

The Graduate Council Minutes

June 15, 2000
3:00 p.m., Administration Building, Board Room

The next scheduled meeting of the Graduate Council is Thursday, July 20, at 3:00 p.m. in the Administration Building, Board Room. Agenda items are due July 6, and the agenda will be distributed by July 13.

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.

Members present: Atkinson (for Keller), Baird (for Shrader), Evenson (for Hartman), Glover, Hyten, Johnson, Kamman (for Burggren), Lavender (for Gross), Reynolds (for Forney), Schamber, Tate (chair), Terrell, Turner

Visitors present: Austen, Bays, Harrell, Hughes, Killam, Stein, Thomas

I. Approval of Minutes from Previous Meeting: The minutes from the April 20, 2000, meeting were unanimously approved on a motion by Turner and a second by Schamber.

II. Announcements

- A. The Graduate School is looking for two doctoral level students who are in the dissertation stage of their program to help with graduate recruiting.
- B. The new Interim Associate Dean of the Graduate School is Dr. Lynn Eubank from English. Dr. Eubank will begin his new appointment on July 17, 2000. Dr. Terrell will be on leave beginning August 7, 2000 to serve as an ACE Fellow at the University of Maryland in College Park.

III. Requests for New Courses

The following requests were unanimously approved on a motion by Baird and a second by Schamber.

A. Technology and Cognition

1. Add: EDER 6285 – Qualitative Data Analysis in Education (3 hours)

Data collection, analysis and interpretation using qualitative methodology such as participant observation and interviewing for data gathering; constant comparative/grounded theory and modified analytic induction for data analysis. Use of computer software programs for qualitative data analysis. Students will complete a qualitative study consisting of at least 45 hours of field work during the semester. Prerequisite(s): EDER 6280.

Course Safety Category 1

2. Add: EDER 6300 – Applied Research in Education (3 hours)

Design, implementation, and presentation of research in education. Course will result in a completed research project suitable for presentation to an external audience of peers. Prerequisite(s): EDER 6010 and 6020.

Course Safety Category 1

3. Add: EDSP 6800 – Topics in Special Education (3 hours)

Organized seminars designed to accommodate the needs of post-master's level students and the demands of program development that are not met by regular course offerings. Examples of topics which may be covered include: seminar on issues related to aggression and violence: implications for prevention and treatments; and seminar on strategies to address the needs of diverse learners with special needs and their families. Short courses and special seminars on specific topics organized on a limited-offering basis. May be repeated for credit.

Course Safety Category 1

The following request was unanimously approved on a motion by Evenson and a second by Hyten.

B. Behavior Analysis

1. Add: BEHV 5100 – Introduction to Behavior Analysis (3 hours)

Defines and delimits the subject matter of behavior analysis. Examines the principles that describe behavioral processes and distinguishes the learned and unlearned components of operant and respondent behavior. Relates behavior change procedures to the processes accounting for learned behavior.

Course Safety Category 1

The following requests were unanimously approved on a motion by Lavender and a second by Evenson.

C. Library & Information Sciences

1. Add: SLIS 5040 – Information Behavior (3 hours)

Human cognitive behavior in seeking, searching for, browsing, evaluating, and using information. Concepts and contexts of types of knowledge and information need. Professional methods for and practice in user needs assessment, user profiling, and mediation processes for purposes of developing user-centered information systems and services.

Course Safety Category 1

2. Add: SLIS 5095 – Cooperative Education (3 hours)

Supervised work in a job related to student's career objective. Prerequisite(s): consent of the practicum director and the cooperative education department. Pass/no pass only, and cannot be used for degree credit.

Course Safety Category 1

3. Add: SLIS 5208 – Learning Resources Organization and Media (3 hours)

Organization of print and nonprint collections, including descriptive cataloging, Anglo-American Cataloging Rules, Dewey Decimal Classification, Library of Congress and Sears Subject Headings, and MARC records. Media and media services, including media services to special populations. School library automation systems and their management. Prerequisite(s): SLIS 5710 or consent of school

Course Safety Category 1

IV. Request for New Program

None

V. Request for Change in Program/Major/Degree/Option Requirements

The following request was unanimously approved on a motion by Glover and a second by Evenson.

A. The College of Education requests a change in degree requirements for the MS non-thesis option in Kinesiology. The program requests to delete the current degree requirement relating to the requirement of KINE 5940 for non-thesis students and replace it with the requirement that all MS candidates who select the non-thesis option successful complete a final comprehensive examination after completion of a minimum of 24 hours which must include all KINE core courses. Delete the current requirement that a student failing the comprehensive examination must wait until the next long semester to repeat the exam and replace it with the requirement that a student who fails the comprehensive examination must wait until the next administration of the exam. Delete the required 15-18 credit hours of electives and replace it with 15-21 credit hours of electives.

The following request was unanimously approved on a motion by Baird and a second by Glover.

B. The College of Business Administration requests that the name of the Department of Marketing be changed to the Department of Marketing and Logistics.

The following request was unanimously approved on a motion by Kamman and a second by Lavender.

C. The Department of English requests to add Creative Writing to the list of areas in which the dissertation may be written.

VI. Request for Dual/Joint Degree Programs

None

VII. Consent Calendar

The consent calendar was unanimously approved on a motion by Baird and a second by Kamman.

A. Request for Change in Existing Courses

1. Behavior Analysis

- a. Change: BEHV 5540 – Legal/Ethical Issues in Behavior Analysis (change course title and description)

BEHV 5540 – Legal, Ethical and Professional Issues in Behavior Analysis. 3 hours. Addresses and reviews the effects of court decisions in development and implementation of behavioral interventions, ethical requirements of the Behavior Analysis Certification Board, and professional conduct in treatment, intervention, and consultation settings. Topics include accountability, confidentiality, quality of services, quality of life, emergency management, research, professional collaborations, and ethical safeguards.

2. Kinesiology, Health Promotion & Recreation

- a. Change: KINE 5940 – Current Topics in Kinesiology (change course description)

KINE 5940 – Current Topics in Kinesiology. 3 hours. Designated capstone course to provide a culminating experience for students majoring in Kinesiology.

3. Library & Information Sciences

- a. Change: SLIS 5750 – Automation and Information Processing (change course title and description)

SLIS 5750 – Managing Library Automation Projects. 3 hours. Planning, acquisition, development, and installation of computer-based systems in libraries of all types and sizes, oriented around activities necessary for effective library automation projects. Project planning; project approval and start-up; and planning and management of product and service procurement, development of system components, and system installation and maintenance. Prerequisite(s): SLIS 5710 or consent of school.

4. Marketing

- a. Change: MKTG 5150 – Marketing Management (change course description)

MKTG 5150 – Marketing Management. 3 hours. Application of concepts, tools and procedures employed by practicing marketing managers. Specific attention is given to product development and management, promotion development and management, channel selection and management, physical distribution management, and price setting and management. Students acquire skills in the essentials of case analysis and written as well as oral presentation of their analysis. Oral presentations may be made using electronic media. Groups may be required for case work. Prerequisite(s): MKTG 3650 or 5000.

- b. Change: MKTG 5200 – Creating Customer Equity in Marketing Relationships (change course title and description)

MKTG 5200 – Customer Behavior. 3 hours. In a marketplace increasingly characterized by enduring buyer-seller relationships, marketers must be acutely aware of the individual and organizational characteristics that foster brand loyalty and equity. The identification of changing trends in customer behavior as applied to domestic and global markets, consumer markets, business-to-business markets, institutional markets, not-for-profit markets and governmental markets is critical for competitive success in today's dynamic markets and environments. The student will be introduced to models of buying behavior in consumer, business-to-business and not-for-profit marketing exchanges.

- c. Change: MKTG 5250 – Marketing Engineering, Decision Frameworks and Information Tools for Strategic Marketing Decisions (change course title and description)

MKTG 5250 – Information Tools for Strategic Marketing Decisions. 3 hours. This course deals with methods for conducting market research, including applications of quantitative models. Research methodology topics covered include why and when to do marketing research; data types, sources, and collection methods; sampling; and data analysis techniques. Quantitative models include methods and tools for the identification of, and dealing with, uncertainty in marketing decision making. Prerequisite(s): MKTG 5150 and MSCI 5010. MSCI 5180 is recommended.

- d. Change: MKTG 5550 – Opportunities and Threats in Evolving Global Markets (change course title)

MKTG 5550 – Decision Making in Global Markets. 3 hours. The first half of the 21st century will be characterized by significant shifts in their manufacturing, distribution and consumption of products and services. As transitional and emerging economies mature, foreign entry, local marketing and global management become compelling issues in the design and implementation of marketing strategies. Emphasis on the rapidly changing nature of global markets and implications for the desirability and potential profitability of these markets. Significant sources of threats and opportunities, along with those internal resources of a firm necessary for coping with these opportunities and threats will form the core material of the course. Particular emphasis will be given to the market entry and expansion strategies available to multi-national and global marketers. Prerequisite(s): MKTG 5150.

- e. Change: MKTG 5800 – Internship in Marketing or Logistics (change course description)

MKTG 5800 – Internship in Marketing or Logistics. 3 hours. Supervised work experience in a position related to the student's career objective which meets the department's internship requirements. Prerequisite(s): 12 hours of graduate level marketing courses. Student must meet employer's requirements and have consent of the department's MBA adviser and the internship director.

5. Technology and Cognition

- a. Change: EDER 5250 – Supervision of Educational Research (change course title and description)

EDER 5250 – Grant Proposal Writing Techniques. 3 hours. Investigation of state and federal grant funding sources. Introduction to and application of grant proposal writing techniques.

- b. Change: EDER 5350 – Introduction to Educational Measurement (change course title and description)

EDER 5350 – Educational Evaluation and Assessment. 3 hours. Instrumentation and procedures for evaluating and assessing learning in elementary, secondary, and higher education settings, including planning for instruction and assessment, designing and using classroom tests, utilizing performance-based assessment strategies, and communicating student progress. Specifics include test specifications, item-writing strategies, item analysis, test construction, test score characteristics, alternative assessment strategies, interpretation of data from standardized tests, and grading systems.

- c. Change: EDER 6010 – Statistics for Educational Research (change course description)

EDER 6010 – Statistics for Educational Research. 3 hours. The application of statistical techniques to research in education; the development of skills in interpreting statistical concepts. Analysis of variance and covariance, multiple comparisons, non-parametric statistics, and multiple correlation. Prerequisite(s): EDER 5210 or equivalent. Required of all doctoral candidates in education.

- d. Change: EDER 6020 – Methods of Educational Research (change course title, description and prerequisites)

EDER 6020 – Research Methods in Education. 3 hours. An introduction to quantitative (survey, experimental design, correlation, causal-comparative, evaluation) and qualitative (case study, observation, action, participant-observation, historical, ethnograph,

phenomenology) research methods used in conducting educational research. Prerequisite(s): EDER 5210 and 6010 or equivalents.

- e. Change: EDER 6210 – Advanced Quantitative Methods in Educational Research (change course title, description and prerequisites)

EDER 6210 – Multiple Regression Analysis and Related Methods. 3 hours. Introduction to and application of multiple regression and related methods to analysis of data from correlational and experimental studies in education and related disciplines. Topics include introduction to the general linear model, simple and multiple linear regression analysis, data inspection and transformation, non-linear regression, trend analysis, cross validation procedures, and utilization of statistical software for conducting regression analyses. Prerequisite(s) EDER 6010 and 6020 or equivalents; EDER6240 or equivalent is also recommended.

- f. Change: EDER 6230 – Advanced Research Design (change course description and prerequisites)

EDER 6230 – Advanced Research Design. 3 hours. Analysis of data and interpretation of results in various experimental research designs, including factorial, repeated measures, nested, and Latin square designs. Prerequisite(s): EDER 6010 and 6020 or equivalents; EDER 6240 or equivalent is also recommended.

- g. Change: EDER 6240 – Educational Data Processing (change course description and prerequisites)

EDER 6240 – Educational Data Processing. 3 hours. Use of data analysis in the planning and implementation of educational research projects. Emphasis on statistical packages, organization and collection of data, computing hardware and software, and various data display and reporting techniques. Prerequisite(s): EDER 6010 and 6020.

- h. Change: EDER 6250 – Advanced Educational Measurement Applications (change course description and prerequisites)

EDER 6250 – Advanced Educational Measurement Applications. 3 hours. Advanced measurement theory, item analysis, test construction, reliability and validity. Classical, generalizability, Rasch, and IRT techniques are used to provide experience in analyzing and interpreting test data. Prerequisite(s): EDER 5350 or 6220 or equivalent.

- i. Change: EDER 6260 – Seminar in Research Design and Analysis (change course title, description and prerequisites)

EDER 6260 – Advanced Seminar in Educational Research. 3 hours. Study and discussion of contemporary issues and new advances in research design, statistics, measurement, and evaluation. Prerequisite(s): EDER 6210, 6220, 6230, and consent of the department.

- j. Change: EDER 6270 – Structural Equation Modeling (change course description and prerequisites)

EDER 6270 – Structural Equation Modeling. 3 hours. Multiple regression, path analysis, and factor analysis methods are reviewed. Structural Equation Modeling (SEM) approaches using AMOS, EQS, LISREL, MPLUS and other personal computer application software are presented. The basic SEM approaches include path models, factor models, interaction models, MIMIC models, multi-level models, latent growth curve models, and multiple group models. Prerequisite(s): EDER 6290 or equivalent multivariate statistics course.

- k. Change: EDSP 5010 – Educational Aspects of Mental Retardation (change course title and description)

EDSP 5010 – Characteristics of Individuals with Mental Retardation. 3 hours. An overview of the field of mental retardation and developmental disabilities that includes an analysis of definitions, etiological factors, classification schemes and intervention models. Prerequisite(s): EDSP 5710 or consent of department.

- l. Change: EDSP 5020 – Educational Aspects of Mental Retardation (change course title)

EDSP 5020 – Characteristics of Individuals with Learning Disabilities. 3 hours. An overview of the field of learning disabilities that includes an analysis of definitions, etiological factors, classification schemes and intervention models. Prerequisite(s): EDSP 5710 or consent of department.

- m. Change: EDSP 5220 – Educational Strategies for Cognitive Disorders (change course title and descriptions)

EDSP 5220 – Learning Strategies for Individuals with Cognitive Disorders. 3 hours. Course will focus on learning strategies designed for individuals with disabilities. Prerequisite(s): EDSP 5010, 5020, and 5600, or consent of department.

- n. Change: EDSP 5240 – Parent/Professional Communication Strategies (change course title and description)

EDSP 5240 – Effective Practices in Communication and Collaboration with Parents, Caregivers, and Professionals in Regard to Exceptional Learners. 3 hours. Communication and collaboration models and strategies in working with parents, caregivers, and professionals concerned about exceptional learners are examined. Emphasis is placed on the changing definition of families and changing demographics and the implications these changes have for effectively involving others in the decision-making for exceptional learners. Analysis will be made of legal mandates and availability of resources to ensure quality services for exceptional learners.

- o. Change: EDSP 5330 – Discipline and Management Strategies: Classroom Approaches for Exceptional Learners (change course title and description)

EDSP 5330 – Classroom and Behavioral Management Strategies for Exceptional Learners. 3 hours. The focus of the course is on a variety of classroom-based approaches to aid in the behavioral management of exceptional learners. Students will learn how to implement individualized techniques including Applied Behavioral Analysis, as well as large-group strategies, to foster positive behavioral, social, and emotional growth. Special attention will be given to the development of behavioral intervention plans and positive behavioral supports for students with challenging behaviors.

- p. Change: EDSP 5600 – Educational Aspects of Severe Behavioral Problems in Children and Youth (change course title and description)

EDSP 5600 – Characteristics of Children/Youth with Emotional and Behavioral Disorders. 3 hours. An overview of topics related to children and youth with emotional and behavioral disorders, including characteristics, assessment, diagnosis, and evaluation. The course also investigates risk factors for the development of severe behavioral problems and classroom-based interventions. Prerequisite(s): EDSP 5710 or consent of department.

- q. Change: EDSP 5610 – Educational Theories and Practices Relative to Behavioral Problems in Children and Youth (change course title, description, and prerequisites)

EDSP 5610 – Educational Theories and Practices Relative to Children/Youth with Emotional and Behavioral Disorders. 3 hours. Analysis of various theoretical approaches that includes the psychodynamic, ecological, and behaviorist theories utilized in designing intervention programs for individuals with emotional and behavioral disorders. Emphasis upon the application and effectiveness of approaches in a variety of educational and therapeutic environments. Prerequisite(s): EDSP 5600 or equivalent.

- r. Change: EDSP 5620 – Educational Programming for Children and Youth with Severe Behavioral Disorders (change course title, description, and prerequisites)

EDSP 5620 – Educational Programming for Children/Youth with Emotional and Behavioral Disorders. 3 hours. Emphasis is upon designing effective and efficient intervention programs for children/youth with emotional and behavioral disorders that are applicable to a variety of educational settings to include hospitals, mental health centers, and public and private schools. Prerequisite(s): EDSP 5600; EDSP 5610 which may be taken concurrently.

- s. Change: EDSP 5630 – Field Experience with Children and Youth with Severe Behavioral Disorders I (change course title, description, and semester credit hours from 1-6 to 3)

EDSP 5630 – Field Experience with Children/Youth with Emotional and Behavioral Disorders I. 3 hours. Supervised field experience with children and youth with emotional and behavioral disorders. Typically, placement will be within a minimum of two educational settings. Prerequisite(s): EDSP 5600 and consent of department. Students must apply for consent to take the course at least six weeks prior to enrollment. Field experience of 2.5 hours per week required for each hour of enrollment.

- t. Change: EDSP 5640 – Field Experience with Children and Youth with Severe Behavioral Disorders II (change course title, description and semester credit hours from 3 (1;5) to 3)

EDSP 5640 – Field Experience with Children/Youth with Emotional and Behavioral Disorders II. 3 hours. Supervised field experience with children and youth with emotional and behavioral disorders. Placement will be in educationally related environments. Prerequisite(s): EDSP 5600, 5630 and consent of department. Students must apply for consent to take the course at least six weeks prior to enrollment. Field experiences of 2.5 hours per week required for each hour of enrollment.

- u. Change: EDSP 5660 – Transition of Youth with Behavioral Disorders: Issues and Practices (change course title, description and prerequisites)

EDSP 5660 – Transition of Youth with Emotional and Behavioral Disorders: Issues and Practices. 3 hours. An examination of all aspects of the transition of secondary school-aged youth from educational to community-based environments. Includes the rationale for transition programming, practices, and procedures, interagency cooperation, school-based vocational preparation and work-study activities. Emphasis is placed on the role of the special education teacher in the transition process. Prerequisite(s): EDSP 5600 and consent of department.

- v. Change: EDSP 5720 – Analysis of Research and Research Design in Special Education (change course description)

EDSP 5720 – Analysis of Research and Research Design in Special Education. 3 hours. Interpretation, analysis, synthesis and application of research with exceptional populations. Demonstration of oral and written competence in specialization field and related areas.

- w. Change: EDSP 6300 – Program Development for Students with Severe Behavioral Problems (change course title and description)

EDSP 6300 – Program Development for Providing Quality Services to Children and Youth with Emotional and Behavioral Disorders. 3 hours. From the perspective of leadership personnel, emphasis will be on examining and designing components required to ensure quality services for children and youth with emotional and behavioral disorders within educational and therapeutic environments. Development of formal proposals for research and practice are a part of the course.

- x. Change: EDSP 6310 – Current Research in Behavioral Disorders (change course title and description)

EDSP 6310 – Current Research and Best Practices in the Education and Treatment of Children/Youth with Emotional and Behavioral Disorders. 3 hours. Focus is on the analysis of current research and best practices in the field of emotional and behavioral disorders.

- y. Change: EDSP 6440 – Research Issues in Special Education (change prerequisites)

EDSP 6440 – Research Issues in Special Education. 3 hours. Analysis of current research issues and problems unique to exceptional populations. Content includes design, methodology, and statistical topics. Prerequisite(s): EDSP 6270, 6310, 6410; EDER 6010, and 6020, or consent of department.

B. Request for Course Deletion

1. Technology and Cognition

- a. Delete: EDER 5550 – Data Processing for Educators (3 hours)

VIII. Old Business

None

IX. New Business

A. Report from the Admissions and Policy Committee (first reading)

1. USE OF GRADUATE ADMISSION TEST SCORES FOR APPLICANTS WITH ADVANCED DEGREES

RECOMMENDATION: The Admissions and Policy Committee recommends that the Graduate Council approve Option 4, effective Fall 2000 in conjunction with the effective date of the new admission requirements.

Vote: unanimous.

OPTION 1: No change from current policy. All applicants seeking admission to a graduate degree program at the University of North Texas must submit official test scores that satisfy the admission test requirement of the academic unit. There are no waivers to this policy regardless of the level or type of graduate/professional degree that the applicant has previously earned.

OPTION 2: The graduate school will waive admission test requirements for persons seeking admission to any graduate degree program at UNT if the applicant has an earned doctoral degree from a regionally accredited university. In this option, persons with doctoral and other advanced professional degrees will receive automatic waiver of admission test requirements.

OPTION 3: Academic units will have the option to request a waiver of admission test requirements, on a case-by-case basis, for individual applicants who hold an earned doctoral degree from a regionally accredited university. In this option, academic units will make the decision whether or not to waive admission test requirements. The units may decide to request a waiver based on the similarity of the field of study of the applicant's previously earned advanced degree to the selected graduate major at UNT.

OPTION 4: Academic units will have the option to request a waiver of admission test requirements, on a case-by-case basis, for individual applicants seeking admission to a UNT doctoral program who hold an earned doctoral degree or applicants seeking admission to a UNT master's degree with an earned master's or doctorate. All previous masters and doctoral degrees must be from a regionally accredited institution. Grade point average, previous research and publications, similarity of the field of study of the previous degree to the intended UNT major, and other factors may be considered.

2. INDIVIDUAL REVIEWS OF APPLICANTS WITH LOW GRADE POINT AVERAGE (LGPA) FOR GRADUATE ADMISSION DECISIONS

RECOMMENDATION: The Admissions and Policy Committee recommends that the Graduate Council approve Option 3 effective Fall 2000 in conjunction with the effective date of the new admission requirements.

Vote (occurred electronically on June 8, 2000): There was majority recommendation for Option 3 with one dissent by the member from the College of Business Administration.)

OPTION 1: All applicants with GPA's below the minimum admission requirements (below 2.8 overall undergraduate, below 3.0 over the last 60 undergraduate hours, or below 3.4 over the master's degree) will be required to complete 15 hours of undergraduate, upper-division coursework with a grade of "B" or better in each course.

No adjustments will be made for admission test scores or other factors.

OPTION 2: Adjust the current policy to align with the new admission requirements. Applicants with GPA's below the minimum admission requirements (below 2.8 overall undergraduate, below 3.0 over the last 60 undergraduate hours, or below 3.4 over the master's degree) will be required to complete 15 hours of undergraduate, upper-division coursework with a grade of "B" or better in each course. The applicant may also score a 50 point increment on one of the admission tests required by the academic unit for each tenth of a point below the 3.0 (last 60 UG hours) or 3.4 (master's work). **(THIS OPTION WILL BE A NIGHTMARE FOR THE GRADUATE SCHOOL!)**

OPTION 3: Academic units will receive and make admission decisions on LGPA applications with at least 2.4 GPA undergraduate overall, 2.6 on the last 60 hours, or 3.0 on the master's. In determining admissibility of these LGPA applicants, the academic units should conduct individual reviews with a consideration of admission test scores, letters of recommendation, essays, portfolios, and/or other admission criteria. Applicants with a GPA below 2.4 overall, 2.6 on the last 60 hours, or 3.0 on the master's will be automatically denied admission to graduate study by the graduate school. With the consent and consultation from the academic unit, these applicants must complete a 15-hour program of 3000- or 4000-level courses for undergraduate credit beyond the bachelor's degree to demonstrate the ability to undertake graduate-level work. A grade of A or B is required in each course.

BACKGROUND INFORMATION

The Admissions and Policy Committee (APC) held a face-to-face meeting on June 7, 2000 and an on-line meeting on June 8, 2000 to consider options for revising current policies on 1) the use of graduate admission

test scores for applicants with advanced degrees and 2) individual reviews of applicants with low grade point average (LGPA) for graduate admission decisions.

3. USE OF GRADUATE ADMISSION TEST SCORES FOR APPLICANTS WITH ADVANCED DEGREES

Various academic units have requested the option to waive graduate admission tests, such as the Graduate Record Examination (GRE), for applicants who already hold an earned doctoral degree from regionally accredited institutions. Since the purpose of the GRE and other admission tests is to assist in determining an applicant's potential for successful graduate study, graduate advisers, department chairs, and deans have made this request with the justification that an applicant's previously earned advanced degree demonstrates the ability of the applicant for graduate study.

The current university policy requires that all applicants seeking a master's or doctoral degree must provide satisfactory admission test scores. No waivers can be provided for anyone.

The four options were drafted from responses that were received from the graduate faculty last month. The APC recommends Option 4 as the one that provides the optimum flexibility to academic units who may wish to consider an advanced degree in lieu of admission test score requirements.

4. INDIVIDUAL REVIEWS OF APPLICANTS WITH LOW GRADE POINT AVERAGE (LGPA) FOR GRADUATE ADMISSION DECISIONS

In the early part of the last decade, the Graduate Council approved an increase of the minimum GPA requirements for admission to graduate study at UNT. The approved increases are the ones that are currently in place (2.8 overall undergraduate, 3.0 last 60 hours undergraduate, or 3.4 on the master's). In addition to increasing the GPA, the Graduate Council also stipulated that an applicant who did not meet one of these minimum requirements would receive an individual review of the application by the graduate dean, associate graduate dean, or designee. The intent of this individual review is to determine whether the application should be forwarded to the department for further consideration for admission to the intended degree program.

Currently, the graduate school conducts individual reviews of LGPA applicants. In these individual reviews, the graduate school will forward a LGPA application to the appropriate academic unit if the applicant submitted a GRE combined verbal + quantitative score that is high enough to offset the low grade point average. Applicants with a GPA between 2.4 and 3.0 on the last 60 semester hours prior to receiving the bachelor's degree or between 3.0 and 3.4 on a completed master's degree can be considered eligible for admission if they submit a combined V + Q GRE score that is 50 points above the minimum (800 master's or 1000 doctoral) for each tenth of a point that their GPA falls below the minimum 3.0 or 3.4 requirement.

At the discretion of the academic unit, the LGPA applicant may also complete a 15-hour program of 3000- or 4000-level courses with a grade of "B" or better in each course. This is the only option available to applicants with GPA's below 2.4 on the last 60 undergraduate hours or below 3.0 on the completed master's.

With the new admission requirements, the current "one-score-fits-all" combined GRE scores of 800 and 1000, upon which the approved formula for individual review of LGPA applicants was based, will no longer exist. Therefore, it is necessary to revise this current policy.

The Admissions and Policy Committee considered three options for revising the current LGPA individual review policy. These options were drafted based on comments from graduate faculty and graduate school staff. Option 3 is recommended to the Graduate Council as the best revision of the individual review policy. In Option 3, individual reviews of LGPA applicants currently completed in the graduate school will be moved to the academic units.

The majority of the Admissions and Policy Committee recommended option 3. There was one negative vote from the representative from the College of Business Administration.

