nick Evangelopoulos, Jordan Frith, Jennifer Lane, Gwen Nisbett, Daniel Peak, Gayle Prybutok, Prathiba Natesan

I. ANNOUNCEMENTS

II. MINUTES

ITEM II-1. APPROVED: 7 FOR; 4 ABSTAINED

II-1. Approval of May 16, 2019 minutes.

III. CHAIR / TGS DISCUSSION ITEMS / ACTION ITEMS / INFORMATION ITEMS

IV. REQUEST FOR NEW COURSES

College of Health & Public Service

Department of Behavior Analysis

ITEM IV-1. APPROVED: 7 FOR; 4 ABSTAINED

IV-1. BEHV 5618 - ABA Foundations, Concepts and Principles 2 - 3 hours

Description: Extends conceptual knowledge of the science and practice of applied behavior analysis by providing students with an advanced understanding of behavioral principles and the behavior change procedures derived from these principles. Through lectures, readings, video examples, and terminology exercises, students deepen and add to their conceptual knowledge, as well as apply these concepts in various simulations meant to further understanding and prepare students for the practice of behavior analysis. Themes include the importance of strong conceptual knowledge to underlie the practice of behavior analysis, the identification of behavioral concepts within the student's life, and preparation for professional credentialing as a Board Certified Behavior Analyst.

College of Liberal Arts & Social Sciences

Department of Psychology

ITEM IV-2. APPROVED: 7 FOR; 4 ABSTAINED

IV-2. PSYC 6560 - Psychology of Race in the U.S. - 3 hours

Description: Highly interactive, applied exploration of the meaning of racial identity, along with intersections of gender, socioeconomic status, and sexual identity. Content is grounded in psychological theory and research, as well as on a historical understanding of how race has been socially constructed and situated in the United States.

V. REQUEST FOR ADD NEW OR DELETE EXISTING MAJOR/PROFESSIONAL FIELD, CONCENTRATION, OPTION, MINOR, CERTIFICATE (excluding GACs), OR SPECIALIZATION

VI. REQUEST FOR ALL GRADUATE ACADEMIC CERTIFICATES

VII. REQUEST FOR NEW GRADUATE TRACK PATHWAYS

College of Science

Department of Mathematics

ITEM VII-2. APPROVED: 7 FOR; 4 ABSTAINED

VII-1. Add Mathematics BS with Grad Track option leading to mathematics MS

Justification: Mathematics has always been a staple of academics, and closely associated areas such as applied statistics, bioinformatics, and computer science are growing. Students trained in mathematics can work in either the academic or the private sector. UNT is strong in pure math and in addition has an increasing presence in the more applied mathematical sciences, so we are well-positioned to train students in all areas.

Currently over 20% of UNT math graduate students have a BS from UNT (12 out of 58). This percentage has been steadily growing over the past several years, and it has been over 10% for decades. A math grad track would make UNT even more attractive to UNT math majors considering graduate school. We expect it will also encourage some TAMS students to earn an MS here.

The undergraduate program offers upper-level electives in the following four areas: analysis, algebra, probability/statistics, and geometry/topology. These also closely match the areas of concentration in the graduate program.

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

College of Education

Department of Educational Psychology

ITEM VIII-1. APPROVED: 7 FOR; 4 ABSTAINED

VIII-1. Educational Psychology, MS - Change in concentration title

Justification: The previous request to change the name of the concentration contained an error in the name. This request is being made to correct that mistake. ~~Family Policy and Public Administration~~ > Family Policy and Program Administration

Department of Teacher Education & Administration

ITEMS VIII-2. & VIII-3. APPROVED: 7 FOR; 4 ABSTAINED

VIII-2. Administration certification, Principal as Instructional Leader - Change in title

Justification: The Texas Education Agency has changed the name of the Principal Certificate to Principal as Instructional Leader Certificate. We must change our listing in the catalog to reflect the correct name of the certification from the state. In addition, the catalog lists the certificate as requiring 36 hours, when it only requires 21 hours. The catalog should be aligned with our requirements for certification based on state guidelines. At the top of the description there is a statement that says "without an advanced degree." We would like to remove those words because a Principal as Instructional Leader certificate does require an advanced degree.

VIII-3. Teaching, MEd – Change in Requirements & hours for the Secondary track

Justification:

- Reducing the number of hours from 36 hours to 30 hours will save students time to complete the degree.
- Reducing the number of hours from 36 hours to 30 hours will save students money and make the program more competitive.

- Reducing the number of hours will not affect the quality of the program.
- Preserving program electives fulfills the need for qualified secondary teachers who can teach dual enrollment classes in a high school.

Note: EDSE 5001 & EDSE 5003 have been removed from MEd Teaching for the Secondary Track.

Note: This is only for the secondary certification track.

Toulouse Graduate School

Advanced Data Analytics

ITEMS VIII-4. THROUGH VIII-9. APPROVED: 7 FOR; 4 ABSTAINED

VIII-4. Advanced Data Analytics with a concentration in Digital Retailing, MS - Change in Requirements (Admission Requirements)

Justification: The changes to this concentration include updating the minimum GPA of 3.0 for admission to the program to be consistent with all concentrations in the MS in Advanced Data Analytics degree program as well as changing the number of the capstone course to ADTA 5940 from INSD 5940.

VIII-5. Advanced Data Analytics with a concentration in Health Data Analytics, MS - Change in Requirements (Admission Requirements)

Justification: The changes to this concentration include updating the minimum GPA of 3.0 for admission to the program to be consistent with all concentrations in the MS in Advanced Data Analytics degree program as well as changing the number of the capstone course to ADTA 5940 from INSD 5940. The list of required courses was updated to add ADTA 5230 Data Analytics 2 and remove ADTA 5250 Large Data Visualization (consistent with all other concentrations).

VIII-6. Advanced Data Analytics with a concentration in Management, MS - Change in Requirements (Admission Requirements)

Justification: The changes to this concentration include updating the minimum GPA of 3.0 for admission to the program to be consistent with all concentrations in the MS in Advanced Data Analytics degree program as well as changing the number of the capstone course to ADTA 5940 from INSD 5940. The list of required courses was updated to add ADTA 5230 Data Analytics 2 and remove ADTA 5250 Large Data Visualization (consistent with all other concentrations in this program).

VIII-7. Advanced Data Analytics with a concentration in Sports, MS - Change in Requirements (Admission Requirements)

Justification: The changes to this concentration include updating the minimum GPA of 3.0 for admission to the program to be consistent with all concentrations in the MS in Advanced Data Analytics degree program. The list of required core classes is also being update to reflect that all core courses are ADTA courses and the list is consistent with all other concentrations in our program.

DSCI 5240 and DSCI 5350 have been removed. ADTA 5240 and ADTA 5340 have been added. Capstone has been updated to ADTA 5940 from INSD 5940.

VIII-8. Advanced Data Analytics with a concentration in Statistics, MS - Change in Requirements (Admission Requirements)

Justification: The changes to this concentration include updating the minimum GPA of 3.0 for admission to the program to be consistent with all concentrations in the MS in Advanced Data Analytics degree program as well as changing the number of the capstone course to ADTA 5940 from INSD 5940.

VIII-9. Advanced Data Analytics, MS - Change in Requirements (Admission Requirements)

Justification: Admission GPA of 3.0 was updated to make it consistent with all options available in the MS in Advanced Data Analytics program.

The list of required core classes was updated to include our 7 core courses of ADTA 5120, ADTA 5130, ADTA 5230, ADTA 5240, ADTA 5250, ADTA 5340, and ADTA 5940.

DSCI 5240 and DSCI 5350 were removed as part of the core courses. ADTA 5940 replaced INSD 5940 as the capstone course.

The graduate catalog also lists 9 hours of domain competency courses. Those are only some of the courses that students can take for their electives and is not a complete list. Electives courses are chosen with approval from the program advisor.

Mayborn School of Journalism

ITEM VIII-10. APPROVED: 7 FOR; 4 ABSTAINED

VIII-10. Journalism admission requirements - Change in Requirements

Justification: Removed GRE requirement since Journalism is no longer requiring GRE test scores for admission to the graduate program.

A. In Grad Track

IX. REQUEST FOR DUAL OR JOINT DEGREE PROGRAMS

X. CONSENT CALENDAR

A. Course Changes

College of Education

Department of Teacher Education & Administration

ITEMS X-1. THROUGH X-8. APPROVED: 7 FOR; 4 ABSTAINED

X-1. EDBE 5560 - Fundamentals of Bilingual and English as a Second Language Education in EC–12 Settings (Description)

Description: ~~Examination of historical and legal aspects of bilingual and English as a second language education in EC–12 settings, including program models for the education of bilingual and English language learners; also, an overview of theories of second language learning and their implications for practice in schools. A minimum of 10 hours of observation is required.~~ > Examination of historical and legal aspects of bilingual and English as a second language education in EC–12 settings, including program models for the education of bilingual and English language learners; also, an overview of theories of second language learning and their implications for practice in schools.

X-2. EDBE 5590 - Pedagogy of English as a Second Language for EC–12 Classrooms (Description)

Description: ~~Examination of appropriate procedures and materials for academic content instruction and language development for English Language Learners (ELLs). Topics to be explored include structured and unstructured techniques for teaching ELLs, the relationship between oral language development and literacy skills, the development of literacy skills in English for students who are not literate in the first language and methods for effective sheltered English instruction. Emphasis placed on inclusion of all learners.~~ > Examination of appropriate procedures and materials for academic content instruction and language development for English Language Learners (ELLs). Topics to be explored include structured and unstructured techniques for teaching ELLs, the relationship between oral language development and literacy skills, the development of literacy skills in English for students who are not literate in the first

language and methods for effective sheltered English instruction. Emphasis placed on inclusion of all learners.

Note. - In order to be compliant with the Texas Education Agency requirement for teacher certification, 15 hours of early clinical experience in a school classroom is required in this course.

X-3. EDCI 5010 - Everyone Can Learn: Applying Theory to Teaching Practice (Description)

Description: ~~Processes of learning and development related to teaching in diverse EC-12 school settings. Cognitive, social, physical and moral development research is presented, and practical examples applied to teaching practice are demonstrated. Also explored are student differences with regard to intelligence, learning style, culture, economic status and gender. Additional topics include operant conditioning, social learning theory, information processing, constructivism and motivation theory as well as various approaches to instruction.~~ > Processes of learning and development related to teaching in diverse EC-12 school settings. Cognitive, social, physical and moral development research is presented, and practical examples applied to teaching practice are demonstrated. Also explored are student differences with regard to intelligence, learning style, culture, economic status and gender. Additional topics include operant conditioning, social learning theory, information processing, constructivism and motivation theory as well as various approaches to instruction.

In order to be compliant with the Texas Education Agency requirement for teacher certification, 15 hours of video observation of instructional scenarios is required in this course.

X-4. EDCI 5030 - Maintaining Classroom Discipline (Description)

Description: ~~Models and procedures for classroom management and discipline, as well as techniques for motivating and instructing diverse student populations. Human relations strategies are discussed in great detail and methods for increasing parental involvement are also addressed. Topics include: what to do before students arrive, creating the learning environment, behavioral analysis, legal considerations, conferencing, learning contracts, incentives, planning, staying organized and time management.~~ > Models and procedures for classroom management and discipline, as well as techniques for motivating and instructing diverse student populations. Human relations strategies are discussed in great detail and methods for increasing parental involvement are also addressed. Topics include: what to do before students arrive, creating the learning environment, behavioral analysis, legal considerations, conferencing, learning contracts, incentives, planning, staying organized and time management.

In order to be compliant with the Texas Education Agency requirement for teacher certification, 15 hours of early clinical experience in a school classroom is required in this course.

X-5. EDCI 5105 - Internship I (Course Title, Short Course Title)

Course Title: ~~Practicum I~~ > Internship I
Short Course Title: ~~PRACTICUM I~~ > INTERNSHIP I

X-6. EDCI 5115 - Internship II (Course Title, Short Course Title)

Course Title: ~~Practicum II~~ > Internship II
Short Course Title: ~~PRACTICUM II~~ > INTERNSHIP II

X-7. EDEE 5105 - Internship I (Course Title, Short Course Title)

Course Title: ~~Practicum I~~ > Internship I
Short Course Title: ~~PRACT~~ > INTERNSHIP I

X-8. EDEE 5115 - Internship II (Course Title, Short Course Title)

Course Title: ~~Practicum II~~ > Internship II
Short Course Title: ~~PRACT~~ > INTERNSHIP II

College of Health & Public Service

Department of Behavior Analysis

ITEMS X-9. THROUGH X-17. APPROVED: 7 FOR; 4 ABSTAINED

X-9. BEHV 5610 - ABA Foundations, Concepts and Principles 1 (Course Title, Short Course Title) (Requested Exception Yr.: 2019-20)

Course Title: ~~ABA Foundations: Basic Concepts and Principles~~ > ABA Foundations, Concepts and Principles 1

Short Course Title: ~~ABA FOUNDATIONS~~ > ABA Concepts 1

X-10. BEHV 5612 - Meaningful Assessment in Behavioral Practice (Course Title) (Requested Exception Yr.: 2019-20)

Course Title: ~~Assessment in Applied Behavior Analysis~~ > Meaningful Assessment in Behavioral Practice

X-11. BEHV 5613 - Culturally Responsive Ethics in Behavioral Practice (Course Title, Prerequisite) (Requested Exception Yr.: 2019-20)

Course Title: ~~Ethical Issues in Applied Behavior Analysis~~ > Culturally Responsive Ethics in Behavioral Practice

Prerequisite: ~~BEHV 5610 (may be taken concurrently)~~ > BEHV 5610 (may be taken concurrently), BEHV 5612 (may be taken concurrently).

X-12. BEHV 5616 - ABA Issues: Effective Communication and Collaboration in Behavioral Practice (Course Title, Short Course Title, Course Number, Description, Prerequisite) (Requested Exception Yr.: 2019-20)

Course Title: ~~ABA Issues: Technical Writing~~ > ABA Issues: Effective Communication and Collaboration in Behavioral Practice

Short Course Title: ~~ABA WRITING~~ > ABA COMMUNICATION

Course Number: ~~5626~~ > 5616

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.~~

> Improves the written and verbal communication skills of students as applied to behavior analysis.

Students learn to construct understandable and clear documents, collaborate with caregivers and professionals, and present to professional audiences. Projects include a literature review, a professional presentation, and outcome reports.

Prerequisite: ~~BEHV 5610, BEHV 5611, BEHV 5612, BEHV 5613~~ > BEHV 5610 (may be taken concurrently), BEHV 5612 (may be taken concurrently), BEHV 5613 (may be taken concurrently).

X-13. BEHV 5619 - Fundamentals and Techniques of Compassionate and Effective Behavior Change (Course Title, Course Number, Prerequisite) (Requested Exception Yr.: 2019-20)

Course Title: ~~Applied Behavior Analysis Change Fundamentals and Techniques~~ > Fundamentals and Techniques of Compassionate and Effective Behavior Change

Course Number: ~~5611~~ > 5619

Prerequisite: ~~BEHV 5610 (may be taken concurrently)~~ > BEHV 5610, BEHV 5612, BEHV 5613 (may be taken concurrently), BEHV 5616 (may be taken concurrently), BEHV 5618 (may be taken concurrently).

X-14. BEHV 5622 - Evidence-based Practice: Understanding and using applied behavior analytic research (Course Title, Short Course Title, Description, Prerequisite) (Requested Exception Yr.: 2019-20)

Course Title: ~~ABA Issues: Record Keeping and Accountability~~ > Evidence-based Practice: Understanding and using applied behavior analytic research

Short Course Title: ~~ABA RECORDS~~ > ABA RESEARCH

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.~~ > 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.

Prerequisite: ~~BEHV 5610, BEHV 5611, BEHV 5612, BEHV 5613~~ > BEHV 5610, BEHV 5612, BEHV 5613, BEHV 5616 (may be taken concurrently), BEHV 5618 (may be taken concurrently), BEHV 5619 (may be taken concurrently).

X-15. BEHV 5627 - ABA Issues: Behavioral Practice in Autism (Course Title, Course Number, Prerequisite) (Requested Exception Yr.: 2019-20)

Course Title: ~~ABA Issues: Autism Intervention Across the Lifespan~~ > ABA Issues: Behavioral Practice in Autism

Course Number: ~~5620~~ > 5627

Prerequisite: ~~BEHV 5610, BEHV 5611, BEHV 5612, BEHV 5613~~ > BEHV 5610, BEHV 5612, BEHV 5613, BEHV 5616, BEHV 5618 (may be taken concurrently), BEHV 5619 (may be taken concurrently), BEHV 5622 (may be taken concurrently).

X-16. BEHV 5634 - Improving Staff Performance in Behavioral Practice (Course Title, Course Number, Prerequisite) (Requested Exception Yr.: 2019-20)

Course Title: ~~Improving Staff Performance in Applied Behavior Analysis~~ > Improving Staff Performance in Behavioral Practice

Course Number: ~~5615~~ > 5634

Prerequisite: ~~BEHV 5610, BEHV 5611, BEHV 5612, BEHV 5613~~ > BEHV 5610, BEHV 5612, BEHV 5613, BEHV 5616., BEHV 5618, BEHV 5619 (may be taken concurrently), BEHV 5622 (may be taken concurrently), BEHV 5627 (may be taken concurrently)

X-17. BEHV 5636 - ABA Capstone: Compassion and Science in Behavioral Practice (Course Title, Course Number, Prerequisite) (Requested Exception Yr.: 2019-20)

Course Title: ~~ABA Capstone: The Promise and Power of a Science of Behavior~~ > ABA Capstone: Compassion and Science in Behavioral Practice

Course Number: ~~5630~~ > 5636

Prerequisite: ~~BEHV 5610, BEHV 5611, BEHV 5612, BEHV 5613, BEHV 5614, BEHV 5615~~ > BEHV 5610, BEHV 5612, BEHV 5613, BEHV 5616, BEHV 5618, BEHV 5619, BEHV 5622 (may be taken concurrently), BEHV 5627 (may be taken concurrently), BEHV 5634 (may be taken concurrently).

College of Liberal Arts & Social Sciences

Department of Philosophy & Religion

ITEM X-18. APPROVED: 7 FOR; 4 ABSTAINED

X-18. PHIL 5700 - Environmental Philosophy (Course Title, Short Course Title, Description)

*Indicates THECB approval required

Course Title: *Seminar in Environmental Ethics* > Environmental Philosophy
Short Course Title: *SEM - ENVIRONMENT ETHICS* > ENVIRONMENTAL PHIL
Description: *Intensive analysis of new positions in environmental ethics with special emphasis on their theoretical value as a contribution to contemporary philosophy and their practical value with regard to environmental policy and decision making.* > Intensive analysis of new positions in environmental philosophy with special emphasis on their theoretical value as a contribution to contemporary philosophy and their practical value with regard to environmental policy and decision making.

Toulouse Graduate School

Advanced Data Analytics

ITEMS X-19. THROUGH X-23. APPROVED: 7 FOR; 4 ABSTAINED

X-19. ADTA 5130 - Data Analytics I (Prerequisite)

Prerequisite: *ADTA 5120 or consent of instructor* > None

X-20. ADTA 5230 - Data Analytics II (Description)

Description: *Extends the concepts developed in Data Analytics I to multivariate and unstructured data analysis. Modern techniques of multivariate analysis, including association rules, classification methods, time series, text analysis and machine learning methods are explored and implemented with real world business and industry data. Provides a hands on introduction to state of practice technology and tools. Focus is on the application and interpretation of the methods discussed.* > Extends the concepts developed in Data Analytics I to multivariate and unstructured data analysis. Modern techniques of multivariate analysis, including association rules, classification methods, time series and text analysis are explored and implemented with real-world business and industry data. Provides a hands-on introduction to state-of-practice technology and tools. Focus is on the application and interpretation of the methods discussed.

X-21. ADTA 5250 - Large Data Visualization (Prerequisite)

Prerequisite: *ADTA 5120 or consent of instructor.* > None.

X-22. ADTA 5550 - Deep Learning with Big Data (Prerequisite)

Prerequisite: *ADTA 5240 or ADTA 5250 or ADTA 5340.* > One of the following courses: ADTA 5240 or ADTA 5340.

X-23. ADTA 5940 - Analytics Capstone Experience (Prerequisite)

Prerequisite: *Completion of required 27 hours of Advanced Data Analytics courses toward degree.* > Completion of required 18 hours of Advanced Data Analytics core courses toward degree; consent of instructor.

B. Course Deletions

College of Liberal Arts & Social Sciences

Department of Sociology

ITEM X-24. APPROVED: 7 FOR; 4 ABSTAINED

X-24. SOCI 5400 - Health Delivery Systems

Justification: This cross-listed course has not been taught by a sociology faculty member for many years, no current faculty are interested in teaching it, and we do not plan to hire faculty in this area of specialization.

DRAFT