

**Graduate Council Agenda**  
**Thursday – October 18, 2018**  
**Hurley Administration Board Room 204 – 3:00PM-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 Members: Douglas Brozovic (Absent), Denise Catalano, Kris Chesky, Lynne Cagle-Cox, Nick Evangelopoulos (Proxy), Jennifer Lane, Gwen Nisbett (Absent), Gayle Prybutok, Prathiba Natesan (Absent)*

**I. ANNOUNCEMENTS**

**I-1. Joseph Oppong discussed Travel Grant opportunities for students and emphasized that all students must have an approved degree plan on file with the graduate school in order to be eligible. Applications can be submitted at any point throughout the academic year. The grants are awarded on a rolling basis with three evaluation periods throughout the semester. Evaluation Period #1 Deadline to apply is September 30<sup>th</sup>**

**1-2. Joseph Oppong announced that the Fall 2018 3MT® Three Minute Thesis competition will be held on Nov. 17<sup>th</sup> and rallied members to get the word out to faculty to encourage students to participate.**

**II. MINUTES**

**MOTION TO VOTE ON ITEM II-1. – APPROVED WITH 1 ABSTENTION**

**UNANIMOUS APPROVAL OF ITEM II-1. WITH AMENDMENT – V-4. STATED UNANIMOUS APPROVAL OF ITEM V-4. WHICH SHOULD HAVE READ, “V-4. APPROVAL WITH 1 DISSENTING VOTE”**

**II-1. Approval of the September 27, 2018 minutes.**

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

**III-1. Search for volunteers for Graduate School Award Subcommittee – TGS discussion item**  
**Kris Chesky, Nick Evangelopoulos, Lynne Cagle-Cox and Jennifer Lane volunteered to serve on the subcommittee**

**III-2. Submission of Oral Defense forms – TGS discussion item**

**Joseph Oppong made members aware that a few departments are keeping oral defense forms hostage and emphasized that the forms are to be submitted to the graduate school within 48 hours of their students delivering/completing their oral defense. He pointed out that the form communicates the completion of the action (milestone– the thesis/dissertation defense) - not approval of the content of the thesis/dissertation. Discussion among members resulted in suggestions to update the form from, “Adjourn,” to “Reschedule,” and perhaps the need for a new form for internal departmental use that will allow committee members to provide comments on the thesis/dissertation content and any outstanding issues. The issue should be taken to Graduate Advisors for further discussion.**

**IV. REQUEST FOR NEW COURSES**

**College of Health & Public Service**

**Department of Rehabilitation & Health Services**

**MOTION TO VOTE ON ITEMS IV-1. AND IV-2. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS IV-1. AND IV-2.**

**IV-1. HLSR 6900** - Special Problems in Health Services Research – 1-3 hours

**Description:** Research by doctoral students in an area of special interest. Includes supervised projects, research studies and field-based data collection.

**IV-2. RHAB 6900** - Special Topics in Rehabilitation Science – 1-3 hours

**Description:** Research by Health Services Research doctoral students with a concentration in Rehabilitation Science, in an area of special interest. Includes supervised projects, research studies and field-based data collection.

**College of Liberal Arts & Social Sciences**

**Department of English**

**MOTION TO VOTE ON ITEM IV-3. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM IV-3.**

**IV-3. ENGL 5580** - Advanced Writing Center Theory and Practice – 3 hours

**Description:** Advanced writing-intensive seminar designed to provide theoretical background, research training, and practical strategies to prepare students for writing pedagogy.

**Department of Sociology**

**MOTION TO VOTE ON ITEM IV-4. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM IV-4.**

**IV-4. SOCI 6000** - Sociology Proseminar – 3 hours

**Description:** Professional development seminar to develop the skills necessary to succeed as a professional sociologist. Includes preparation for academic and non-academic careers.

**Department of Spanish**

**MOTION TO VOTE ON ITEMS IV-5. THROUGH IV-8. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS IV-5. THROUGH IV-8.**

**IV-5. SPAN 5410** - Contemporary Latin American Theater – 3 hours

**Description:** Deepens knowledge of the socio-historical and aesthetic contexts of major works in contemporary Latin American theatre. Taught in Spanish with secondary readings in Spanish and English.

**IV-6. SPAN 5420** - U.S. Latinx-Hispanic Theater – 3 hours

**Description:** Study of major works and trends in Latinx/Hispanic Theater in the United States. Taught in Spanish with secondary readings in Spanish and English.

**IV-7. SPAN 5430** - Latin American Adaptations of Classical Drama – 3 hours

**Description:** Modern-day Latin American adaptations of classical Greek texts as theatrical, artistic constructs and as socially relevant documents. Explores ancient and modern ‘heroes’ through anthropological concepts of conflict and possible reintegration.

**IV-8. SPAN 5512** - Ethno-Education and Decolonial Thinking – 3 hours

**Description:** Interrogates the historical intersections of racism and epistemology, analyzing the parallels between the racialization of peoples and places, and the marginalization of the knowledge that they produce. Examines forms of “epistemic disobedience” via particular ethno-educational models and decolonial projects created by Afro-descendent and other minority communities in Latin America.

**Department of World Languages, Literatures & Cultures**

**MOTION TO VOTE ON ITEM IV-9. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM IV-9.**

**IV-9. FREN 5750 - Exploring the Francophone World – 3 hours**

**Description:** Analysis and exploration of language and other aspects of society in the francophone world, including former colonies of France and countries where French is used as a national, official, or vernacular language.

**Toulouse Graduate School**

**MOTION TO TABLE ITEM IV-10. UNTIL A CONSULT BETWEEN INFORMATION AND ADVANCED DATA ANALYTICS/TGS OCCURS – UNANIMOUS APPROVAL**

**ITEM IV-10. TABLED**

**IV-10. ADTA 5550 - Deep Learning for Big Data – 3 hours**

**Description:** Introduction to fundamentals of artificial neural networks with big data applications. Theory and implementation of deep learning techniques to obtain solutions to business, industry, and science problems. Applications of deep learning frameworks and libraries.

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

**College of Health & Public Service**

**Department of Rehabilitation & Health Services**

**MOTION TO VOTE ON ITEM V-1. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM V-1.**

**V-1. Add a new Health Informatics concentration in Health Services Administration, MS**

**Justification:** This concentration is to address a need for a health services administration program on the Frisco campus with a concentration that addresses the need to manage and analyze data in the health care delivery environment

**VI. REQUEST FOR ALL GRADUATE ACADEMIC CERTIFICATES**

**College of Education**

**Department of Teacher Education & Administration**

**MOTION TO VOTE ON ITEM VI-1. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM VI-1.**

**VI-1. + Principal Leadership Preparation GAC - Request change in Title and Description.**

\*Indicates THECB approval required

**Justification:** The State Board for Educator Certification (SBEC) has asked us to change our title to avoid confusion with the Texas Standard Principal Certificate.

~~Principal Certification GAC Proposed~~ > Principal Leadership Preparation GAC

### College of Liberal Arts & Social Sciences

#### Department of Economics

#### MOTION TO VOTE ON ITEM VI-2. – UNANIMOUS APPROVAL

#### UNANIMOUS APPROVAL OF ITEM VI-2.

#### VI-2.+ Economic Geography certificate (deleted 4/12/17) - Request change in Requirements

**Justification:** Due to an administrative oversight, the certificate was set to inactive. After consultation by the department chairs and meetings with department faculty, it was agreed to maintain the certificate and to update the certificate pursuant to discussions with an alumni in the private sector who would hire students with this certificate.

### VII. REQUEST FOR NEW GRADUATE TRACK PATHWAYS

#### College of Engineering

#### Department of Computer Science & Engineering

#### MOTION TO TABLE ITEM VII-1. DUE TO GRADUATE SCHOOL CONCERNS OVER LISTED ELECTIVES, TRANSFERRING FROM REGULAR GRAD TRACK TO SUPER GRAD TRACK AND USING THE WORD “SUPER.”

#### ITEM VII-1. TABLED

**VII-1. Add** Computer Science and Computer Engineering, BS with a Super Grad Track option leading to Computer Science and Engineering PhD

**Justification:** The proposed new Super Grad Track program is designed to reward, attract and recruit the best students in undergraduate computer science and engineering program to the Ph.D. in CSE program at UNT. The Ph.D. program is critical to the research mission and strategic plan of the department, college, and university. The new program will strengthen the existing Ph.D. program by improving the enrollment and quality of students, which in turn will help strengthen research programs, increase research expenditures, and elevate national prominence. The proposed new program has been unanimously approved by the Graduate Curriculum Committee of the department.

#### Department of Materials Science & Engineering

#### MOTION TO TABLE ITEM VII-2. DUE TO GRADUATE SCHOOL CONCERNS.

#### ITEM VII-2. TABLED

**VII-2. Add** Materials Science and Engineering, BS with Super Grad Track option leading to Materials Science and Engineering, PhD

**Justification:** Super Grad Track option is a BS to PhD accelerated program for undergraduate students. The students can take a maximum of 12 credit hours of graduate courses while the student is completing the BS degree. These credits will be counted toward first the BS and then the PhD degrees.

The following is the step-by-step process:

1. Student applies for the Super Grad Track option in the junior year (complete at least 75 credit hours with GPA of 3.5 or higher).
2. After the application is approved with at least 90 credit hours completed, the student can start taking the graduate courses that are approved for Super Grad Track as MTSE electives for the BS degree requirement. For the graduate

\*Indicates THECB approval required

courses to be counted for the PhD degree later, the student must meet the minimum grade requirements of the courses in the PhD program.

3. The student applies to Toulouse Graduate School within the first semester of the senior year. The student needs to submit online application and all required documents for admission in the PhD MTSE program.

4. The student must enroll in the graduate school in the long semester after finishing his/her BS degree and should take the remaining graduate courses in the following year(s) to complete his/her PhD degree. If the student did not enroll in the graduate school in the long semester after finishing his/her BS degree, those graduate course credit hours will not be counted anymore for the PhD degree even if the student comes back for graduate school in the future.

5. Students in Grad Track program can apply to transfer to Super Grad Track program anytime with departmental approval.

6. Once admitted to PhD program, the student will have higher priority for funding (research and teaching assistantships) to support PhD study.

The proposed new Super Grad Track program is designed to reward, attract and recruit the best students in the undergraduate materials science and engineering program to the PhD program at UNT. The PhD program is critical to the research mission and strategic plan of the department, the college and the university. The new program will strengthen the existing PhD program by improving the enrollment and quality of students, which in turn will help to strengthen research programs, increase research expenditures, and elevate national prominence. The proposed new program has been unanimously approved by the Graduate Curriculum Committee of the department.

#### **Department of Mechanical & Energy Engineering**

#### **MOTION TO TABLE ITEM VII-3. DUE TO GRADUATE SCHOOL CONCERNS OVER LISTED ELECTIVES, TRANSFERRING FROM REGULAR GRAD TRACK TO SUPER GRAD TRACK AND USING THE WORD "SUPER."**

#### **ITEM VII-3. TABLED**

**VII-3. Add Mechanical and Energy Engineering, BS with super grad track option leading to Mechanical and Energy Engineering, Ph.D.**

**Justification:** The proposed new Super Grad Track program is designed to reward, attract and recruit the best students in undergraduate Mechanical and Energy Engineering (MEE) program to the Ph.D. in MEE program at UNT. The Ph.D. program is critical to the research mission and strategic plan of the department, the college, and the university. The new program will strengthen the existing Ph.D. program by improving the enrollment and quality of students, which in turn will help to strengthen research programs, increase research expenditure, and elevate national prominence. The proposed new program has been unanimously approved by the Graduate Curriculum Committee of the department.

#### **College of Liberal Arts & Social Sciences**

#### **Department of Technical Communication**

#### **MOTION TO TABLE ITEM VII-4. – OPPOSED BY DEPARTMENT REPRESENTATIVE; REPRESENTATIVE JEAN SCHAAKE AGREED TO REVISING/CHANGING TO COMPLY WITH THE GRADUATE SCHOOL'S CONCERNS OVER ELIGIBILITY FOR GRAD TRACK COMPLIANCE AND USING THE PHRASE "DUAL CREDIT."**

#### **MOTION TO VOTE ON ITEM VII-4. – UNANIMOUS APPROVAL**

#### **MOVE TO PASS AS AMENDED WITH UNANIMOUS APPROVAL OF ITEM VII-4.**

**VII-4. Add Professional and Technical Communication BA or BS with Grad Track Option to Professional and Technical Communication MA**

**Justification:** We are hoping to recruit more undergraduate majors early in their college careers. We are also hoping to recruit more graduate students. The grad track gives us an opportunity to do both. In our research on the grad track option, we found that our curriculum lends itself well to the grad track structure. The applicable courses have

\*Indicates THECB approval required

similar learning outcomes, so our students will be able to complete the BS (or BA)/MA in 5 years. The grad track will also be an excellent opportunity to help our students thrive on the job market.

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

### College of Education

#### Department of Educational Psychology

#### MOTION TO VOTE ON ITEMS VIII-1. THROUGH VIII-3. – UNANIMOUS APPROVAL

#### UNANIMOUS APPROVAL OF ITEMS VIII-1. THROUGH VIII-3.

#### VIII-1. Educational Psychology, MS – Request change in Other; Adding AOP option

**Justification:** The MS in Educational Psychology is being converted into an Accelerated Online Program (AOP) beginning in Fall, 2019. Therefore, we are requesting to add the AOP option to all concentrations in the MS in Educational Psychology.

#### VIII-2. Special Education, MEd - Request change in Other; Adding AOP option

**Justification:** Concentrations in the MEd in Special Education are being converted into the Accelerated Online Program (AOP) format beginning in Fall, 2019. Therefore, we are requesting to add the AOP option to the (1) High incidence disabilities and (2) Autism intervention concentrations.

#### Department of Teacher Education & Administration

#### VIII-3. Teacher Certification for Graduate Students – Request change in Requirements

**Justification:** The Texas Education Agency has established new standardized test requirements for candidates seeking teacher certification. This update provides a listing of the standardized test scores that are acceptable as well as the minimum score requirements and time limitation for score reporting.

### College of Liberal Arts & Social Sciences

#### Department of English

#### MOTION TO VOTE ON ITEMS VIII-4. AND VIII-5 AS A BLOCK – UNANIMOUS APPROVAL

#### UNANIMOUS APPROVAL OF ITEM VIII-4. AND VIII-5.

#### VIII-4. English, MA - Request change in Requirements

**Justification:** Currently, students in the MA-Literature program have two 30-hour tracks for completing their degrees: thesis or non-thesis. The thesis track requires that students take 8 courses plus at least 6 hours of thesis; with the non-thesis track, students take 10 courses for the MA. Both tracks require a comprehensive exam in addition to the other requirements for the degree. This comprehensive exam pre-exists our current faculty, does not reflect current approaches to the discipline, and has become unfeasible in practice. We want to delete the comprehensive exam as a requirement—and also as an option—for the Master’s program in Literature. Under University catalog rules, all MA students in all departments must complete one of the following milestones in order to graduate: a thesis, a “problems in lieu of thesis” course, or a comprehensive exam. The English Graduate Office wishes to keep the traditional two-term thesis as an option for MA students and add a "research problems in lieu of a thesis" option.

#### International Studies

**VIII-5. International Studies, MA, - Request change in Requirements**

**Justification:** Removal of the GRE as a requirement will allow students admission to the program on the basis of requirement more suited to the degree plan. Adjusting 3 hours from the professional skills track and adding them to the specialization track will allow students more class hours toward classes specializing in the career goals.

**A. In Grad Track**

**College of Engineering**

**Department of Computer Science and Engineering**

**MOTION TO VOTE ON ITEM VIII-6. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM VIII-6.**

**VIII-6. Computer Science, BS with grad track option leading to Computer Science, MS - Request change in Requirements**

**Justification:** Adding more courses will give our students more choices in the GradTrack program.

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

**X. CONSENT CALENDAR**

**A. Course Changes**

**College of Education**

**MOTION TO VOTE ON ITEMS X-1. THROUGH X-23. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS X-1. THROUGH X-23. WITH AMENDMENTS ON ITEMS X-2, X-5. AND X-6. – DEPT. REQUESTING COURSE TITLE CHANGE.**

**Department of Counseling & Higher Education**

**X-1. COUN 6651 - Advanced Theories of Counseling (Prerequisite)**

**Prerequisite:** *COUN 6210 and admission to doctoral program in counseling or consent of instructor.* > None

**Department of Educational Psychology**

**X-2. EDSP 5310 - Introduction to Autism Spectrum Disorder (Course Title, Prerequisite)**

**Course Title:** *Introduction to Autism Spectrum Disorders* > Introduction to Autism Spectrum Disorder  
**Prerequisite:** *EDSP 5710* > None

**X-3. EDSP 5330 - Classroom and Behavior Management Strategies for Exceptional Learners (Description, Prerequisite)**

**Description:** *Focus on a variety of classroom based approaches to aid in the behavioral management of exceptional learners. Students learn how to implement individualized techniques including applied behavioral analysis, as well as larger group strategies, to foster positive behavioral, social and emotional growth. Special attention is given to the development of behavioral intervention plans and positive behavioral supports for students with challenging behaviors.* > Introduces students to the principles and practice of applied behavior analysis (ABA) in school settings involving students with special needs. Focuses on the fusion of scientific or evidence-based practices with ethical principles in the design of a

\*Indicates THECB approval required



function-based behavior intervention plan (BIP) for a person with a disability who displays behavior problems.

**Prerequisite:** ~~EDSP-5710~~ > None

**X-4. EDSP 5340** - Supporting High Functioning Students with Autism in General Education (Prerequisite)

**Prerequisite:** ~~EDSP-5310~~ > None

**X-5. EDSP 5350** - Educational Programming for Students with Autism Spectrum Disorder (Course Title, Description, Prerequisite)

**Course Title:** ~~Educational Programming for Students with Autism Spectrum Disorders~~ > Educational Programming for Students with Autism Spectrum Disorder

**Description:** ~~Focus on the unique programming needs of students with autism spectrum disorders. Specific educational and behavioral interventions are discussed as well as several of the more controversial therapies. Characteristics associated features of students with autism and Asperger's Syndrome are presented.~~ > Focuses on the unique programming needs of students with autism spectrum disorder. Specific educational and behavioral interventions are discussed as well as several of the more controversial therapies. Characteristics associated features of students with autism are presented.

**Prerequisite:** ~~EDSP-5310 or equivalent, or consent of department.~~ > EDSP 5310 or equivalent for students in the Autism Intervention concentration, or consent of department.

**X-6. EDSP 5360** - Assessment of Autism Spectrum Disorder (Course Title, Description)

**Course Title:** ~~Assessment of Autism Spectrum Disorders~~ > Assessment of Autism Spectrum Disorder

**Description:** ~~Focuses on the assessment needs of children with autism spectrum disorders. The various components of a complete education evaluation are discussed as well as how to apply assessment information in planning the programming needs for children with autism spectrum disorders. Various evaluation tools and procedures are reviewed and demonstrated.~~ > Focuses on evidence-based practices for the assessment and identification of autism spectrum disorder (ASD). The various components of a comprehensive evaluation are discussed. Various evaluation tools and procedures are reviewed and demonstrated.

**X-7. EDSP 5660** - Transition of Youth with Emotional and Behavioral Disorders (Prerequisite)

**Prerequisite:** ~~EDSP-5600. Consent of instructor.~~ > EDSP 5710 or consent from instructor.

**X-8. EPSY 5113** - Developmental and Family Theory (Prerequisite)

**Prerequisite:** ~~EPSY-5000 or consent of instructor.~~ > None

**X-9. EPSY 5123** - Human Development Across the Life Span (Prerequisite)

**Prerequisite:** ~~EPSY-5000 or consent of instructor.~~ > None.

**X-10. EPSY 5133** - Infant and Child Development (Description, Prerequisite)

**Description:** ~~Findings and implications of current theory and research in emotional, social, cognitive, language, physical and perceptual development from birth through infancy and older childhood.~~ >

Findings and implications of current theory and research in emotional, social, cognitive, language, physical and perceptual development from birth through infancy and middle childhood.

**Prerequisite:** ~~EPSY-5123~~ > None

**X-11. EPSY 5143** - Advanced Adolescent Development (Prerequisite)

**Prerequisite:** ~~EPSY-5123~~ > None

**X-12. EPSY 5240** - Survey Research Methods in Education (Prerequisite)



- Prerequisite:** ~~EPSY 5050~~ > None
- X-13. EPSY 5413 – Family Relationships (Prerequisite)**
- Prerequisite:** ~~EPSY 5000 or consent of instructor.~~ > None
- X-14. EPSY 5550 - Learning Theories (Prerequisite)**
- Prerequisite:** ~~EPSY 5000~~ > None
- X-15. EPSY 6103 - Cognitive and Language Development (Prerequisite)**
- Prerequisite:** ~~EPSY 6040 or consent of instructor~~ > None
- X-16. EPSY 6110 - Individual Difference, Creativity and Problem Solving Development (Prerequisite)**
- Prerequisite:** ~~EPSY 5000~~ > None
- X-17. EPSY 6113 - Application of Developmental Theories in Research Development (Prerequisite)**
- Prerequisite:** ~~EPSY 5113~~ > None
- X-18. EPSY 6153 - Social-Emotional Development (Description)**
- Description:** ~~Comprehensive developmental sequence of social and emotional development from birth through adulthood. Course content focuses on both theory and research pertaining to the development of emotions and temperament as well as intra- and interpersonal issues of social development.~~ > Comprehensive developmental sequence of social and emotional development from birth through adulthood. Focuses on both theory and research pertaining to the development, expression, and regulation of emotions as well as intra- and interpersonal issues of social development.
- X-19. EPSY 6163 - Diversity in Individuals, Families and Schools (Prerequisite)**
- Prerequisite:** ~~EPSY 5000 or consent of instructor.~~ > None
- X-20. EPSY 6210 - Multiple Regression Analysis and Related Methods Schools (Prerequisite)**
- Prerequisite:** ~~EPSY 5990 and consent of the department.~~ > EPSY 6010 or equivalent.
- X-21. EPSY 6220 - Advanced Testing and Measurement (Prerequisite)**
- Prerequisite:** ~~EPSY 5210 and EPSY 5350~~ > EPSY 6010 or equivalent.
- X-22. EPSY 6290 - Multivariate Statistics in Education (Prerequisite)**
- Prerequisite:** ~~EPSY 6010, 6020~~ > EPSY 6210
- X-23. EPSY 6313 - Application of Family Theory in Research (Description, Prerequisite)**
- Description:** ~~Reviews classic and contemporary family theories focusing on the scholarly application of these theories in scientific research on families. Specific attention is paid to theory building and current research employing these theoretical perspectives.~~ > Reviews classic and contemporary family theories and current family trends focusing on the scholarly application of these theories in scientific research on families. Specific attention is paid to theory building and current research employing these theoretical perspectives.
- Prerequisite:** ~~EPSY 5413~~ > None

**Department of Teacher Education & Administration**

**MOTION TO VOTE ON ITEMS X-24. THROUGH X-27. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS X-24. THROUGH X-27.**

**X-24. EDCI 5105 - Practicum I (Prefix)**

**Prefix:** ~~EDSE~~ > EDCI

**X-25. EDCI 5108 - Student Teaching in the Secondary Schools (Prefix, Prerequisite, Corequisite)**

**Prefix:** ~~EDSE~~ > EDCI

**Prerequisite:** ~~EDSE 5001, EDCI 5010, EDSE 5003, EDSE 5004, EDCI 5020.~~ > EDSE 5001, EDCI 5010, EDSE 5003, EDSE 5004, EDCI 5020, EDCI 5030.

**Corequisite:** ~~None~~ > EDCI 5118

**X-26. EDCI 5115 - Practicum II (Prefix)**

**Prefix:** ~~EDSE~~ > EDCI

**X-27. EDCI 5118 - Student Teaching in the Secondary Schools (Prefix, Description, Prerequisite, Corequisite)**

**Prefix:** ~~EDSE~~ > EDCI

**Description:** ~~Required for those seeking secondary certification. See student teaching program for details. Pass/no pass only.~~ > Teaching under supervision. Research paper may be required.

**Prerequisite:** ~~EDSE 5001, EDCI 5010, EDSE 5003, EDSE 5004, EDCI 5020.~~ > EDSE 5001, EDCI 5010, EDSE 5003, EDSE 5004, EDCI 5020 and EDCI 5030

**Corequisite:** ~~None~~ > EDCI 5108

**College of Health & Public Service**

**Department of Rehabilitation & Health Services**

**MOTION TO VOTE ON ITEM X-28 – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM X-28.**

**X-28. HLSR 6710 - Health Disparities and Social Justice (Prefix, Description)**

**Prefix:** ~~RHAB~~ > HLSR

**Description:** ~~In depth examination and discussion of the theories of justice, social determinants of health and disability, and learn about community-based participatory research and narrative methods that may be used to address social injustices and public health inequities.~~ > In-depth examination and discussion of the theories of justice, social determinants of health and disability, and learn about community-based participatory research and narrative methods that may be used to address social injustices and public health inequities in health services research doctoral program.

**College of Information**

**Department of Information Science**

**MOTION TO VOTE ON ITEM X-29 – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM X-29.**

**X-29. INFO 5090 - Practicum and Internship in the Field Study (Prerequisite)**

**Prerequisite:** *Admission to candidacy, application for practicum/internship early in prior terms/semester and appropriate administration course or type of system course (may be taken concurrently).* > Consent of the department's advisor.

### **College of Liberal Arts & Social Sciences**

#### **MOTION TO VOTE ON ITEMS X-30. THROUGH X-33. AS A BLOCK – UNANIMOUS APPROVAL**

#### **UNANIMOUS APPROVAL OF ITEMS X-30. THROUGH X-33.**

#### **Department of English**

##### **X-30. ENGL 5930 - Research Problems in Lieu of Thesis (Description, Semester Credit Hours)**

**Description:** *Composition of an original scholarly paper in the field of linguistics and/or English as a second language.* > Composition of an original scholarly paper 20 to 25 pages in length. Project must be approved by instructor of course and major professor.

**Semester Credit Hours:** ~~6 hours~~ > 3 hours

#### **Department of Geography & the Environment**

##### **X-31. GEOG 5560 - Application Development with Python Programming (Course Title, Short Course Title, Description)**

**Course Title:** *GIS Programming* > Application Development with Python Programming

**Short Course Title:** *GIS* > PYTHON PROGRAMMING

**Description:** *Modern GIS embraces the concept of open systems, which means GIS software can be customized to fit specific requirements of individual implementation environments. Students learn key concepts and develop skills in object oriented programming, GIS customization, and application development. In addition to laboratory exercises, students design and implement a GIS programming project and gain hands on skills in accessing databases, maps, data layers, features, and geometric objects in GIS.* > Developing customized computer applications for efficiently processing and managing data is vital to fulfill needs that are not met by existing, off-the-shelf software. Examines Python programming concepts, input and output, logic structures, data structures, and object-oriented programming. Python applications are developed through a series of mini-projects covering a variety of tasks including data extraction from online sources, data manipulation and management in relational database management systems, and graphing and visualization.

#### **Department of Psychology**

##### **X-32. PSYC 6835 - External Research Practicum (Semester Credit Hours)**

**Semester Credit Hours:** ~~1 hour~~ > 1-3 hours

#### **Department of Spanish**

##### **X-33. SPAN 5490 - Twentieth-Century Poetry in Spanish (Course Title, Short Course Title, Course Number, Topics Status, Repeat Status, Description)**

**Course Title:** *Spanish Poetry* > Twentieth-Century Poetry in Spanish

**Short Course Title:** *SPANISH POETRY* > 20<sup>TH</sup> CENT SP POETRY

**Course Number:** ~~5480~~ > 5490

**Topics Status:** ~~Yes~~ > No

**Repeat Status:** ~~Yes~~ > No

**Description:** *Topics in the development of poetry in Spanish from its origins to the present. Readings, lectures and term projects.* > Explores revolutions in poetry in Spanish at the end of Hispanic modernismo and later. Readings, lectures and term projects.

**B. Course Deletions**

**College of Education**

**Department of Educational Psychology**

**MOTION TO VOTE ON ITEMS X-34. THROUGH X-38. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS X-34. THROUGH X-38.**

**X-34. EDSP 5010 - Characteristics of Individuals with Mental Retardation**

**Justification:** Course has not been offered for several terms and concentration no longer desires to have it in catalog.

**X-35. EPSY 5313 - Parent-Child Interaction**

**Justification:** Course was only necessary for old Family Science concentration, which is now inactivate and replaced with Family Policy and Public Administration, which has new course requirements. This course is no longer needed.

**X-36. EPSY 5423 - Marriage and Relationship Education**

**Justification:** Course was only necessary for old Family Science concentration, which is now inactivate and replaced with Family Policy and Public Administration, which has new course requirements. This course is no longer needed.

**X-37. EPSY 5433 - Partnerships: Family, School and Community**

**Justification:** Course was only necessary for old Family Science concentration, which is now inactivate and replaced with Family Policy and Public Administration, which has new course requirements. This course is no longer needed.

**X-38. EPSY 6630 - Twice Exceptional Students**

**Justification:** Gifted and Talented concentration wishes to remove course; no longer offered.

**NO NEW BUSINESS**

**REQUEST TO ADJOURN MEETING – UNANIMOUS APPROVAL**