

**Graduate Council Minutes**  
**Thursday – October 21, 2021**  
**Zoom mtg. ID: 941 0220 5134 - 3:00PM-5:00PM**  
<https://unt.curriculog.com/agenda:476/form>

**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:** *Selcuk Acar, Douglas Brozovic, Kris Chesky, Nolan Gaffney, Daphne Gerling (absent), Jaymee Haefner, John Martin, Gwen Nisbett, Denise Philpot, Lawrence Williams, Dale Yeatts, Paul Hudak*

**I. ANNOUNCEMENTS**

**Victor Prybutok:**

- Welcomed all Graduate Council members and attendees on this beautiful Fall weather day
- Thanked everyone for working together in getting all these proposals in for this month's meeting

**Kris Chesky:**

- Welcomed all Graduate Council members and attendees
- Welcomed and introduced the new voting member: John Martin from University Libraries
- Informed members and attendees that there were 166 proposals on the agenda and if there are any questions and/or comments to feel free to interject at any time.
- Announced that this was the “final” meeting to consider curriculum or course change requests for inclusion in the 2022-2023 Graduate Catalog. However, colleges/departments/programs can always submit a request into Curriculog for a “year exception” on their proposals for Graduate Council to vote on.

**II. MINUTES**

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

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

**II-1.** Approval of September 16, 2021 minutes

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

**IV. REQUEST FOR NEW COURSES**

**College of Education**

**Department of Educational Psychology**

**MOTION TO VOTE ON ITEMS IV-1. THROUGH IV-6. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS IV-1. THROUGH IV-6.**

**IV-1. EPSY 6000 - Applied Research Design and Analysis**

**Description:** This course will acquaint students with epistemic reasoning derived from research in a way that emphasizes the unique role educational leaders and practitioners assume as part of the research enterprise in education. The course aims to de-mystify the complexity in how research methods are employed and linked to analytical work including statistics, providing conceptual understanding of what is and should be reported in research, the relevance of reported outcomes, and the implications of research for enhanced practice. The course is designed to prepare students to work collaboratively with quantitative researchers, in conceptualizing and implementing research designs in ways that serve the needs of researchers and practitioners.

**IV-2. [EPSY 6001 - Action Research and Evaluation](#)**

**Description:** This course focuses on action research and evaluation for practitioners with emphasis on qualitative and mixed methods approaches. Students will be informed about the variety of applied action research approaches and learn how to use action research to make evidence-based decisions in professional settings to improve practice. Students will conduct field research and engage in seminar discussions using a project-based learning model.

**IV-3. [EPSY 6500 - Learning Sciences Seminar 1](#)**

**Description:** This course provides an overview of theoretical perspectives and methodological approaches to the study and design of learning. This course will consider the role of social context and culture in shaping learning processes; the various ways learning is demonstrated; and the implications of these processes for the design and study of learning environments.

**IV-4. [EPSY 6510 - Learning Sciences Seminar 2](#)**

**Description:** This advanced Learning Sciences course provides a context for deepening students' professional identities as Learning Sciences scholars by articulating and developing their own theoretical perspectives and methodological approaches to the study and design of learning in preparation for their dissertation work. This course supports students to deepen their understanding of the role of social context and culture in shaping learning processes, the various ways learning is demonstrated, and the implications of these processes for their design and study of learning environments.

**IV-5. [EPSY 6520 - Design-Based and Participatory Research Methods](#)**

**Description:** Provides an overview of design-based research (DBR) observational methods, participatory action research (PAR), community-based research (CBR), and social design experiments (SDEs). Builds capacity to form ethical and effective partnerships toward design-based and participatory research studies. Provides support in conceptualizing and designing their own design-based and/or participatory research studies.

**IV-6. [EPSY 6530 - Research Methodologies as Contexts for Learning](#)**

**Description:** Explore multiple approaches to analysis of learning contexts and the iterative qualitative exploration of data that supports the learning of researchers and the iterative design of learning environments. Students will engage in a small sample-project using a corpus of data to explore a phenomenon of interest, recording their iterative analysis process through analytical memos and presenting their methodological justifications for method choices throughout the semester.

**College of Engineering**

**MOTION TO VOTE ON ITEMS IV-7. THROUGH IV-10. AS A BLOCK – UNANIMOUS APPROVAL  
UNANIMOUS APPROVAL OF ITEMS IV-7. THROUGH IV-10.**

**Department of Biomedical Engineering**

**IV- 7. [BMEN 5330 - Three-Dimensional Bioprinting](#)**

**Description:** There have been great advances made recently in three-dimensional (3D) bioprinting, which is a robotic additive manufacturing of functional human tissue constructs using living cells and hydrogels, similar to their tissue structure in vivo. This practical course will introduce the basic principles and applications of 3D bioprinting of human cells in biomimetic hydrogels (a.k.a. “bioinks”) to create multicellular tissue constructs used in biomedical and biological research.

**IV-8. [BMEN 5331 - Drug Delivery and Nanomedicine](#)**

**Description:** This comprehensive course covers the effective design and development of modern medicines. The course includes subject-specific content in the area of drug delivery and nanomedicine. This will examine current challenges in drug delivery and how advanced formulation designs and nanotechnology can provide opportunities to enhance future treatment. - Further details on proposal -

**IV-9. [BMEN 5332 - Soft Robotics in Biomedical Engineering](#)**

**Description:** Modeling and analysis of Soft Actuators, Soft Materials, soft Sensors and their application in rehabilitation and wearable technologies.

**Department of Mechanical Engineering**

**IV-10. [MEEN 5740 - Robotics and Automation](#)**

**Description:** Robotics, mechatronics, and manufacturing automation. Robot modeling, kinematics, kinetics, sensors and actuator, trajectory planning, vision, artificial intelligence, classical and modern feedback control. MATLAB is used for project-based learning.

**College of Health & Public Service**

**MOTION TO VOTE ON ITEMS IV-11. THROUGH IV-19. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS IV-11. THROUGH IV-19.**

**Department of Behavior Analysis**

**IV-11. [BEHV 5400 - Behavioral Neuroscience](#)**

**Description:** The brain plays a fundamental role in allowing organisms to learn and interact effectively with their environment. In this course we will analyze how neural activation and anatomy are shaped - during the lifetime of the individual - by relevant behavioral variables. We will look at different levels of resolution, starting from the individual neuron, its structure and how neurons communicate with each other, to larger structural elements (e.g., the hippocampus), and to the whole organism. In all cases we will take into account how experience continuously modifies structure and activation of neural variables. The course will stress that brain activation in relation to behavioral variables can only be understood by taking a systemic approach in which the role of individual areas is best understood within the context of other brain areas and within the natural environment. We will introduce the methodologies typically used in behavioral neuroscience, with a specific focus on neuroimaging technologies applied to the behaving organism.

**IV-12. [BEHV 5410 - Brain Plasticity and Behavioral Dynamics](#)**

**Description:** In the first part of this course, students will be introduced to underlying problems and strategies for cross-level analytical science, and to behavioral science as the organizing framework for this class’s material. Under this organizing framework, students will then be introduced to the general architecture of the brain, to the known functions of important areas, and to the behavioral and environmental processes that

contribute to building this anatomy. The second part of the course will focus on the mechanisms by which brains and behavior change, the mechanisms of neural plasticity and their relationship to the environment, to the physiological mediation of environment-behavior relations, to the network structures related to brain and behavioral plasticity, and to the role of biological complexity, systems organization, and integration in behavioral processes. - Further details on proposal -

## **Department of Rehabilitation & Health Services**

### **IV-13. PAPS 6240 - Lifestyle Medicine**

**Description:** Lifestyle Medicine is the use of evidence-based lifestyle therapeutic intervention—including a whole-food, plant-predominant eating pattern, regular physical activity, restorative sleep, stress management, avoidance of risky substances, and positive social connection—as a primary modality, delivered by clinicians trained and certified in this specialty, to prevent, treat, and often reverse chronic disease. This course’s primary aim is to demonstrate how lifestyle interventions can improve an individual’s health behaviors and short and long-term health outcomes. Students will work to confidently create goals with individuals and progress toward adopting healthy habits. This course brings evidence-based knowledge and practical strategies to those health professionals aspiring to instill healthy lifestyle behaviors and themselves and their patients, clients, families, and friends.

### **IV-14. PAPS 6200 - Foundations of Physician Assistant Practice**

**Description:** This course allows doctoral students in the PAPS concentration, to explore advanced contemporary topics related to the Physician Assistant (PA) profession. In this course, we will examine the social contexts and emerging issues related to PA practice. We will trace significant historical developments and the transformation of the PA role in health care delivery.

### **IV-15. PAPS 6210 - Genetics and Genomics for Health Professionals**

**Description:** This course will provide skills and knowledge to allow healthcare professionals navigate genetic and genomic testing with confidence. All aspects of genetic and genomic evaluation are discussed from evaluating a family health history through to evaluating test results such as whole genome sequencing or pharmacogenomic testing. Furthermore, we will assess the current state of direct-to-consumer genetic testing and how to evaluate any genetic or genomic test when patients present a genetic test with questions.

### **IV-16. PAPS 6220 - Entrepreneurship and Innovative Problem Solving for Health Professionals**

**Description:** The following topics in the lens of health care will be discussed: concepts and principles of entrepreneurship, design thinking, strategic leadership, human-centric and design-driven innovation, and change management. - Further details on proposal –

### **IV-17. PAPS 6230 - Organizational Leadership for Health Professionals**

**Description:** This course will help students to apply the public health professionalism framework to the practice of public health leadership.

### **IV-18. PAPS 6900 - Special Problems in Physician Assistant Professional Studies**

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

### **IV-19. RHAB 5719 - Trauma and Crisis intervention in Rehabilitation Counseling**

**Description:** Trauma and Crisis intervention in Rehabilitation Counseling examines the impact of traumatic events and traumatic stress across the lifespan, with a focus on the long-term developmental impact of child-maltreatment and other forms of acute and chronic stress later in development. This course will examine major

neurobiological and psychological theories that explain adaptive and maladaptive responses to traumatic events, in addition to examining factors that contribute to Post-Traumatic Stress Disorder (PTSD), Chronic PTSD, and those that foster post-traumatic growth and resilience. This course will also cover issues clinicians face related to vicarious traumatization, empathy fatigue, and self care, and provide a framework for treating trauma as it relates to crisis intervention and broader Rehabilitation Counseling Practice for individuals with disabilities.

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

(grouped courses by college for vote; grouped by department for discussion)

**MOTION TO VOTE ON ITEMS IV-20. THROUGH IV-89. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS IV-20. THROUGH IV-89.**

### **Department of Anthropology**

#### **IV-20. [ANTH 5060 - Advanced Community Engagement through Action Research](#)**

**Description:** Focuses on various approaches to action research by engaging the community as experts and active collaborators and by thinking about and doing anthropology differently. Advanced action-oriented learning and research to create social change attempting to democratize the process of research and the relationships between the university and community.

#### **IV-21. [ANTH 5070 - Evaluation in Anthropological Practice](#)**

**Description:** Defines and promulgates an anthropological component to a solid basis of research and method already existing in evaluation. Investigates the links between anthropological methods and theory with evaluation. Addresses common methodological, logistic and theoretical issues that occur in the course of conducting evaluation projects using holistic, mixed method and qualitative designs.

#### **IV-22. [ANTH 5130 - Advanced Anthropology of Non-Governmental Organizations](#)**

**Description:** Utilizes an anthropological lens to understand the organizational culture of non-governmental organizations (NGOs) and NGO development in Western and non-Western spheres, with emphasis on their impacts in local and global, neoliberal contexts. Examines diverse and sometimes divergent principles, policies, and practices guiding human rights efforts, humanitarian aid, environmental activism, and cultural heritage.

#### **IV-23. [ANTH 5740 - Advanced Anthropological Perspectives in Tourism](#)**

**Description:** Explores advanced representations of the exotic “other” in host vs. guest encounters before examining such intricacies of global tourism as heritage and authenticity, staging and commodification, development, gender inequality, and sustainability. Through advanced ethnographic case studies, students will explore and compare these phenomena in cultural tourism, eco-tourism, spiritual tourism, and biomedical tourism.

#### **IV-24. [ANTH 5755 - Advanced Anthropology of Stuff and Things](#)**

**Description:** Investigates human relationships in and with the material world using an array of advanced anthropological perspectives and methodologies. From art, architecture and adornment to tools, technology and transportation, students will study how people create, value, exchange, consume, contest, discard and dwell in a world of "stuff and things".

### **Department of Geography and the Environment**

#### **IV-25. [GEOG 5710 - Ecosystem Science: Principles and Applications](#)**

**Description:** General principles governing the flow of water, energy, and nutrients through ecological systems. Examines the interactions between organisms and their physical environment within ecosystems. Applies ecosystem structure, function, and linkages to urban environmental problems and resource management issues through case studies and projects.

### **Department of History**

#### **IV-26. HIST 5061 - Historiography of Stalinism (1917-1953)**

**Description:** The history and historiography of Stalin's Russia (1920s to 1950s), with an emphasis given to scholarly work conducted since the opening of the Soviet archives in the 1990s.

#### **IV-27. HIST 5062 - Everyday Life in the Soviet Union (1917-1991)**

**Description:** Extensive readings and study of the history of everyday life in Soviet Russia (the 1920s –1980s). Emphasis given to the study of economic shortages, propaganda, the cult of leadership, surveillance, fears and beliefs, and popular opinion, as well as the connection of “big” historical narratives to microhistory.

#### **IV-28. HIST 5063 - Russian Spies, KGB, and Surveillance: From the Tsars to Putin**

**Description:** The history of the Russian State Security Service from the 19th century to the present. Emphasis is given to the discussion of theoretical and historiographical works, as well as collections of documents, primary sources, and memoirs.

#### **IV-29. HIST 5065 - The Art of War: Theory and History**

**Description:** Key theorists whose ideas shape the ways historians write about war. Emphasis given to understanding the relationships between military history and military thought.

#### **IV-30. HIST 5066 - History of World War I**

**Description:** Creating new courses from topics per new requirements. Course has been taught as a special topics course for many years.

#### **IV-31. HIST 5070 - World War II**

**Description:** Historiography of World War II, highlighting the diversity of historical approaches to the war, as well as its global nature.

#### **IV-32. HIST 5125 - History of Military Revolution**

**Description:** The historiography of "Military Revolution" in military history and associated scholarly fields.

#### **IV-33. HIST 5155 - Texas Mexican History**

**Description:** History of Mexican-origin people in Texas, emphasizing a range of approaches, methods, and interpretations developed in the field.

#### **IV-34. HIST 5160 - Mexican Americans since 1800**

**Description:** History of Mexican-origin people in the United States since 1800, emphasizing the critical study of race and historical representation.

#### **IV-35. HIST 5173 - Food, Labor and Politics in the Americas**

**Description:** History of the production and distribution of cooked, served, and consumed food with an emphasis on the politics of labor and historical representation in both North and South America.

**IV-36. [HIST 5191 - Modern Middle Eastern History](#)**

**Description:** History of the modern Middle East with an emphasis on important topics and debates in the current literature of the field.

**IV-37. [HIST 5192 - Israeli History](#)**

**Description:** History of the nation of Israel with an emphasis on important topics and debates in the current literature of the field.

**IV-38. [HIST 5193 - Gender and Postcolonialism in Modern Middle Eastern History](#)**

**Description:** History of the modern Middle East with an emphasis on postcolonial theory using gender as a critical category of analysis.

**IV-39. [HIST 5194 - World Histories of Pop Music](#)**

**Description:** History of modern pop music from around the world with an emphasis on historical events that shape music and analyzing the impact that popular musical forms and performers have had on world historical events.

**IV-40. [HIST 5195 - Modern Egyptian History](#)**

**Description:** History of modern Egypt with an emphasis on the most important recent work in field and engaging contemporary political and social issues.

**IV-41. [HIST 5219 - The Holy Dead](#)**

**Description:** The tradition of pilgrimage and the Christian cult of the saints, from late Antiquity through the end of the Middle Ages, with comparisons to the modern era.

**IV-42. [HIST 5270 - The American West](#)**

**Description:** History of the American West emphasizing settler colonialism and the shaping of the American nation.

**IV-43. [HIST 5275 - Environmental History](#)**

**Description:** Theory and methods that emphasize the interactions of communities and their biophysical worlds at different historical moments.

**IV-44. [HIST 5300 - Warfare During the Age of Enlightenment and Revolution](#)**

**Description:** History of warfare during the periods of the Enlightenment and French Revolution, from 1715-1800, emphasizing the interconnected development and evolution of military thought and the art of waging war on operation, strategic, and tactical levels.

**IV-45. [HIST 5302 - Warfare in the Age of Napoleon](#)**

**Description:** Readings course that focuses on an intensive study of the characteristics of Napoleonic warfare.

**IV-46. [HIST 5385 - Nazi Germany](#)**

**Description:** History of Nazi Germany with emphasis on the rise of Nazi ideology, Hitler's role, militarism, and the long-term effects of Nazi rule on German society and European politics.

**IV-47. [HIST 5386 - Nazi Germany at War](#)**

**Description:** History of Nazi Germany during the Second World War, emphasizing the study of the German "way of war," economic preparations for war, and military participation in war crimes and other crimes against humanity.

**IV-48. [HIST 5390 - The Holocaust and Atrocities](#)**

**Description:** History of the Holocaust highlighting the diversity of critical scholarly approaches to the Nazi-perpetrated genocide, as well as atrocities committed by other World War II belligerents.

**IV-49. [HIST 5463 - United States LGBTQ History](#)**

**Description:** Examines and analyzes the ways historians have written about lesbian, gay, bisexual, transgender, and queer history in the United States, including same-sex couplings in early America, the emergence of gay and lesbian identities in the late-19th century, and the modern roles of capitalism, government and other social, political, and cultural forces in the evolution of LGBTQ communities.

**IV-50. [HIST 5465 - U.S. Gender & Sexuality History](#)**

**Description:** History of gender and sexuality in the United States with an emphasis on critical theories and research methods.

**IV-51. [HIST 5490 - The American Revolution](#)**

**Description:** History of the American Revolution, emphasizing the forces that shaped transatlantic relationships during the Revolutionary era.

**IV-52. [HIST 5491 - Historiography of American Exceptionalism](#)**

**Description:** History and critical study of the concept of American exceptionalism in American historiography, emphasizing the work of both American and international scholars.

**IV-53. [HIST 5495 - U.S. Food History](#)**

**Description:** Major topics in U.S. food history with a focus on food as a mechanism for the construction of social, political, and cultural identities.

**IV-54. [HIST 5560 - Modern China](#)**

**Description:** Major topics in the history of China from the 18th century through the early 21st century, emphasizing the politics of historical representation in relation to capitalism, communism, and democracy.

**IV-55. [HIST 5565 - Military History of Modern China](#)**

**Description:** Study of English-language scholarship on strategy, military force and war in China from the seventeenth through the early 21st century.

**IV-56. [HIST 5575 - The Cold War in East Asia](#)**

**Description:** History of the Cold War in East Asia, emphasizing the profound effects of global competition between the Soviet Union and the United States on military conflict and everyday life in Korea, Vietnam, and other nations.



IV-57. [HIST 5643 - The U.S. Army in the Nineteenth Century](#)

**Description:** History of the development of the United States Army in the nineteenth century from an ineffective national defense force to an effective agency for international expansion.

IV-58. [HIST 5700 - Texas History](#)

**Description:** A review of the historical literature concerning the development of Texas from its frontier beginnings to an urban state, focusing on social, political, and economic topics within a chronological framework.

IV-59. [HIST 6065 - Seminar on the History of Modern Warfare](#)

**Description:** Research seminar broadly focused on themes and topics related to the history of modern warfare, preparing students to conduct their own research in the field.

IV-60. [HIST 6070 - Seminar on the History of World War II](#)

**Description:** Training in research methods and approaches unique to the study of the history of the Second World War, preparing students to conduct original research in the field.

IV-61. [HIST 6125 - Seminar in Warfare and State Formation](#)

**Description:** Research seminar focused on the historical relationships between warfare and state formation, with an emphasis given to engaging state of field scholarship in military history, political history, and other fields.

IV-62. [HIST 6150 - Seminar in Mexican American History](#) (requested exception yr.: 2021-2022)

**Description:** Research seminar preparing students to conduct their own original research and writing in the field of Mexican American history.

IV-63. [HIST 6261 - Seminar in Middle Eastern History](#)

**Description:** Research seminar in Middle Eastern history that prepares students to pursue their own research projects, culminating in a formal research paper and presentation.

IV-64. [HIST 6262 - Seminar on Race, Gender, and Decolonization](#)

**Description:** Research seminar preparing students to utilize analytical categories of race, gender, and decolonization to pursue their own research projects, culminating in a formal research paper and presentation.

IV-65. [HIST 6270 - Seminar on the History of the American West](#)

**Description:** Research-based seminar on the history of the American West. Students are introduced to major sets of primary sources in western history and then guided in individual research projects in which they write an article-length manuscript of historical scholarship.

IV-66. [HIST 6275 - Seminar on Nature and Culture in America](#)

**Description:** Research seminar in American environmental history, with an emphasis on using a variety of traditional and nontraditional historical sources to explore historical relationships between nature and culture.

IV-67. [HIST 6277 - Seminar on History, Memory, and Memoir](#)

**Description:** Research seminar focused on the challenges of using memoir and autobiography as historical sources. Students will each research and write a paper based on a manuscript or published personal history from any period or area to enable the class to assess how the genre's conventions changed over time and varied by culture.

**IV-68. [HIST 6278 - Seminar on Modern America](#)**

**Description:** Research seminar focused on interpreting modern American history using a variety of traditional and nontraditional historical sources.

**IV-69. [HIST 6279 - Seminar in Cultural History](#)**

**Description:** Research seminar focused on training students in the methodologies of cultural history, with an emphasis on using a variety of nontraditional historical sources.

**IV-70. [HIST 6300 - Seminar on Warfare during the Ages of Enlightenment and Revolution](#)**

**Description:** Research seminar on warfare during the Ages of Enlightenment and Revolution, 1715-1800, preparing students to conduct original research using eighteenth-century historical sources.

**IV-71. [HIST 6301 - Seminar on Military and Diplomatic History 1648-1914](#)**

**Description:** Research Seminar on warfare and diplomacy from 1648 to 1914, preparing students to conduct original research that engages state of the field work in the military history of European expansion, colonialism, and empire.

**IV-72. [HIST 6302 - Seminar on Warfare During the Age of Napoleon](#)**

**Description:** Research seminar on the history of Napoleonic warfare preparing students to conduct original research using European sources from the era.

**IV-73. [HIST 6365 - Modern Germany Seminar, 1517 to the Present](#)**

**Description:** Research seminar providing students with an opportunity to explore original topics concerning modern German history in a sophisticated, comprehensive manner and accommodating diverse methodological approaches.

**IV-74. [HIST 6390 - Seminar on the History of the Holocaust and Atrocities](#)**

**Description:** Research seminar preparing students to read and critically interpret primary texts on topics related to the Holocaust or other atrocities perpetrated by any of the World War II belligerents.

**IV-75. [HIST 6402 - Seminar in Modern US Political History](#)**

**Description:** Research seminar in modern US political history focused on historical approaches that center the significance of political activities in modern America.

**IV-76. [HIST 6470 - U.S. Gender & Sexuality History Seminar](#)**

**Description:** Research seminar focused on the history of gender and sexuality in the United States, preparing students to conduct original research in the field.

**IV-77. [HIST 6477 - Seminar in Social History](#)**

**Description:** Research seminar that introduces students to main aspects and subfields of “social history.” Common readings encourage students to consider how social history scholarship and methods connect with their research topic.

**IV-78. [HIST 6490 - Seminar in Early American History](#)**

**Description:** Research seminar in the history of early America, with emphasis given to the colonial, revolutionary, and pre-Civil War eras.

**IV-79. [HIST 6575 - Seminar on Warfare in Asia and the Pacific](#)**

**Description:** Graduate research seminar on the history of warfare in Asia and the Pacific, with emphasis on the modern era (19th-21st centuries).

**IV-80. [HIST 6643 - Seminar on United States Army in the Nineteenth Century](#)**

**Description:** Preparation for writing a research paper on the United States Army in the nineteenth century, when it evolved from an ineffective defense force into an effective agency for international expansion.

**IV-81. [HIST 6700 - Seminar in Texas History](#)**

**Description:** Instruction in writing and presenting an academic paper on a topic in Texas history, incorporating a structured approach that includes assessment during research, writing, and presentation.

**International Studies**

**IV-82. [INST 5501 - Middle East Politics & Society through Film](#)**

**Description:** Analyzes socio-cultural, economic and political dimensions of politics in selected countries in the Middle East. Methodological and analytical practices are combined with historical and contemporary knowledge to support original research projects.

**IV-83. [INST 5503 - Human Security in the 21st Century](#)**

**Description:** Advanced studies of human security including economic, political, food, environmental, health, community, and personal security with a focus on armed conflict, social and economic inequality, climate change and displacement. Covers cases primarily, though not exclusively, from Africa, Asia and Europe.

**IV-84. [INST 5600 - Issues and Policies in International Studies](#)**

**Description:** Significant issues and theories in global politics and power structures, and global interactions/tensions in the program's three focus areas: International Security and Diplomacy, International Development, and Globalization and Human Security.

**Department of Media Arts**

**IV-85. [MRTS 5100 - Introduction to Graduate Studies in Media Arts](#)**

**Description:** Key theories and foundational methodological approaches from the arts, humanities, and social sciences that have contributed to the disciplinary tradition of Media Arts.

**IV-86. [MRTS 5205 - History and Theory of Film Remakes](#)**

**Description:** Cultural and industrial logics behind film remakes from their origins as "dupes" at the turn of the 20th century to their current iteration as reboots in the 21st century.

**IV-87. MRTS 5665 - Gender, Race, and Digital Media**

**Description:** Applies intersectional feminist media theory as a framework for analyzing the relationships between gender, race, and digital media. Builds upon critical race theory and sociotechnical approaches to technology to examine how platform politics shape and are shaped by identity, discourse, and experiences.

**IV-88. MRTS 5810 - Directing Narrative Media**

**Description:** Theories and practices of the role of the Film and TV director are examined with the production of short films, actor collaborations, and screenings.

**Department of Political Science**

**IV-89. PSCI 5351 - Foundations of Political Science**

**Description:** Survey of the discipline of political science, general themes and topics, and how each of the major subfields address common issues in the study of politics.

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

**College of Education**

**Department of Educational Psychology**

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

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

**V-1. Educational Psychology with a concentration in Learning Sciences, PhD (add)**

**Justification:** Learning Sciences is an important and growing field of study, which is often interdisciplinary in nature and focuses on the nature and contexts of how and when learning occurs. It is a natural extension as a concentration within our PhD in Educational Psychology. Students need to be prepared to create/revise and study theory-informed learning designs. - Further details on proposal -

**Toulouse Graduate School**

**Center for Interdisciplinary Studies**

**MOTION TO VOTE ON ITEM V-2. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM V-2.**

**V-2. Interdisciplinary Studies with a concentration in Workforce Leadership and Development, MS (add)**

**Justification:** The Workforce Leadership & Development concentration is added to the Interdisciplinary degree program to fill a gap in the interdisciplinary degree program. This gap addresses a need required by working adults as identified through conversations with local organization (e.g., Hartford Insurance, Bank of America).

**College of Health & Public Service**

**Department of Rehabilitation & Health Services**

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

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

**V-3. Health Sciences, Ph.D. with a concentration in Physician Assistant Professional Studies (add)**

**Justification:** The Physician Assistant (PA) Professional Studies concentration is designed to develop physician assistant researchers to advance health care policy and practice. The program is designed with the practicing clinician in mind and allows flexibility while continuing PA practice. This concentration is designed to advance physician assistant practice within the healthcare delivery system and related research.

**College of Information**

**Department of Information Science**

**MOTION TO VOTE ON ITEMS V-4. THROUGH V-7. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS V-4. THROUGH V-7.**

**V-4. Information Science Certificate of Advanced Study (delete)**

**Justification:** The program has had no enrollment in 5 years.

**V-5. Master of Science in Information Science with concentration in Archival Studies (add)**

**Justification:** Add Archival concentration to the existing program for better marketing promotion of the degree.

**V-6. MS in Information Science with a concentration in Information Systems (add)**

**Justification:** This Information Systems concentration is in program description for MS Information Science, but not having a separate concentration in the catalog. We propose to create a separate concentration to address student interest and increasing demand for interdisciplinary skills.

**V-7. MS in Library Science with a concentration in Law Librarianship and Legal Informatics (add)**

**Justification:** This Law Librarianship and Legal Informatics concentration is in program description for MS Library Science, but not having a separate concentration in the catalog. We propose to create a separate concentration to address student interest and increasing demand for interdisciplinary skills.

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

**College of Education**

**MOTION TO VOTE ON ITEMS VI-1. THROUGH VI-3. AS A BLOCK – UNANIMOUS APPROVAL  
REQUEST FROM GC MEMBER TO REMOVE A SENTENCE FROM JUSTIFICATION FROM ITEM  
VI-3.; DEPT REPRESENTATIVE AGREED TO STRIKING THE SENTENCE**

**UNANIMOUS APPROVAL OF ITEMS VI-1. THROUGH VI-3. AS AMENDED**

**Department of Counseling & Higher Education**

**VI-1. Graduate Academic Certificate in Community College Leadership (change in requirements)**

**Justification:** We want to align the certificate more closely with other program offerings and with needed competencies for practitioners in the field. For this reason, we are removing three specialized courses (EDHE

6065, EDHE 6070, EDHE 6075) and replacing them with two broad-based courses (EDHE 5610, EDHE 6710) that will better prepare students for the contemporary challenges facing community college leaders.

### **Department of Educational Psychology**

#### **VI-2. Graduate Academic Certificate in Learning Sciences (+) (add)**

**Justification:** The Learning Sciences field has been preparing both MA and PhD students to conduct design-based and participatory research as well as theory-informed design for nearly 30 years. Graduates from these programs have secured jobs in both formal learning spaces (e.g., pre-K-12 schools, colleges, universities) as well as informal learning spaces (e.g., science and art museums, after-school programs, non-profit organizations). Several have also begun their own non- and for-profit business (e.g., Inquirium, Salt and Light Coalition). We hope by being the first LS GAC in the state of Texas, connected with the first LS concentration offered in North Texas, we will attract new students and support them to be more competitive graduates in their local job markets, while also increasing enrollment at UNT and within the Department of Education Psychology. - Further details on proposal -

#### **VI-3. Graduate Academic Certificate in Qualitative Research (+) (\*) (add)**

**Justification:** This new program contributes to UNT's strategic planning priority objectives in many ways. First, establishing a qualitative research program elevates the prominence of UNT as an R1 Doctoral University with highest research activity as this program will promote increased research productivity in graduate students and affiliated faculty. ~~Also, this new GAC will increase revenue as graduate students choose to remain at UNT longer to complete the GAC requirements.~~ Lastly, this GAC will improve graduate student competitiveness on the job market with increased research skills that are in demand.

### **College of Engineering**

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

Items VI-4. and IV-5 were initially tabled pending consultation with department; approved following discussion with department/college representation

#### **UNANIMOUS APPROVAL OF ITEMS VI-4. AND VI-5.**

#### **VI-4. Graduate Academic Certificate in Robotics, Mechatronics and Automation (+) (add)**

**Justification:** This new certificate enables selection of courses and a directed study that provides interdisciplinary knowledge for students.

#### **VI-5. Graduate Academic Certificate in Advanced Manufacturing (change in requirements)**

**Justification:** New courses related to advanced manufacturing are available.

### **College of Information**

#### **Department of Information Science**

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

#### **UNANIMOUS APPROVAL OF ITEM VI-6.**

#### **VI-6. Graduate Academic Certificate in Rural Library Management (change in requirements)**

**Justification:** Add alternative courses for INFO 5350 (Library Partnership and Community Outreach) and INFO 5750 (Managing Library Automation Projects) courses. This change reflects the current development of rural librarianship and the need for a more flexible program to attract more non-degree seeking students.

**College of Liberal Arts & Social Sciences**

**Department of Sociology**

**MOTION TO VOTE ON ITEM VI-7. – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEM VI-7.**

**VI-7. Graduate Academic Certificate in Digital Sociology (+) (add)**

**Justification:** The department of sociology's masters program currently depends on Grad Track students for enrollments, and even with this pipeline of students, enrollments in 5000-level substantive courses are inconsistent. The department needs to attract a consistent stream of students by offering a credential that adds to the marketability of the sociology masters degree.

Graduate certificates afford students opportunities to learn marketable skills and earn resume-building credentials without committing at the outset to an advanced degree. A four-course digital sociology certificate will:

Provide current masters students an opportunity to learn new research skills and earn a resume-building credential.

Attract new students who want to continue their education and learn marketable digital research skills but may not be ready to commit to a masters degree.

**VII. REQUEST FOR NEW GRADUATE TRACK PATHWAYS**

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

**College of Engineering**

**MOTION TO VOTE ON ITEMS VIII-1. THROUGH VIII-5. AS A BLOCK – UNANIMOUS APPROVAL**

Item VIII-5 was initially tabled pending consultation with department; approved following discussion with department/college representation

**UNANIMOUS APPROVAL OF ITEMS VIII-1. THROUGH VIII-5.**

**Department of Biomedical Engineering**

**VIII-1. Biomedical Engineering, PhD (change in requirements)**

**Justification:** Adding the word 'minimum' to hours required for Individual Research and Dissertation, respectively. Intended as a clarification to students.

Adding Biomedical Engineering to the electives in sub-track for the Research and Academia track, to provide more options for students to choose in their electives.

**Department of Computer Science & Engineering**

**VIII-2. Artificial Intelligence, MS (change in other; add thesis option)**

**Justification:** There is currently not a thesis option for students in the MS in Artificial Intelligence. With the interdisciplinary and growing field of AI, some students are interested in learning not just in our classrooms but also by conducting research in our laboratories.

The course-only option for AI requires 33 credit hours, including 12 credit hours for core courses. The thesis option will reduce the overall credit hour requirement to 30 hours, including 6 credit hours for thesis courses. Additionally, students enrolled in the thesis option will not have to take CSCE 5300: Big Data and Data

Science as one of the core courses, which will reduce the overall core requirement to 9 hours for thesis students.

Students in each concentration (Biomedical Engineering, Machine Learning, and Autonomous Systems) will have the option to complete a thesis, and they will complete their thesis coursework in the department where their concentration is housed.

**VIII-3. Cybersecurity, MS** (change in requirements, hours; adding thesis option)

**Justification:** There is currently not a thesis option for students in the MS in Cybersecurity. With the increasing need for advancements in cybersecurity, some students are interested in learning not just in our classrooms but also by conducting research in our laboratories.

The course-only option for Cybersecurity requires 33 credit hours, including 15 credit hours for electives. The thesis option will reduce the overall credit hour requirement to 30 hours. The number of core courses will be reduced to 15 hours, and the number of elective courses will be reduced to 9 to allow for the 6 hours of thesis credit.

**VIII-4. Data Engineering, MS** (change in requirements, hours; adding thesis option)

**Justification:** There is currently not a thesis option for students in the MS in Data Engineering. With the rapid growth in the various fields of data, some students are interested in learning not just in our classrooms but also by conducting research in our laboratories.

The course-only option for Data Engineering requires 33 credit hours, including 15 credit hours for electives. The thesis option will reduce the overall credit hour requirement to 30 hours, including 6 credit hours for thesis courses. The number of elective courses will be reduced to 12 hours and will include 6 hours of thesis.

Students in each concentration (General Data Engineering, Biomedical Engineering) will have the option to complete a thesis, and they will complete their thesis coursework in the department where their concentration is housed.

Additionally, the catalog entry is being updated to match the curriculum that was approved when the program was proposed in early 2020.

**Department of Electrical Engineering**

**VIII-5. Electrical Engineering, MS** (change in requirements)

**Justification:** This is to more fully specify the core areas of Electrical Engineering

**College of Information**

**MOTION TO VOTE ON ITEMS VIII-6. THROUGH VIII-10. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS VIII-6. THROUGH VIII-10.**

**Department of Information Sciences**

**VIII-6. Data Science, MS** (change in requirements)

**Justification:** Update the course offering to meet the market needs and add newly available courses, and remove courses to be replaced or removed.

**Department of Linguistics**

**VIII-7. English as a Second Language (ESL), MA** (change in requirements)



**Justification:** Simplification in advising and course rotation.

VIII-8. [Linguistics with a concentration in Computational Linguistics, MA](#) (change in requirements)

**Justification:** Simplification in advising and course rotation.

VIII-9. [Linguistics with a concentration in Language Documentation, MA](#) (change in requirements)

**Justification:** Simplification in advising and course rotation.

VIII-10. [Linguistics, MA](#) (change in requirements)

**Justification:** Simplification in advising and course rotation.

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

(grouped programs by college for vote; grouped by department for discussion)

**MOTION TO VOTE ON ITEMS VIII-11. THROUGH VIII-17. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS VIII-11. THROUGH VIII-17.**

### **Department of English**

VIII-11. [Creative Writing, MA](#) (change in requirements; admission)

**Justification:** Currently, the English MA and PhD require applicants to submit GRE scores. The English faculty have voted to remove that requirement. - Further details on proposal -

VIII-12. [English, MA](#) (change in requirements; admission)

**Justification:** Currently, the English MA and PhD require applicants to submit GRE scores. The English faculty have voted to remove that requirement. - Further details on proposal -

VIII-13. [English, PhD](#) (change in requirements; admission)

**Justification:** Currently, the English MA and PhD require applicants to submit GRE scores. The English faculty have voted to remove that requirement. - Further details on proposal -

### **Department of History**

VIII-14. [History, PhD](#) (change in requirements)

**Justification:** working in conjunction with CLASS and Toulouse, our department has chosen to begin admitting students without MA/MS degrees into our PhD program beginning in Fall 2022. Admitting students with BA degrees directly into our PhD program aligns us with our peer institutions and other R1 history programs and will enable us to better compete at recruiting top students to our PhD program.

We have maintained the same number of coursework credit hours for PhD students entering with an MA degree (30 hours).

### **International Studies**

VIII-15. [International Studies, MA](#) (change in requirements)

**Justification:** We have a new course in Curriculog for consideration, INST 5600 – Issues and Policies in International Studies. This is a course that we would like to require for new students in the MA degree program. This would be in the Professional Skills area of the degree. That would increase the Professional Skills portion to 9 credit hours, and reduce the Specialization area to 18 credit hours. The Graduate practicum seminar would remain at 3 hours. - Further details on proposal -

### Department of Media Arts

#### VIII-16. Media Industry and Critical Studies, MA (\*) (change in requirements, increase hours)

**Justification:** 1. The current 30-hour structure results in students enrolling in only 3 hours their final year of the program; this affects financial aid, assistantships, and often leads to students taking additional hours beyond the minimum required. Changing the degree to 33-36 hours puts us on par with other similar programs across the country and allows for a more academically rigorous curriculum. The additional hours allow for the inclusion of a newly created Intro course (MRTS 5100, see below). For students choosing the Exam option as their capstone, we offer a 33-hour degree; the Exam requires 3-hour credit to be taken in their last semester. For students choosing the thesis option, we offer a 36 hour degree; students must take 6-hour thesis credits in their final 2 semesters. - Further details on proposal -

### Department of Political Science

#### VIII-17. Political Science, PhD (change in requirements)

**Justification:** The motivation for the proposed changes is based on the sense that many of our graduate students arrive in our program without a sufficient understanding of the scope of the discipline to readily select their major and minor fields of study. This has important implications for the training of our students. As a result, our department has had many students choose minor fields of study that did ultimately fit well their core research interests and eventual dissertation project. The changes in this proposal would help to provide our graduate students at the beginning of their graduate careers with a broad overview of the discipline and a better sense of where their research interests fit within the subfields. - Further details on proposal -

### College of Science

### Department of Chemistry

#### MOTION TO VOTE ON ITEMS VIII-18. AND VIII-19. AS A BLOCK – UNANIMOUS APPROVAL

#### UNANIMOUS APPROVAL OF ITEMS VIII-18. AND VIII-19.

#### VIII-18. Chemistry, MS (change in other; explanation of how many formal lecture hours are required for the MS)

**Justification:** We needed to clarify how many hours of formal lecture would be required for the MS degree. "A graduate major must present credit for at least 30 semester hours. A minimum of 12 hours of formal (lecture) courses are required above the proficiency level."

We needed to clarify that a teaching certification prior to admissions or receiving the degree is no longer required. - Further details on proposal -

#### VIII-19. Chemistry, PhD (change in other; clarifying formal credit hour requirements & reactivating Chemistry Education Research Option)

**Justification:** We needed to clarify the formal credit hour requirements. "A minimum of 18 hours of formal (lecture) courses are required above the proficiency level."

We have reactivated our Chemistry Education Research option for our Ph.D. program.

We needed to clarify that at least one paper on a topic related to the dissertation will have been accepted in or submitted to a peer-reviewed journal by the time of oral defense.

**A. In Grad Track**

**College of Liberal Arts & Social Sciences**

**MOTION TO VOTE ON ITEMS VIII-20. THROUGH VIII-24. AS A BLOCK – UNANIMOUS APPROVAL**

**UNANIMOUS APPROVAL OF ITEMS VIII-20. THROUGH VIII-24.**

**Department of English**

**VIII-20. English, B.A. with a concentration in Literature with grad track option leading to a M.A. in English (change in requirements)**

**Justification:** We need to bring the program into compliance with federal requirements enforced by SACSCOC.

**Department of Philosophy & Religion**

**VIII-21. Philosophy, BA with grad track option leading to Philosophy, MA (requested exception yr.: 2021-22) (change in requirements)**

**Justification:** Adding more course options, because our Department offers so few graduate courses each semester. We have also recently made changes to our graduate curriculum (created new courses and adjusted our degree requirements), so we need to bring the Grad Track offerings in line with this new curricular focus. Without more options, it will be nearly impossible for students to take advantage of our Grad Track program.

**Department of Political Science**

**VIII-22. Political Science, BA with grad track option leading to Political Science, MA (change in requirements)**

**Justification:** This is a required change as part of SACS accreditation as such, the attached takes our language approved in the spring, and simply modifies it to fit requirements mandated by SACS accreditation of only 2 grad courses.

**Department of Sociology**

**VIII-23. Sociology, BS with grad track option leading to Sociology, MA/MS (requested exception yr.: 2022) (change in other)**

**Justification:** This was originally approved for students to complete up to 12 graduate level SCH during their undergraduate career, which could then be applied to the master's degree. The master's degree in this grad track program is 30 SCH. In order to stay within institutional guidelines, students accepted into this Grad Track program will be able to apply no more than 6 graduate level SCH to both their undergraduate and master's degree. Incorrect graduate course number listed. Course is listed as SOCI 5150 but should be SOCI 5050.

**Department of Technical Communication**

**VIII-24. Professional and Technical Communication, BA or BS with grad track option leading to Professional and Technical Communication MA (change in requirements)**

**Justification:** Making these changes to meet the accreditation requirements of SACSCOC.

- changing the number of graduate hours the student may take from 12 to 6

### College of Science

#### Department of Chemistry

#### MOTION TO VOTE ON ITEM VIII-25. – UNANIMOUS APPROVAL

#### UNANIMOUS APPROVAL OF ITEM VIII-25. AS AMENDED AND DISCUSSED THAT TRACK WILL DROP FROM 12 TO 6 HOURS OF GRADUATE CREDIT IN COMPLETION OF THEIR UNDERGRADUATE DEGREE

VIII-25. Chemistry, BS with grad track option leading to Chemistry, MS (change in requirements, other; summary of how the program works)

**Justification:** We deleted the “Required Courses” section and modified this section to more accurately reflect how the Grad Track program works and provide a summary of what will be needed to prepare for the M.S. degree

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

#### X. CONSENT CALENDAR

##### A. Course Changes

#### MOTION TO VOTE ON ALL ITEMS UNDER COURSE CHANGES FROM X-1. THROUGH X-38. AS A BLOCK – UNANIMOUS APPROVAL

#### UNANIMOUS APPROVAL OF ITEMS X-1. THROUGH X-38.

### College of Education

#### Department of Teacher Education & Administration - Educational Leadership Program

X-1. EDLE 6160 - Leadership for Learning (Course Title, Short Course Title)

Course Title: ~~Professional Learning Communities: Research and Practice~~ > Leadership for Learning  
Short Course Title: ~~LEARNING COMMUNITIES~~ > LEADERSHIP FOR LEARNING

### College of Engineering

#### Department of Biomedical Engineering

X-2. BMEN 6910 - Individual Research (Description, Note(s))

**Description:** ~~To be scheduled by the doctoral candidate engaged in research. Credits may vary from 1-6 SCH.~~ > To be scheduled by the doctoral candidate engaged in research.

**Notes:** ~~May be repeated for credit for a maximum of 6 hours.~~ > May be repeated for credit.

X-3. BMEN 6950 - Biomedical Engineering Doctoral Dissertation (Description)

**Description:** ~~To be scheduled only with the consent of the instructor. 12 hours credit required. No credit assigned until the dissertation has been completed and filed with the graduate school. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy.~~ > To be scheduled only with the consent of the instructor. Minimum 12 hours credit required. No credit assigned until the dissertation has been completed and filed with the graduate school.

Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy.

### Department of Mechanical Engineering

#### X-4. MSET 5100 - Advanced Manufacturing Processes and Technologies (Course Title, Short Course Title, Description)

**Course Title:** ~~Nontraditional Manufacturing Processes~~ > Advanced Manufacturing Processes and Technologies

**Short Course Title:** ~~NONTRAD MFT PROCESS~~ > ADV MFT PROCESS & TECH

**Description:** ~~Analysis of selected contemporary and emerging manufacturing/production processes utilizing high level automation, productivity enhancing technologies and/or specialty technologies; emphasis on process structure, organization, economics and application within the industrial environment.~~  
> Discussion and presentation of advanced manufacturing processes, technologies, and fundamental theory encountered in multi-disciplinary aspects of advanced materials and fabrication techniques for production of advanced electronic, mechanical, and sensing devices and parts in macro, micro, and nano scales.

### Toulouse Graduate School

#### Advanced Data Analytics

#### X-5. [ADTA 5130 - Data Analytics I](#) (Prerequisite)

**Prerequisite:** ~~None~~ > Undergraduate statistics course, ADTA 5100, or equivalent.

### College of Health & Public Service

#### Department of Audiology & Speech Language Pathology

#### X-6. [ASLP 6680 - Pediatric Audiology](#) (Semester credit hours)

**Semester Credit Hours:** ~~2-hours~~ > 3 hours

#### X-7. [ASLP 6990 - Research Project](#) (Semester credit hours)

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

#### Department of Rehabilitation & Health Services

#### X-8. [AARS 6820 - Community Living and Participation](#) (Course title, Short course title)

**Course Title:** ~~Community Integration and Participation~~ > Community Living and Participation

**Short Course Title:** ~~COMM INTEGRATION~~ > COMM LIVNG & PARTIC

#### X-9. [HLSC 6760 - Grant Proposal Writing in Community Development](#) (Prefix)

**Prefix:** ~~HLSR~~ > HLSC

#### X-10. [HLSC 6880 - Analysis and Writing for Reporting and Publication](#) (Prefix)

**Prefix:** ~~HLSR~~ > HLSC

#### X-11. [HLSC 6900 - Special Problems in Health Sciences](#) (Course title, Prefix, Description, Prerequisite)

**Course Title:** ~~Special Problems in Health Services Research~~ > Special Problems in Health Sciences

**Prefix:** *HLSR* > HLSC

**Description:** *Research by doctoral students in an area of special interest. Includes supervised projects, research studies and field-based data collection.* > Individual instruction designed to accommodate the needs of students and demands of program development not met by regular offerings. Short courses and workshops on specific topics are offered on a limited basis, to be repeated only upon demand.

**Prerequisite:** *None* > Consent of instructor.

## **College of Information**

### **Department of Information Science**

#### **X-12. INFO 5220 - Advanced Cataloging and Classification (Description, Prerequisite)**

**Description:** *Advanced descriptive and subject cataloging to represent multiple forms of information resources in bibliographic databases. In depth study of cataloging models, standards and codes (Functional Requirements for Bibliographic Records, Resource Description and Access, Anglo American Cataloging Rules 2, Machine Readable Cataloging); creation of name and subject access points authority records (Functional Requirements for Authority Data, Functional Requirements for Subject Authority Data, Library of Congress and OCLC authority databases); advanced principles of subject analysis and representation, subject heading construction, and subject classification (Library of Congress subject headings, Library of Congress Classification System, etc.); use of professional metadata creation tools (OCLC Connexion, etc.); issues of cataloging quality and future directions in development of library cataloging.* > Advanced cataloging to represent various types of information resources in bibliographic databases to adequately support information user needs. In-depth study of library metadata models (FRBR, FRAD, FRSAD, LRM, and BIBFRAME), standards and codes (RDA; MARC and BIBFRAME element sets), controlled vocabularies and authority databases (e.g., Library of Congress authority files via OCLC Connexion Authorities, LC Linked Data portal). Identity management, including creation of authority records and their application in bibliographic records. Advanced principles of subject and genre analysis and representation, subject heading and/or subject string construction, and subject classification, with LCSH, LCGFT, FAST, and LCC Classification System. Use of professional metadata creation and metadata management tools (OCLC Connexion Client, Classification Web, MarcEdit, etc.). Issues of quality and future directions in development of library cataloging and classification.

**Prerequisite:** *INFO 5210* > INFO 5210 or equivalent introductory cataloging and classification course focusing on RDA cataloging in MARC.

#### **X-13. [INFO 5223 - Metadata for Information Organization and Retrieval I](#) (Description)**

**Description:** *Representation and organization of different kinds of information resources using various forms of metadata. Examination and evaluation of key metadata schemes for representing and organizing information resources in the digital environment. Identification, use and evaluation of metadata creation tools. Exploration of metadata implications for retrieval of information resources.* > Representation and organization of textual information resources and pictorial works and images, as well as collections of these resources, using key item-level and collection-level metadata schemes (Dublin Core DCTERMS, MODS, VRA Core, Dublin Core Collections Application Profile), data content standards, data value standards (various controlled vocabularies, etc.), and data encoding standards (with the focus on XML). Introduction to various other metadata schemes, tools, and technologies for representing and organizing information resources and collections in the digital environment. Exploration of metadata implications for retrieval of information resources and collections.

#### **X-14. [INFO 5224 - Metadata for Information Organization and Retrieval II](#) (Description)**

**Description:** *Examination of current trends in metadata theory and practice. Exploration of metadata quality and interoperability and their implications for retrieval of information resources. Application and evaluation of metadata standards, element sets, and syntaxes for representing and organizing information resources in the digital environment. Exploration of digital repositories for storing information objects, their associated metadata, and making those objects and metadata searchable. Analysis of metadata practices*

~~and applications in digital libraries and repositories.~~ > Current trends and advanced topics in metadata theory and practice for information professionals and researchers. Examination of metadata functionality in supporting user tasks and information needs, including general and unique needs of specific user communities. Exploration of metadata interoperability, its implications for digital repositories, and the ways to achieve metadata interoperability goals. Discussion of metadata transformation principles and utilization of existing tools and technologies for metadata transformation. Exploration of metadata quality and the ways in which it affects retrieval of information resources; evaluation of metadata records using metadata quality control frameworks. Examination of Linked Data tools and techniques applicable to digital library metadata. Application of RDF and JSON as syntaxes for metadata encoding. Exploration of existing and emerging standards, metadata schemes, and controlled vocabularies for representing materials in specialized digital archives.

X-15. [INFO 5741 - Digital Humanities](#) (Prerequisite) (Requested exception yr.: 2022)

Prerequisite: ~~INFO 5740~~ > INFO 5740 or consent from instructor.

#### Department of Linguistics

X-16. [LING 6000 - Tools for Language Technology](#) (Course Title, Short Course Title)

Course Title: ~~Introduction to Language Technology~~ > Tools for Language Technology

Short Course Title: ~~INTRO-LANG-TECH~~ > TOOLS FOR LANG TECH

X-17. [LING 6040 - Introduction to Statistical Methods in Computational Linguistics](#) (Course Title)

Course Title: ~~Introduction to Computational Linguistics~~ > Introduction to Statistical Methods in Computational Linguistics

#### College of Liberal Arts & Social Sciences

##### Department of Anthropology

X-18. [ANTH 5010 - Anthropological Thought and Praxis I](#) (Note)

Note(s): ~~For students taking the online version of ANTH 5010, attendance at the orientation for the Department of Anthropology's online master's students is also required.~~ > For students taking the online version of ANTH 5010, attendance at the orientation for the Department of Anthropology's online master's students is also required.

For online sections, this class has a combination of synchronous and asynchronous learning. There are weekly synchronous Zoom meetings. Day/time TBD by entire class.

X-19. [ANTH 5021 - Anthropological Thought and Praxis II](#) (Note)

Note(s): ~~None~~ > For online sections, this class has a combination of synchronous and asynchronous learning. There are 8 synchronous Zoom meetings. Day/time TBD by entire class.

X-20. [ANTH 5031 - Ethnographic and Qualitative Methods](#) (Note)

Note(s): ~~None~~ > For online sections, this class has a combination of synchronous and asynchronous learning. There are 6-8 synchronous Zoom meetings. Day/time TBD by entire class.

X-21. [ANTH 5041 - Quantitative Methods in Anthropology](#) (Note)

Note(s): ~~None~~ > For online sections, this class has a combination of synchronous and asynchronous learning. There are 6-8 synchronous Zoom meetings. Day/time TBD by entire class.

X-22. [ANTH 5050 - Preparation for Practice and the Applied Thesis](#) (Note)

**Note(s):** *None* > For online sections, this class has a combination of synchronous and asynchronous learning. There are 6-8 synchronous Zoom meetings. Day/time TBD by entire class.

X-23. [ANTH 5110 - Design Anthropology](#) (Note, Prerequisite)

**Note(s):** *None* > Course may be repeated for credit. Projects vary each semester.  
**Prerequisite(s):** *None* > Consent of department.

### Department of History

X-24. [HIST 5500 - Oral History Theory and Methods](#) (Course Title, Description)

**Course Title:** *Theory and Methods of Oral History* > Oral History Theory and Methods

**Description:** *Training in methodology of conducting, editing, transcribing and indexing interviews with eyewitnesses to or participants in historic events; emphasis on archival functions.* > Extensive readings and study of the history, theory, and methods of oral history. Emphasis is given to discussions of best practices in recording, editing, archiving, and presenting interviews; legal and ethical concerns; the overlaps and divergences of history and memory; and how oral history is used in museum exhibitions, plays, documentary works, podcasts, digital projects, and other media. Students also record and transcribe their own oral history interviews for the permanent collection of the UNT Oral History Program.

X-25. [HIST 5940 - Fundamentals of Historical Scholarship](#) (Course Title, Short Course Title, Description, Note)

**Course Title:** *Historical Bibliography* > Fundamentals of Historical Scholarship

**Short Course Title:** *HIST BIBLIOGRAPHY* > HIST FUNDAMENTALS

**Description:** *Introduction to major reference materials in American and European history with discussions of significant research centers.* > Introduction to research and writing skills that are demanded of professionals in the historical discipline in the twenty-first century.

**Note(s):** *Required for all beginning MA/MS students.* > Required for all beginning MA/MS students and BA-PhD students.

X-26. [HIST 6000 - The Historian as Historical Subject](#) (Course Title, Short Course Title, Description)

**Course Title:** *Historiography* > The Historian as Historical Subject

**Short Course Title:** *HISTORIOGRAPHY* > HISTORIAN AS SUBJECT

**Description:** *History of United States and European historical literature.* > Focuses on the critical study of historical methods and patterns of professionalization.

### Department of Sociology

X-27. [SOCI 5203 - Social Science Text Mining](#) (Note)

**Note(s):** *None* > Meets with SOCI 6203. May not receive credit for both SOCI 5203 and SOCI 6203.

X-28. [SOCI 5410 - Medical Sociology](#) (Note)

**Note(s):** *None* > Meets with SOCI 6603. May not receive credit for both SOCI 5410 and SOCI 6603.

X-29. [SOCI 5650 - Sociology of Education](#) (Note)

**Note(s):** *None* > Meets with SOCI 6503. May not receive credit for both SOCI 5650 and SOCI 6503.

X-30. [SOCI 5700 - Health and Aging](#) (Repeat Status, Note)



**Repeat Status:** ~~Yes~~ > No  
**Note:** ~~May be repeated for credit~~ > None

**X-31. SOCI 6203 - Social Science Text Mining** (Note)

**Note(s):** ~~None~~ > Meets with SOCI 5203. May not receive credit for both SOCI 5203 and SOCI 6203.

**X-32. SOCI 6503 - Sociology of Education** (Note)

**Note(s):** ~~None~~ > Meets with SOCI 5650. May not receive credit for both SOCI 5650 and SOCI 6503.

**X-33. SOCI 6603 - Medical Sociology** (Note)

**Note(s):** ~~None~~ > Meets with SOCI 5410. May not receive credit for both SOCI 5410 and SOCI 6603.

**B. Course Deletions**

**College of Engineering**

**Department of Mechanical Engineering**

**X-34. MEEN 5720 - Geothermal Heat Pumps**

**Justification:** This course is duplication of MEEN 5470

**X-35. MEEN 5730 - Bioproducts Manufacturing**

**Justification:** This course is duplication of MEEN 5151

**X-36. MEEN 5760 - Energy Materials**

**Justification:** This course is duplication of MEEN 5480.

**College of Liberal Arts & Social Sciences**

**Department of Media Arts**

**X-37. MRTS 5440 - Broadcast Advertising**

**Justification:** This class is no longer offered and needs to be removed from course offerings in the graduate catalog.

**X-38. MRTS 5630 - Broadcast Programming**

**Justification:** This course is no longer offered and needs to be removed from the catalog.

**C. Information Item-THECB Delete**

**NO NEW BUSINESS**

**REQUEST TO ADJOURN MEETING – UNANIMOUS APPROVAL**