

**SAM HOUSTON STATE UNIVERSITY**

**CURRICULUM REPORT**

**FOR THE  
ACADEMIC YEAR  
2006-2007**



**SUBMITTED BY**

**JAMES F. GAERTNER  
PRESIDENT**

**TO THE  
BOARD OF REGENTS  
THE TEXAS STATE UNIVERSITY SYSTEM**

**MAY 2005**

*A Member of The Texas State University System*

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CURRICULUM REPORT

TO

THE BOARD OF REGENTS

BY

SAM HOUSTON STATE UNIVERSITY

MAY, 2005

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**SUMMARY TABLE  
SHOWING MAGNITUDE OF REQUESTS  
FOR THE ADDITION, DELETION, AND CHANGES IN COURSES**

DEPARTMENT	COURSE ADDITIONS	COURSE DELETIONS	COURSE CHANGES: PREFIX, NUMBER, AND/OR TITLE	NET ADDITIONS/ DELETIONS
<b>COLLEGE OF ARTS AND SCIENCES</b>				
Agriculture	1	2	0	-1
Art	2	0	1	+2
Biology	3	0	0	+3
Computer Science	7	0	0	+7
Geology and Geography	0	0	1	0
Music	1	0	0	+1
<b>COLLEGE OF BUSINESS ADMINISTRATION</b>				
Economics and International Business	3	0	0	+3
<b>COLLEGE OF CRIMINAL JUSTICE</b>				
Criminal Justice	1	2	4	-1
<b>COLLEGE OF EDUCATION</b>				
Curriculum & Instruction	0	0	17	0
Health and Kinesiology	3	2	0	+1
Language, Literacy and Special Populations	10	0	1	+10
<b>COLLEGE OF HUMANITIES AND SOCIAL SCIENCES</b>				
English and Foreign Languages	0	2	4	-2
History	4	0	0	+4
Mass Communication	44	50	0	-6
Political Science	1	0	0	+1
Psychology and Philosophy	2	1	4	+1
<b>SAM HOUSTON STATE UNIVERSITY RECAP</b>				
<b>TOTALS</b>	<b>82</b>	<b>59</b>	<b>32</b>	<b>+23</b>

**COLLEGE OF ARTS AND SCIENCES**  
**Recommendation Summary**  
**Curriculum Report 2006-2007**

A: indicates a recommendation for approval  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
AGR 269	A	A	A
ART 331	A	A	A
ART 376	A	A	A
BIO 434	A	A	A
BIO 534	A	A	A
BIO 568	A	A	A
MUS 311	A	A	A
D F 531	A	A	A
D F 534	A	A	A
D F 561	A	A	A
D F 583	A	A	A
D F 584	A	A	A
D F 630	A	A	A
D F 661	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
AGR 260	A	A	A
AGR 267	A	A	A
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
ART 375	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
GEO 434 TO GEO 444	A	A	A
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>			
None			
<b><u>F. CHANGE IN COURSE PREFIX</u></b>			
None			

**COLLEGE OF BUSINESS ADMINISTRATION**  
**Recommendation Summary**  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
ECO 364	A	A	A
ECO 499	A	A	A
ECO 560	A	A	A

**B. COURSES TO BE DELETED**

None

**C. CHANGES IN COURSE TITLE**

None

**D. CHANGES IN COURSE NUMBER**

None

**E. CHANGES IN COURSE TITLE AND COURSE NUMBER**

None

**F. CHANGE IN COURSE PREFIX**

None

**COLLEGE OF CRIMINAL JUSTICE**  
**Recommendation Summary**  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
C J 688	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
C J 662	A	A	A
C J 664	A	A	A
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
C J 632	A	A	A
C J 634	A	A	A
C J 636	A	A	A
C J 692	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
None			
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>			
None			
<b><u>F. CHANGE IN COURSE PREFIX</u></b>			
None			

**COLLEGE OF EDUCATION  
Recommendation Summary  
Curriculum Report 2006-2007**

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		<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>				
KIN	372	A	A	A
KIN	493	A	A	A
KIN	592	A	A	A
RDG	131	A	A	A
RDG	275	A	A	A
SPD	530	A	A	A
SPD	531	A	A	A
SPD	532	A	A	A
SPD	560	A	A	A
SPD	635	A	A	A
SPD	680	W	NA	NA
SPD	682	A	A	A
SPD	698	A	A	A
SPD	699	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>				
KIN	334	A	A	A
KIN	335	A	A	A
ECE	275	W	NA	NA
<b><u>C. CHANGES IN COURSE TITLE</u></b>				
EED	434	A	A	A
EED	435	A	A	A
EED	436	A	A	A
EED	484	A	A	A
SED	383	A	A	A
SPD	637	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>				
None				
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>				
EED	367	A	A	A
EED	485	A	A	A
SED	377	A	A	A
SED	394	A	A	A

**COLLEGE OF EDUCATION  
Recommendation Summary  
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					<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>F. CHANGE IN COURSE PREFIX</u></b>							
EED/SED	531	TO	CI	531	A	A	A
EED/SED	570	TO	CI	570	A	A	A
EED/SED	583	TO	CI	583	A	A	A
EED/SED	585	TO	CI	585	A	A	A
EED/SED	587	TO	CI	587	A	A	A
EED/SED	590	TO	CI	590	A	A	A
EED/SED	593	TO	CI	593	A	A	A
EED/SED	597	TO	CI	597	A	A	A



**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
**Recommendation Summary**  
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		<u>COMMITTEE</u> <u>RECOMMENDATION</u>	<u>AAC</u> <u>RECOMMENDATION</u>	<u>VPAA</u> <u>RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>				
HIS	339	A	A	A
HIS	373	A	A	A
HIS	388	A	A	A
HIS	390	A	A	A
MCM	130	A	A	A
MCM	132	A	A	A
MCM	171	A	A	A
MCM	232	A	A	A
MCM	262	A	A	A
MCM	271	A	A	A
MCM	280	A	A	A
MCM	282	A	A	A
MCM	284	A	A	A
MCM	326	A	A	A
MCM	332	A	A	A
MCM	360	A	A	A
MCM	362	A	A	A
MCM	364	A	A	A
MCM	366	A	A	A
MCM	371	A	A	A
MCM	372	A	A	A
MCM	373	A	A	A
MCM	374	A	A	A
MCM	375	A	A	A
MCM	376	A	A	A
MCM	378	A	A	A
MCM	379	A	A	A
MCM	380	A	A	A
MCM	382	A	A	A
MCM	384	A	A	A
MCM	385	A	A	A
MCM	386	A	A	A
MCM	388	A	A	A
MCM	432	A	A	A
MCM	462	A	A	A
MCM	465	A	A	A
MCM	466	A	A	A
MCM	470	A	A	A
MCM	471	A	A	A
MCM	472	A	A	A
MCM	473	A	A	A
MCM	477	A	A	A
MCM	480	A	A	A

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED, cont.</u></b>			
MCM 482	A	A	A
MCM 491	A	A	A
MCM 493	A	A	A
MCM 498	A	A	A
MCM 499	A	A	A
P A 595	A	A	A
PHL 463	A	A	A
PSY 538	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
FRN 486	A	A	A
GER 470	A	A	A
JRN 131	A	A	A
JRN 180	A	A	A
JRN 261	A	A	A
JRN 263	A	A	A
JRN 266	A	A	A
JRN 269	A	A	A
JRN 320	A	A	A
JRN 334	A	A	A
JRN 336	A	A	A
JRN 362	A	A	A
JRN 364	A	A	A
JRN 380	A	A	A
JRN 381	A	A	A
JRN 382	A	A	A
JRN 385	A	A	A
JRN 431	A	A	A
JRN 432	A	A	A
JRN 468	A	A	A
JRN 498	A	A	A
JRN 499	A	A	A
PSY 734	A	A	A
RTV 116	A	A	A
RTV 117	A	A	A
RTV 163	A	A	A
RTV 178	A	A	A
RTV 263	A	A	A
RTV 264	A	A	A
RTV 265	A	A	A
RTV 270	A	A	A
RTV 318	A	A	A
RTV 319	A	A	A
RTV 330	A	A	A

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>B. COURSES TO BE DELETED, cont.</u></b>			
RTV 335	A	A	A
RTV 370	A	A	A
RTV 372	A	A	A
RTV 373	A	A	A
RTV 374	A	A	A
RTV 375	A	A	A
RTV 376	A	A	A
RTV 377	A	A	A
RTV 378	A	A	A
RTV 379	A	A	A
RTV 380	A	A	A
RTV 471	A	A	A
RTV 472	A	A	A
RTV 474	A	A	A
RTV 475	A	A	A
RTV 479	A	A	A
RTV 493	A	A	A
RTV 494	A	A	A
RTV 495	A	A	A

**C. CHANGES IN COURSE TITLE**

ENG 698	A	A	A
PSY 594	A	A	A
PSY 595	A	A	A
PSY 596	A	A	A
PSY 792	A	A	A
SPN 367	A	A	A
SPN 385	A	A	A
SPN 461	A	A	A

**D. CHANGES IN COURSE NUMBER**

None

**E. CHANGES IN COURSE TITLE AND COURSE NUMBER**

None

**F. CHANGE IN COURSE PREFIX**

None

**College of Arts and Sciences  
Curriculum Report 2006-2007  
Course Changes**

**Department of Agricultural Sciences**

**Courses to be Added**

AGR 269      Confinement Animal Production

The purpose of this course is to study the principles of confinement animal production. Significant components of the livestock industry have evolved from traditional production systems to full confinement livestock production. The principles of confinement livestock management will be considered including intensive herd management, precise production schedules, herd health, ventilation systems, biosecurity, waste management and building design.

**Courses to be Deleted**

AGR 260      Avian Science

The topics of this course will be covered in the proposed AGR 269 Confinement Animal Production course. This course should be deleted if AGR 269 is approved.

AGR 267      Swine Production

The topics of this course will be covered in the proposed AGR 269 Confinement Animal Production course. This course should be deleted if AGR 269 is approved.

**Department of Art**

**Courses to be Added**

ART 331      2D Computer Animation

Presently 2D animation techniques are taught in ART 375 Introduction to Computer Animation, which is primarily a 3D Animation course. There is not enough time to teach both in one course. This course will serve as an introduction to Animation Concepts and cover the techniques used to create 2D animation. This course will be required for Multimedia Authoring and Communication majors who minor in Animation and will be an elective course for BFA Graphic Design and Studio Art majors.

ART 376      Advanced 3D Computer Animation

This course will be a continuation of ART 375. This course will be required for Multimedia Authoring and Communication majors who minor in Animation and an elective course for BFA Graphic Design and Studio Art majors.

**Change in Course Title**

ART 375      Introduction to Computer Animation  
TO  
Introduction to 3D Computer Animation

3D animation is being taught in this course. The title change is to distinguish it from the newly proposed ART 331 2D Computer Animation, and to describe it as a prerequisite to the proposed course ART 376 Advanced Computer Animation.

## Department of Biological Sciences

### Courses to be Added

#### BIO 434 Electron Microscopy

The Department of Biological Sciences had a course in electron microscopy (BIO 461W) until 1998, when the electron microscope was eliminated and not replaced. Thus, the course was dropped from the curriculum because the equipment was not available to teach the class. This year we acquired a new scanning electron microscope as support for the Masters degree programs in Biology and Forensic Science; however, a graduate course cannot be taken by qualified undergraduates, and graduates already regularly take two other 400-level Biology courses that they apply toward their degree programs.

Our undergraduate students will benefit from this class by having access to this important tool, as well as developing competencies that will make them more marketable in careers in Biology or Forensics. However, this equipment requires formal training to use. Additionally, students will learn skills in conducting an independent research project from its inception to the completion of a scientific paper, which will hopefully lead to peer-reviewed publications and presentations at professional conferences.

This course covers an important method of research that is taught nowhere else in our curriculum. Methods learned in this course can be incorporated into many types of biological and forensic research.

#### BIO 534 Electron Microscopy

The Department of Biological Sciences had a course in electron microscopy (BIO461W) until 1998, when the electron microscope was eliminated and not replaced. Thus, the course was dropped from the curriculum because the equipment was not available to teach the class. We now hope to reintroduce this class and make offerings available at both the graduate and undergraduate levels. The department has acquired a new scanning electron microscope, which is in great demand by our students in Biology and the Forensic program.

Graduate students will benefit from this class by having access to this important research tool, as well as developing competencies that will make them more marketable in advanced fields Biology or Forensics. However, this equipment requires formal training to use. This course will provide the training, with an associated special project of the student's design, that may directly support their individual thesis project or future employment goals

This course covers an important method of research that is taught nowhere else in our curriculum. Methods learned in this course can be incorporated into many types of biological and forensic research.

#### BIO 568 Advanced Invertebrate Zoology

With the exception of prokaryotes, invertebrate animals are the dominant life form on earth, both in terms of numbers of individuals and numbers of species. Although we typically have 3-6 students pursuing thesis research on various aspects of invertebrate biology, our graduate curriculum lacks course work dealing specifically with earth's most abundant, and arguably among the most ecologically important organisms. A graduate course in invertebrate biology would allow these students an opportunity to have formal training in a severely underrepresented area. This course covers an important method of research that is taught nowhere else in our curriculum. Methods learned in this course can be incorporated into many types of biological and forensic research.

This course will provide the background for independent thesis research in all aspects of invertebrate biology.

## Department of Computer Science

### Courses to be Added

D F 531 Principle and Policy in Information Assurance

This course provides professionally oriented information and concepts that underpin commercial security and information assurance issues. The development of security policy, defining appropriate information assurance objectives and examining successful models is key to the development and implementation of successful security systems. These concepts are foundational to any study of digital forensics and form a conceptual backdrop to more in-depth courses such as data recovery and network security. This course, along with the courses below, constitute the proposed master's program in Digital Forensics.

D F 534 Digital Security

This course is a required course for the proposed master's program in Digital Forensics. Digital Security encompasses the protection of hardware and systems and the preservation of data contained within those systems and so is foundational to any study of digital forensics. The course examines both the technical aspects of digital security and the environment in which security needs and issues reside.

D F 561 Network Security

This course examines the theoretical and practical application of security principles to the management and oversight of a computer network. The course provides the academic and professional background in network security necessary for entry into commercial network security positions. The course examines the theoretical and conceptual basis for cryptography, stenography and strategic system defense as well as providing a practical, laboratory oriented approach to securing network systems. The course deals with one facet of digital security and provides professional grade skills in preserving network systems. The course is a required course for the proposed Digital Forensics program.

D F 583 Digital Forensics Investigation

This course provides the necessary fundamental skills and knowledge for the integration of digital data collection in the investigative context. This course provides the student with experience in the use of professional grade tools in the analysis of systems for the identification and preservation of digital evidence. This course is a required course for all students in the proposed Digital Forensics program.

D F 584 Software Forensic Evidence Management

This course provides the necessary fundamental skills and knowledge for the integration of digital data collection in an investigative context and the management and handling of that evidence to preserve the chain of evidence. This course is a required course for all students in the proposed Digital Forensics program.

D F 630 Cyber Law

It is anticipated that nearly all graduates of the Digital Forensics program will be employed in roles that require a legal context for responsibilities. The program title, Digital Forensics, assumes a legal framework. This course examines the specific body of law that applies to digital security and investigation. That body of law is not reviewed in other College of Criminal Justice courses due to its specificity. However, it is essential that graduates of this program are conversant with statutory and case law relevant to digital security and investigation.

D F 661 Cyber Warfare and Terrorism

This course addresses cyber warfare and terrorism as threats to the national strategic infrastructure. It is anticipated that both specific and generic attacks on elements of the infrastructure will increase, both private and public agencies. The anticipated roles of graduates of the Digital Forensic program will include responsibility for both protective and restorative response to cyber warfare and terrorism. It is essential that graduates have a knowledge base that includes tactics and targets of cyber terrorists, risk analysis, threat mitigation, and attack response. This course will provide that knowledge base.

### **Department of Geography and Geology**

#### **Change in Course Number**

GEO 434 Introduction to Geographic Information Systems  
TO  
GEO 444 Introduction to Geographic Information Systems

A combination of changes in the departmental goals and GIS capabilities, as well as concerns over the current inability to properly award faculty workload credit to the course instructor, form the basis of the request to increase the number of credit hours for the course.

Currently, Introduction to Geographic Information Systems is a three-credit class that consists of two hours of lecture and two hours of lab each week. The lab portion of the course is a zero-credit lab. Because the department has recently implemented a new Interdisciplinary Minor in GIS with the Computer Science Department, and because we want to further develop and enhance the GIS skills of our students in order to better prepare them for careers in GIS-related fields, we believe that the current configuration of the course does not allow enough time to cover all of the topics that should be covered in the course. By the addition of one hour of lecture per week, topics can either be added or expanded upon.

### **School of Music**

#### **Courses to be Added**

MUS 311 Vocal Techniques for Instrumentalists

This course is needed in order to fulfill educational content required for all-level music teaching certification in the state of Texas and is needed in order to satisfy NASM accreditation criteria for music education majors.

**College of Business Administration  
Curriculum Report for 2006-2007  
Course Changes**

**Department of Economics and International Business**

**Courses to be Added**

ECO 364      Public Finance

This course incorporates the field of public economies into the curriculum. The objective is to provide students with a better understanding of the role and effect of government in a market economy, as well as the issues and debates that arise. The current curriculum examines government as an application of tools in the principles sequence only. This course focuses on the topic and provides an in-depth analysis.

This course will enhance the knowledge of economics majors, as well as support instruction in various majors. A deeper investigation into public goods, externalities, and taxation using the tools of economic analysis is provided beyond the principles level. These roles include efficient provision of public goods and correction of possible market failures. The means to achieve these goals, taxation of products and resources, are also examined. Additionally, the problems associated with taxation are studied. The relationship between vertical levels of government will be examined including taxation and sharing of revenue.

ECO 499      Internship

This course will provide an opportunity for (1) students to put classroom theory and principles into practice, (2) Sam Houston State University to maintain and foster a close and mutually beneficial relationship between employers, and (3) the creation of a dialogue that will lead to the improvement of the College of Business Administration's academic programs.

ECO 560      Economic Analysis of Strategy

Currently there are no courses at the undergraduate or graduate level which provide students with an understanding of game theory analysis or its applications to business and economic problems. This course fills that gap and addresses one of the goals of the MBA program of developing the analytical skills of our students through exposure to logical thinking, inductive and deductive reasoning, and critical analysis. Additionally, this course will address another goal of the MBA program by helping students learn to organize, process, and interpret data to provide options for decision making.



**College of Criminal Justice  
Curriculum Report for 2006-2007  
Course Changes**

**Courses to be Added**

C J 688            Emergent Issues in Criminal Justice Leadership

CJ 688 is designed as a capstone course in the Master of Science in Criminal Justice Leadership program. The course enhances the quality of this degree by providing an educational component that integrates the various bodies of knowledge included in the program. In particular this course is designed to assist students in articulating a personal approach to management and leadership in their careers. CJ 688 will replace CJ 637, Directed Management and Development Projects. An assignment paralleling the CJ 637 project will be integrated in the CJ 688 course.

**Courses to be Deleted**

C J 662            Foundations of Substance Abuse Counseling

C J 664            Seminar in Substance Abuse Counseling

These courses have not been offered in some time and the original program area identified for their inclusion has been eliminated.

**Change in Course Title**

C J 632            Human Resource Development in the Organizational Context  
TO  
Resource Development in the Organizational Context

This change removes the word “Human” to better reflect the actual course content and description. The class addresses more than just human resources development, and includes human, fiscal, and grant resource development. The title change does not alter the course itself.

C J 634            Basic Research Methods and Planning Resources  
TO  
Research Methods and Quantitative Analysis in Criminal Justice

This change removes the word “basic,” which was not accurate or fitting for a graduate level course, and replaces the term “Planning Resources” with “Quantitative Analysis.” This better reflects the course content as currently presented in the class, as well as the course description. The “planning resources” is a quantitative component and should be reflected as such. The title change does not alter the course itself.

C J 636            Computer Applications for Criminal Justice Management  
TO  
Computer/Technology Applications for Criminal Justice

This change merely adds the term “technology” to better reflect the actual material covered in the class. The term “computer applications” can be viewed as too limiting. This minor adjustment does not alter the course itself.

C J 692            Program Evaluation for Criminal Justice Management  
TO  
Program Evaluation in Criminal Justice

This change simply removes the term “management” to reflect the overall focus of the course, which reflects both management and leadership. The title change does not alter the course itself.

**College of Education  
Curriculum Report for 2006-2007  
Course Changes**

**Department of Curriculum and Instruction**

Elementary Program

**Change in Course Title**

EED 434      Mathematics in the Elementary School  
                 TO  
                 Mathematics Instruction in the Elementary Grades

The current course title does not provide students with an accurate description of the course content. In order to address the Pedagogy and Professional Responsibilities Standards for beginning teachers, students who are preparing to teach in the elementary school need to demonstrate specific skills in planning, delivering and assessing instruction. This course provides teacher candidates with the opportunity to develop these skills related to the content field of mathematics.

EED 435      Science in the Elementary School  
                 TO  
                 Science Instruction in the Elementary Grades

The current course title does not provide students with an accurate description of the course content. In order to address the Pedagogy and Professional Responsibilities Standards for beginning teachers, students who are preparing to teach in the elementary school need to demonstrate specific skills in planning, delivering and assessing instruction. This course provides teacher candidates with the opportunity to develop these skills related to the content field of science.

EED 436      Social Studies in the Elementary School  
                 TO  
                 Social Studies Instruction in the Elementary Grades

The current course title does not provide students with an accurate description of the course content. In order to address the Pedagogy and Professional Responsibilities Standards for beginning teachers, students who are preparing to teach in the elementary school need to demonstrate specific skills in planning, delivering and assessing instruction. This course provides teacher candidates with the opportunity to develop these skills related to the content field of social studies.

EED 484      Assessment, Evaluation, and Legal Issues in the Elementary Classroom  
                 TO  
                 Assessment of Student Learning

In order to more specifically address Standard I of the Pedagogy and Professional Responsibilities Standards for beginning teachers, this course needs to specifically address assessment of student learning. Standard I states, "The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment." In order to more completely address this standard, the true course content needs to include a variety of age-appropriate assessments to provide students and parents with timely feedback that is accurate, constructive, substantive, and specific.

### **Change in Course Title and Course Number**

EED 367      Technology Applications in the Classroom  
TO              TO  
EED 467      Integrating Technology into Instruction in the Elementary Grades

The current course title indicates that the course focuses on learning skill in various forms of applications of software. The true content of the course addresses integrating various forms of technology into the planning, delivering, and assessment of instruction. The proposed title reflects the more current practices within educator preparation programs across the nation. In the current sequence of courses in the program to prepare elementary teachers, this course is taken prior to the elementary methods of teaching block of courses. In revising the sequence of the courses in the program, the faculty believes this course should be moved to be a part of the methods of teaching block. The methods of teaching block is taken the last semester before student teaching, which makes a 400 level number more appropriate.

EED 485      Elementary Classroom Management in a Diverse Population  
TO              TO  
EED 385      Creating an Environment for Learning in the Elementary Grades

The current course title indicates that the course focuses on the management decisions teachers make in public school classrooms. Standard II of the Pedagogy and Professional Responsibilities Standards for beginning teachers calls on the teacher to “create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.” Managing classroom procedures and student behavior is only a part of this standard. The proposed title reflects the broader responsibility for beginning teachers to design coherent instruction that fosters a positive climate for learning and is a more inclusive picture of the true course content. In revising the sequence of the courses in the program to prepare elementary teachers, the faculty believes this course should be taken concurrently with EED 374 and prior to the methods of teaching block. Thus, a 300 level number would be more appropriate.

### **Secondary Program**

#### **Change in Course Title**

SED 383      Media and Technology in Schools  
TO              TO  
                 Planning Instruction with Technology Integration

The current course title indicates that the course focuses on learning skills in using various forms of media and technology in the classroom. The true content of the course addresses Standard I of the Pedagogy and Professional Responsibilities Standards and the Technology Applications Standards for Beginning Teachers that calls upon new teachers to design coherent instruction that integrates technology. Emphasis will be given to the planning of quality instruction that is age-appropriate and content relevant. Also, emphasis given to technology can be integrated into all aspects of instruction.

### **Change in Course Title and Course Number**

SED 377      Secondary Classroom Assessment  
TO              TO  
SED 477      Assessment of Student Learning in Secondary Classrooms

In the Pedagogy and Professional Responsibilities Standards for teachers for grades 8 through 12, emphasis is given to the assessment of student learning that is age-appropriate and provides students and parents with timely feedback that is accurate, constructive, substantive, and specific. The proposed title addresses the language of the standards. In the current sequence of courses in the program to prepare secondary teachers, this course is taken prior to the secondary methods of teaching block of courses. In revising the sequence of the courses in the program, the faculty believes this course should be moved to be a part of the methods of teaching block, which is taken the last semester before student teaching, making a 400 level number more appropriate.

SED 394      Classroom Management for Secondary Schools  
TO              TO  
SED 494      Creating an Environment for Learning in Secondary Classrooms

The current course title indicates that the course focuses on the management decisions teachers make in public school classrooms. Standard II of the Pedagogy and Professional Responsibilities Standards for beginning teachers calls on the teacher to “create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.” Managing classroom procedures and student behavior is only a part of this standard. The proposed title reflects the broader responsibility for beginning teachers to design coherent instruction that fosters a positive climate for learning and is a more inclusive picture of the true course content. This course is taken as part of the methods of teaching block which is taken the last semester before student teaching. The faculty believes a 400 level number more clearly communicates the level of difficulty of the course and the sequence of courses in the program.

### **Elementary and Secondary Programs**

#### **Change in Course Prefix**

EED 531      Introduction to Computer Education  
SED 531      Introduction to Computer Education  
TO  
CI 531        Introduction to Computer Education

EED 570      Research in Teaching  
SED 570      Research in Teaching  
TO  
CI 570        Research in Teaching

EED 583      Integrating Current Technologies in Teaching  
SED 583      Integrating Current Technologies in Teaching  
TO  
CI 583        Integrating Current Technologies in Teaching

EED 585      Current Issues in Education  
SED 585      Current Issues in Education  
TO  
CI 585        Current Issues in Education

EED 587	Workshop in Education
SED 587	Workshop in Education
TO	
CI 587	Workshop in Education
EED 590	Advanced Methods in Classroom Management and Discipline
SED 590	Advanced Methods in Classroom Management and Discipline
TO	
CI 590	Advanced Methods in Classroom Management and Discipline
EED 593	Assessment of Learning
SED 593	Assessment of Learning
TO	
CI 593	Assessment of Learning
EED 597	Human Growth and Development Across the Lifespan
SED 597	Human Growth and Development Across the Lifespan
TO	
CI 597	Human Growth and Development Across the Lifespan

A Nonsubstantive Degree Program Change Request has been submitted to combine the Master of Education in Elementary Education Degree and the Master of Education in Secondary Education Degree into the Master of Education in Curriculum and Instruction Degree. If this change is approved the prefix of the graduate courses in elementary education and secondary education would need to change from EED and SED to CI to reflect the change in the degree title. This change would affect the 24 hours of courses that will be the core of the Master of Education in Curriculum and Instruction.

## **Department of Health and Kinesiology**

### Kinesiology Program

#### **Courses to be Added**

KIN 372	Team and Individual/Dual Sport Skill Analysis
	This course will amalgamate the content of KIN 334 (Individual Sport Analysis) and KIN 335 (Team Sport Analysis) to fulfill a degree requirement. Feedback from students and alumni suggested that the content from the courses be combined to more effectively prepare students to work with others in learning and perfecting motor skills from a variety of sports.
KIN 493	Principles and Practices of Adult Fitness Management
	This course will prepare kinesiology students with exercise science/corporate fitness emphasis to successfully secure and complete their internships. It will outline the different career opportunities available to them and will discuss the pros and cons of each. In addition, the students will be presented internship guidelines and requirements.
KIN 592	Program Development in Kinesiology
	This course was deleted from the course inventory in 2003. We are requesting to have it reinstated since we now have a faculty member with the appropriate expertise to teach it. Since most of our graduate students will secure teaching positions in school settings, an ability to plan sequential and integrated activity experiences within and across academic years is critical.

### Courses to be Deleted

KIN 334 Individual Sport Analysis  
KIN 335 Team Sport Analysis

The content of these courses will be combined into one new course being requested, KIN 372.

## **Department of Language, Literacy and Special Populations**

### Reading Program

### Courses to be Added

RDG 131 Strategies for College Reading and Thinking

By the time most students enter college, they have acquired a foundation of reading skills—basic word-recognition skills, phonetic and structural analysis skills, and a functional level of comprehension skills—that allows them to understand and recall textual material. However, most college freshmen/transfers have not developed the spectrum of skills and abilities that are needed to handle the sophisticated reading characteristic of college textbooks. They read relatively slowly and have difficulty comprehending and recalling difficult material. They frequently lose concentration and have to reread. Most students have one general approach to reading and lack strategies to apply to the various college disciplines. The emphasis throughout the course will be the development of reading skills necessary for success in content-area reading.

RDG 131 will focus on the reading skills students need to successfully handle their academic course work. Through brief skills instruction, general reading skills, such as literal comprehension and vocabulary development will be taught, as well as critical-reading and –thinking skills. Exercises follow each skills instruction session using sample textbook paragraphs, complete textbook chapters, and articles of longer length, including readings in hard sciences, social sciences, history, political science, literature, humanities, business, technology, and other important content areas.

RDG 131 will support, compliment, and enhance program curriculum because the reading strategies taught and practiced will empower students to be more proficient readers in all academic disciplines. With the increased amounts of reading expected of students as they enter college and without the strategies and skills to meet the demands, students are more likely to fail and drop out of school.

RDG 275 Literacy as a Foundation for Learning

Students who would be taking this course are required to take the TExES EC-4 Generalist (a content test) and/or the Bilingual EC-4 Generalist test. Both certification tests require a high level of understanding of both the reading process and the writing process and how this knowledge is applied in early childhood through 4<sup>th</sup> grade classrooms to assess student abilities and plan appropriate corrective instruction. While current reading courses address reading and writing processes in a general way, the reading faculty believes that this is not enough background information for them to be able to make appropriate instructional interventions. Students need a course where the focus is on the development of their own reading and writing skills before they attempt to improve the literacy skills of children in the field-based reading courses. Only through the personal application of these processes are future teachers able to reflect and translate instruction in reading and writing for children.

We used to offer a course similar to this, RDG 385, but it was dropped from the course inventory due to certification and curriculum changes. With the implementation of the new TExES exams for teacher certification we are finding that our candidates are showing weaknesses in reading and writing processes (Domain 1, EC-4 General TExES). We anticipate that this course will address these weaknesses.

## Special Education Program

### Courses to be Added

SPD 530 Applied Behavior Analysis

This course is the first course in the five-course sequence leading to Board Certification for Behavior Analysis (BCBA). BCBA requires specific course hours and content. It addresses 45 hours required in definitions and characteristics of Applied Behavior Analysis and principles, processes, and concepts of Applied Behavior Analysis.

SPD 531 Behavioral Assessment and Intervention

This course is an integral part of the course sequence leading to Board certification for Behavior Analysis (BCBA). BCBA requires specific course hours and content. This course addresses 35 hours required in behavioral assessment and selecting intervention outcomes and strategies. It also includes 10 of the 15 hours required in ethical considerations.

SPD 532 Evaluation and Measurement of Behavior

This course is an integral part of the course sequence leading to Board certification for Behavior Analysis (BCBA). BCBA requires specific course hours and content. It addresses 20 hours required in the area of experimental evaluation of interventions; 20 hours required in measurement of behavior, and displaying and interpreting behavioral data; and 5 hours in ethical considerations.

SPD 560 Seminar in Autism Spectrum Disorders

This course is an integral part of the program proposal for the Master's Degree in Special Education, the program in Autism and Low Incidence Disabilities. Currently the U.S. is experiencing exponential growth in the number of individuals with autism. This is an area of critical need in schools and in the community. The current Special Education program at SHSU offers no course work in the area of autism, and this course will strengthen our overall program.

SPD 635 In-Home Training and Family Issues

This course is an integral part of the program proposal for the Master's Degree in Special Education, the program in Autism and Low Incidence Disabilities. Currently the U.S. is experiencing exponential growth in the number of individuals with autism. This is an area of critical need in schools and in the community. The current Special Education program at SHSU offers no course work in the area of autism, and this course will strengthen our overall program.

SPD 682 Internship

This course is an integral part of the course sequence leading to Board certification for Behavior Analysis (BCBA). BCBA requires specific course hours and content. It addresses a portion of the required 200 mentored or supervised hours for Board Certification in Behavior Analysis.

SPD 698 Thesis I

This course is an integral part of the course sequence leading to the Master's Degree in Special Education for the Program in Autism and Low Incidence Disabilities with Board Certification for Behavior Analysis (BCBA).

SPD 699            Thesis II

This course is an integral part of the course sequence leading to the Master's Degree in Special Education for the Program in Autism and Low Incidence Disabilities with Board Certification for Behavior Analysis (BCBA).

**Change in Course Title**

SPD 637            Classroom Management and Parent Involvement in Special Education  
TO  
Behavior Change and System Support

This title change reflects the changing focus in special education from “management” to “behavior change.” This change also will be supportive of the proposed new program in Autism and Low Incidence Disabilities.



**College of Humanities and Social Sciences  
Curriculum Report for 2006-2007  
Course Changes**

**Department of English and Foreign Languages**

English Program

**Change in Course Title**

ENG 698      Thesis Research Methods (Bibliography)  
                 TO  
                 Methods of Research and Bibliography

This course is currently required of all students seeking the M.A. in English, who take it as early in their studies as possible. In fact, we require it in the student's first semester, though we have, at times, allowed a student to delay taking it by one semester given extenuating circumstances.

Further, the current catalog description lists ENG 698 as counting as the first three hours of thesis credit for our students. This no longer obtains. Thus, we propose the following catalog description, which accurately reflects course content:

Introduction to methods of research and bibliography. Required of all students seeking the M.A. in English.

At first glance, it may seem that we are proposing a new course. In fact, we are not. Instead, we are simply cleaning up our catalog description and title to reflect what this course has been for at least the last eight to ten years.

Foreign Languages Program

**Courses to be Deleted**

FRN 486      20<sup>th</sup> Century Literature: A Survey of Poetry, Prose and Drama

This course is listed as inactive.

GER 470      Seminar in Selected Topics in Literature, Languages, or Civilization

This course is listed as inactive.

**Change in Course Title**

SPN 367      Introduction to Spanish Linguistics/Phonology  
                 TO  
                 Principles of Spanish Linguistics

The proposed title more accurately reflects the catalog description and actual course content.

SPN 385      Spanish Presence in New World  
                 TO  
                 Spanish-American Culture and Civilization

The proposed title more accurately reflects the catalog description and actual course content.

SPN 461           Advanced Spanish Grammar and Composition  
TO  
Advanced Spanish Grammar

The proposed title more accurately reflects the catalog description and actual course content.

### **Department of History**

#### **Course to be Added**

HIS 339           The French Revolution and Napoleonic Era, 1789-1815

At present the History Department offers only one course specifically covering French History, and that is a broad survey covering two centuries. This course will provide students with an intensive examination of the most significant epoch in French History, and indeed one of the great watersheds in World History, and allow students to study in detail this critically important era. In addition, the course's focus on military history greatly complements and strengthens the History Department's specialization in that particular discipline of History.

HIS 373           Topics in the History of Science and Medicine

At present, the History Department has no offerings in the history of science or in the history of medicine. Owing in part to the explosion in scientific knowledge during the last century, and to the impact of this new knowledge on 20<sup>th</sup> and 21<sup>st</sup> century world events, studies in the history of science and medicine have risen in importance during the last two decades in History Departments across the nation. This special topics course is needed to fill an important gap in our curriculum offerings. Faculty in the History Department already are engaged in research in this critical area of history. The addition of the course will provide these faculty members with the opportunity to share their current research with upper division History students at SHSU.

HIS 388           Public History

The creation of this course will be the department's first attempt (working in conjunction with the Sam Houston Memorial Museum) to establish a public history track option for students interested in a career in historical studies, but with no desire to enter into the public teaching profession. This public history course will provide students with an opportunity to develop skills in analyzing primary textual documents, material artifacts, and oral interviews, and in researching and writing a piece of regional history in the form of a publishable article, book or multi-media presentation. The investigation of primary sources will help students develop an appreciation for historical records and artifacts that will prove useful to them in other classes. In addition, students will learn techniques in the architectural preservation of buildings, renovation of structures, and the creation of museum sites.

HIS 390           Conceptualizing History Education

As a field of study, history provides the context that enables citizens to understand relationships between individuals, local communities, nation-states and cultures. After completing 12 to 36 credit hours of History course work, students have been exposed to a vast amount of information about diverse peoples, places, cultures and events. This capstone course is needed to assist students, especially future educators, to organize the various pieces of the past that they have studied into a logical framework that will enable them to better understand inter-relationships that can not be comprehended during a single semester of historical study. This course also is needed to prepare future teachers to improve their test scores on the Texas Examination for Educator Standards (TEXES).

## Department of Mass Communication

### Courses to be Added

MCM 130	Mass Communication and Society
MCM 132	Writing for Mass Media
MCM 171	Audio Production and Performance
MCM 232	Information Analysis
MCM 262	News Reporting
MCM 271	Introduction to Visual Communication
MCM 280	Principles of Public Relations and Advertising
MCM 282	Desktop Publishing
MCM 284	Writing for Public Relations & Advertising
MCM 326	Journalism Practicum
MCM 332	Electronic Media Analysis
MCM 360	Specialized Writing
MCM 362	Mass Media Messages and Effects
MCM 364	News Editing
MCM 366	Photojournalism
MCM 371	Advanced Audio Production
MCM 372	Single Camera and Non-Linear Editing I
MCM 373	TV Studio Production
MCM 374	Broadcast News Writing
MCM 375	Script Writing
MCM 376	TV News Reporting
MCM 378	Media Program Planning & Scripting
MCM 379	Multi-Camera Field Production
MCM 380	Broadcast & Cable Programming
MCM 382	Communication Research Methods
MCM 384	Strategic Planning for Public Relations and Advertising
MCM 385	Innovative Communication and Special Events
MCM 386	Media Sales
MCM 388	Media Marketing & Promotions
MCM 432	Professional Seminar
MCM 462	Business News
MCM 465	On-line Journalism
MCM 466	Changing Roles of Mass Media
MCM 470	TV News Producing and Reporting
MCM 471	Mass Media Law and Ethics
MCM 472	Single Camera and Non-Linear Editing II
MCM 473	Advanced Production
MCM 477	Media Management
MCM 480	Campaigns and Promotions for Public Relations and Advertising
MCM 482	Case Studies in Public Relations and Advertising
MCM 491	History and Theory of Communication Technology
MCM 493	Global Media Communication
MCM 498	Professional Internship
MCM 499	Directed Study in Mass Communication

After extensive review, it was determined that the integration of the current Journalism and Radio-Television curricula was both possible and desirable. The proposed curriculum will effectively utilize faculty and resources to create a program that balances strong academic and professional preparation with contemporary media operations. The new department will provide a common core together with specialized concentrations in: Broadcast Journalism, Broadcast Production, Media Sales and Management, Print Journalism and Public Relations and Advertising. **This new degree program is envisioned as a direct replacement of the existing Radio-Television and Journalism programs. As part of the approval process, the Department of Mass Communication is seeking the deletion of the existing Radio-Television and Journalism degree programs.**

## Journalism Program

### Courses to be Deleted

JRN 131	Introduction to Media Writing
JRN 180	Desktop Publishing
JRN 261	News Writing
JRN 263	Writing for Advertising and Public Relations
JRN 266	Principles of Public Relations
JRN 269	Principles of Advertising
JRN 320	Journalism Practicum
JRN 334	Legal and Ethical Aspects of the Press
JRN 336	Public Information Methods
JRN 362	News Reporting
JRN 364	News Editing
JRN 380	Online Publishing
JRN 381	Photojournalism
JRN 382	Specialized Writing
JRN 385	Advertising Sales and Promotions
JRN 431	Magazine Editing and Production
JRN 432	Public Relations Case Studies
JRN 468	Advertising Practices and Procedures
JRN 498	Journalism Internship
JRN 499	Special Problems in Communication

## Radio-Television Program

### Courses to be Deleted

RTV 116	Radio Workshop I
RTV 117	Radio Workshop II
RTV 163	Introduction to Broadcasting
RTV 178	Electronic Media and Society
RTV 263	Beginning Writing and Scripting for the Media
RTV 264	Basic Audio Production
RTV 265	Media Performance
RTV 270	Basic Video Production
RTV 318	Television Workshop
RTV 319	Television Workshop
RTV 330	Criticism of Electronic Media
RTV 335	Single Camera and Editing Production Techniques
RTV 370	Media Program Planning and Scripting
RTV 372	Radio and Television Marketing
RTV 373	Media Script Writing
RTV 374	Broadcast Journalism
RTV 375	Broadcast Journalism II
RTV 376	Electronic Media for Non-broadcast Applications
RTV 377	Mass Communication Research Methods
RTV 378	Broadcast Programming
RTV 379	Multi-Camera Directing and Field Production
RTV 380	Broadcast Sales
RTV 471	Advanced Production and Directing

RTV 472	New Technology and the Radio/Television Industry
RTV 474	Global Media Systems and Multiculturalism
RTV 475	Radio and Television Management
RTV 479	Communication Law: Electronic Media
RTV 493	Undergraduate Seminar in Broadcasting
RTV 494	Professional Seminar in Mass Media
RTV 495	Internship in Radio-Television

After extensive review, it was determined that the integration of the current Journalism and Radio-Television curricula was both possible and desirable. The proposed curriculum will effectively utilize faculty and resources to create a program that balances strong academic and professional preparation with contemporary media operations. The new department will provide a common core together with specialized concentrations in: Broadcast Journalism, Broadcast Production, Media Sales and Management, Print Journalism and Public Relations and Advertising. **This new degree program is envisioned as a direct replacement of the existing Radio-Television and Journalism programs. As part of the approval process, the Department of Mass Communication is seeking the deletion of the existing Radio-Television and Journalism degree programs.**

### **Department of Political Science**

#### **Courses to be Added**

PA 595 Internships and Work Experience in Public Service

This course will allow MPA graduate students to take a 6 hour, 12 month internship. The internship is required for the MPA degree and fulfills a requirement by its accrediting agency NASPAA, the National Association of Schools of Public Affairs and Administration. Students will meet regularly with their internship supervisor and the professor supervising the course. A paper detailing the internship experience is also required. The paid internships will require 20 hours of substantive administrative work each week. This course is needed to differentiate between undergraduate and graduate student work experience and to give graduate students a greater opportunity to take 400 level courses. While the department offers an internship as POL495, graduate students are limited to only 6 hours of 400 level courses, thus preventing them from taking one of the MPA required courses, POL438, Grant Research and Writing. A 6 hour internship is a requirement of the MPA program; thus, a graduate level course number is essential.

### **Department of Psychology and Philosophy**

#### Psychology Program

#### **Courses to be Added**

PSY 538 Consultation in School Psychology

Continued training and successful professional practice in school psychology requires a thorough knowledge of the methods and techniques involved in psychological consultation in schools. Although the SHSU Counseling Education Program offers a course in consultation for counselors, that course content is not similar to the course content required for consultation in school psychology, nor does it provide the didactic and field experiences unique to school psychology. A Consultation in School Psychology will ground students in the best practices according to the National Association of School Psychologists (NASP) and will provide students with didactic and field experiences unique to school psychology. A curriculum focused on NASP “best practices,” along with the didactic and field experiences provided by our proposed course, are required both for continued NASP accreditation of our School Psychology M.A. program and our students’ licensure requirements. This course has been taught under a “special problems” number in the Department of Psychology and Philosophy for a number of years. Our accrediting body, NASP, prefers that accredited programs offer the specific course with the appropriate content and title. As we approach renewal of our accreditation, we hope to be able to show NASP the specific course rather than explain to them how our “special problems” course is routinely taught as the consultation in school psychology course.

### **Change in Course Title**

PSY 594      Psychometrics I: Group Tests  
TO  
Psychometrics

The sequential nature of the psychometric courses within our graduate programs has lost its usefulness. In describing the courses we are looking for titles that are more descriptive of the training received by the students. The first course PSY 594 is no longer limited to "Group Tests" but includes a general introduction to the principles of testing whether group or individual tests. The name is more reflective of the material covered within the course.

PSY 595      Psychometrics II: Individual Tests of Intelligence  
TO  
Assessment of Intelligence and Achievement

The sequential nature of the psychometric courses within our graduate programs has lost its usefulness. In describing the courses we are looking for titles that are more descriptive of the training received by the students. The second course PSY 595 is focused primarily upon testing of intelligence but achievement tests are also increasingly important for psychologists in order to produce adequate diagnosis of the clients. The name is more reflective of the material covered within the course.

PSY 596      Psychometrics III: Individual Assessment  
TO  
Assessment of Personality and Psychopathology

The sequential nature of the psychometric courses within our graduate programs has lost its usefulness. In describing the courses we are looking for titles that are more descriptive of the training received by the students. The third course PSY 596 is a course directed toward personality and psychopathology, essential tools for those in clinical practice. The new title is more specific and to the point of the skills the students acquire in the course.

PSY 792      Topics in Forensic Psychology  
TO  
Topics in Clinical Psychology

The psychology program is first a clinical program. The goal of the program is to produce psychologists adequately skilled in clinical practice. Many of them will be working within a Forensic context, but they will be using the general clinical skills. By focusing the title of this course on Forensic issues we neglected the program's broader perspective on clinical practice. The name is more reflective of the material within the course.

### **Course to be Deleted**

PSY 734      Forensic Psychopathology

The topics within this course are adequately covered in other courses being offered within the program.

Philosophy Program

**Courses to be Added**

PHL 463      Ethical Theories

The course is needed to fill a noticeable gap in the courses available to Philosophy majors at SHSU. Along with metaphysics and epistemology, ethics is one of the three core subdivisions of philosophical inquiry. As we work toward the development of our philosophy curriculum, this course will help to close a gap in the range of philosophy courses we currently offer as well as accommodate the broader interests that students have today. Previously, this material has received only superficial treatment in the PHL 261: Introduction to Philosophy and PHL 263: Contemporary Moral Issues. Those courses have a more narrow focus and are thus unable to give more than a tangential consideration to fundamental theories of ethics as a whole.