

SAM HOUSTON STATE UNIVERSITY

CURRICULUM REPORT

Curriculum Requests Not Associated with New/Altered Degree Programs

**To Become Effective
Fall 2010**



**SUBMITTED BY
THE UNIVERSITY CURRICULUM COMMITTEE**

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

FEBRUARY, 2010

A Member of The Texas State University System

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TO

BOARD OF REGENTS
THE TEXAS STATE UNIVERSITY SYSTEM

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COLLEGE OF ARTS AND SCIENCES
Curriculum Report (Fall 2010)
Summary by Action

A: indicates a recommendation for approval
D: indicates a recommendation for disapproval

		<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>				
IT	372		A	
IT	439		A	
BIO	436		A	
BIO	438		A	
BIO	448		A	
CHM	134		A	
CHM	114		A	
CS	270		D	
CS	378		A	
MTH	380		A	
MUS	115X		A	
MUS	116X		A	
MUS	126		A	
MUS	127		A	
ENS	312		A	
CMP	502X		A	
MUS	524		A	
MUS	523		A	
MUS	522		A	
MUS	621		A	
MUS	632		A	
DNC	121		A	
DNC	122		A	
DNC	123		A	
DNC	128		A	
DNC	129		A	
DNC	133		A	
DNC	134		A	
DNC	223		A	
DNC	228		A	
DNC	335		A	
DNC	435		A	
DNC	488		A	
DNC	489		A	
THR	332		A	
THR	363		A	
MTV	101X		A	
MTV	301X		A	
<u>B. COURSES TO BE DELETED</u>				
CS	694		A	
MUS	423		A	
THR	331		A	
THR	362		A	

C. CHANGES IN COURSE TITLE

GEO	161	A
MUS	598X	A
DNC	233	A
DNC	234	A
DNC	333	A
DNC	334	A
DNC	433	A
DNC	434	A
THR	160	A
THR	261	A
THR	430	A

D. CHANGES IN COURSE NUMBER

AGR	274W	A
MUS	422	A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER

None

F. CHANGES IN COURSE PREFIX

CS	583	A
CS	585	A
CS	587	A
CS	589	A

G. CHANGES IN COURSE NUMBER AND PREFIX

CS	661	A
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H. CHANGES IN COURSE TITLE AND PREFIX

None

COLLEGE OF BUSINESS ADMINISTRATION
Curriculum Report (Fall 2010)
Summary by Action

A: indicates a recommendation for approval
D: indicates a recommendation for disapproval

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>			
ECO 460	A		
GBA 365	A		
MGT 382	A		
MGT 383	A		
MGT 460	A		
<u>B. COURSES TO BE DELETED</u>			
None			
<u>C. CHANGES IN COURSE TITLE</u>			
None			
<u>D. CHANGES IN COURSE NUMBER</u>			
None			
<u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u>			
None			
<u>F. CHANGE IN COURSE PREFIX</u>			
None			
<u>G. CHANGES IN COURSE NUMBER AND PREFIX</u>			
None			
<u>H. CHANGES IN COURSE TITLE AND PREFIX</u>			
None			

COLLEGE OF CRIMINAL JUSTICE
Curriculum Report (Fall 2010)
Summary by Action

A: indicates a recommendation for approval
D: indicates a recommendation for disapproval

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>			
C J 442	A		
C J 460	A		
<u>B. COURSES TO BE DELETED</u>			
C J 615	A		
<u>C. CHANGES IN COURSE TITLE</u>			
None			
<u>D. CHANGES IN COURSE NUMBER</u>			
None			
<u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u>			
None			
<u>F. CHANGE IN COURSE PREFIX</u>			
None			
<u>G. CHANGES IN COURSE NUMBER AND PREFIX</u>			
None			
<u>H. CHANGES IN COURSE TITLE AND PREFIX</u>			
None			

**COLLEGE OF EDUCATION
Curriculum Report (Fall 2010)
Summary by Action**

A: indicates a recommendation for approval
D: indicates a recommendation for disapproval

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
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A. COURSES TO BE ADDED

ASE 590	A
CNE 775	A
EDL 779	A
RDG 785	A
RDG 792	A
SPD 484	A
SPD 661	A

B. COURSES TO BE DELETED

None

C. CHANGES IN COURSE TITLE

ASE 660	A
CNE 762	A
EDL 773	A
EDL 774	A
EDL 775	A
EDL 776	A
EDL 777	A
EDL 778	A
KIN 435	A
SPD 390	A

D. CHANGES IN COURSE NUMBER

HED 282	A
RDG 688	A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER

RDG 638	A
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F. CHANGE IN COURSE PREFIX

None

G. CHANGES IN COURSE NUMBER AND PREFIX

None

H. CHANGES IN COURSE TITLE AND PREFIX

None

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
Curriculum Report (Fall 2010)
Summary by Action

A: indicates a recommendation for approval
D: indicates a recommendation for disapproval

		<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>				
COM	466		A	
COM	535		A	
COM	575		A	
ENG	378W		A	
ENG	494W		A	
ENG	630		A	
FCS	334		D	
FCS	339		A	
FCS	461		A	
ARB	470		A	
FL	141		A	
FL	142		A	
FL	263		A	
FL	264		A	
GER	470		A	
SPN	462		A	
SPN	466		A	
HIS	384W		A	
HIS	395W		A	
HIS	397W		A	
HIS	562		A	
HIS	570		A	
PHL	433W		A	
PSY	375		A	
PSY	570		A	
SOC	586		A	
<u>B. COURSES TO BE DELETED</u>				
FCS	373		A	
MCM	384		A	
MCM	462		A	
MCM	385		A	
<u>C. CHANGES IN COURSE TITLE</u>				
FCS	160		A	
FCS	367		A	
FCS	460		A	
HIS	571		A	
<u>D. CHANGES IN COURSE NUMBER</u>				
None				
<u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u>				
None				

F. CHANGE IN COURSE PREFIX

None

G. CHANGES IN COURSE NUMBER AND PREFIX

None

H. CHANGES IN COURSE TITLE AND PREFIX

None

College of Arts and Sciences Curriculum Report (Fall 2010)

Department of Agricultural and Industrial Sciences

Courses to be Added

IT 372 Construction Drafting

The businesses and industries that employ our students have requested that students have more computer-aided design, drafting and modeling skills. This course is necessary for the employability of our students, especially in the construction industry.

IT 439 Computer-Aided Drafting Productivity

This course is a component of a program area that is being revised to enhance the industrial technology curricula in Design and Development and in Construction Management. The businesses and industries that employ our students have requested that students have more computer-aided design, drafting and modeling skills. This course is necessary for the employability of our students, especially in the construction industry.

Change in Course Number

AGR 274W TO AGR 374W

This course is designed to cover the principles and techniques involved in the production and management of nursery and greenhouse crops. The principles will now include concepts and calculations of heating and cooling enclosed growing environments. These concepts and calculations are based on principles of math, physics, and chemistry. The benefit to the student will be the additional skills that are required to make management decisions in plant production. Enclosed environments for plant production and their proper use is an essential skill for students entering this segment of the agriculture industry.

The science of plant hormones and anti-hormones will be added to the curriculum. This information will enhance the students understanding of plant growth and development. A deep understanding of hormonal effects and hormonal manipulation in plants is tantamount to successful management of ornamental crops. Many ornamental crops require consistent hormonal manipulation during production.

The topics of heating, cooling, and hormones have been incorporated into the AGR 274 syllabus during the last three years of its offering. It is preferred that the student have the core science classes completed before entry into this class.

The course will now have a prerequisite of AGR 165/115 Plant Science. That class introduces hormones, growth, development, and environmental interactions. With the students exposed to those concepts previously, the instructor for Production and Management of Ornamentals can teach higher level content. That higher level content is hormonal relations and environmental manipulations of enclosed environments.

Courses of very similar content are offered at other Texas universities. At these universities, the courses are upper level classes. For example:

- Stephen F. Austin State University: HRT 321 – Greenhouse Management
- Texas State University-San Marcos: AG 4300 – Greenhouse and Nursery Management
- Texas Tech University: PSS 4411 – Greenhouse Crop Production

With this change to upper level designation, there will still be four lower level classes in this discipline for underclassmen to take.

Department of Biology

Courses to be Added

BIO 436 Genetic Analysis of Human Disease

The biology curriculum currently lacks sufficient course work to prepare students intending to advance their professional careers in human health related research fields (either in medical school or graduate research). This course partially addresses this need by discussing issues of human gene structure, health, and genetic awareness.

BIO 438 Medical Microbiology

The biology curriculum currently lacks sufficient course work to prepare students intending to advance their professional careers in human health related research fields (either in medical school or graduate research). Currently, we only have one general microbiology course for Biology majors (BIO 347). BIO 347 must cover a wide range of topics since microbiology is a broad field of study. The proposed course would be able to focus on a specific and important area of microbiology.

BIO 448 Physiological Ecology

There is currently no course in the undergraduate biology curriculum that integrates the fields of ecology, evolution, genetics, and physiology. This course will be taught in the context of adaptive strategies to meet environmental and ecological challenges and is needed by students intending to advance their professional careers in integrative biology. This course, with its emphasis on integrative biology, provides instruction to students interested in genetics, evolution, and ecology. The only other physiology courses currently available to biology majors (BIO 344 and BIO 346) are taught to specifically prepare medically oriented students for the rigor of the MCAT and related exams used for professional school admission.

Department of Chemistry

Courses to be Added

CHM 134 Chemistry in Context: Applying Chemistry to Society

To date Chemistry does not offer a course specifically designed to demonstrate to potential poets, painters, business persons, philosophers and politicians the beauty and applicability of chemistry and the significance of its contributions to modern society. The focus on "science in society" will better prepare citizens who are facing political and ethical issues in a post-industrial, highly technological world.

CHM 114 Chemistry in Context; Laboratory

This course is needed to provide the laboratory component required for the newly proposed CHM 134 course which is designed to satisfy requirements for a laboratory science course couple.

Department of Computer Science

Courses to be Added

CS 270 Special Topics in Computer Science

Computer Science is a rapidly evolving field. New techniques, systems, devices and protocols are being established on a regular basis. As a general example, 2007 saw the introduction of two new major operating systems (Vista and OS 10.5), over ten new portable devices including the iPhone,

Kimble and Sony eReader, new versions of game machines, significant public acceptance of HD and Blu-Ray devices, massive storage systems and high speed communication. It is imperative that the department has the capacity to offer occasional special topics courses to lower division students to provide new and innovative experiences.

CS 378 Game Programming and Design

This course allows those students who desire to learn more about game programming to apply what they have learned in their foundational courses in that area. Gaming is a compelling way to motivate students to learn challenging technical concepts such as programming, software engineering, algorithms, and project management.

Courses to be Deleted

CS 694 Numerical Analysis

This course has not been taught in the last five (5) years.

Change in Course Prefix

CS	583	TO	CTE	583	Educational Multimedia
CS	585	TO	CST	585	Critical Analysis of Instructional Software
CS	587	TO	CTE	587	Designing Instructional Materials for the Web
CS	589	TO	CTE	589	Development of Technology Infrastructures in Schools

These changes are requested for the following reasons

1. To bring these course into prefix alignment with CTE courses at the undergraduate level
2. To remove a conflict between the existing prefix (CST) and courses in the Construction Technology program (CST) in the department of Agriculture.

Change in Course Prefix and Number

CS 661 TO DF 569 Network Security II

This requested change is to bring Network Security II in line with DF Network Security I.

Department of Geography and Geology

Change in Course Title

GEO 161 Introduction to Geography
TO
People, Place and the Environment

The impetus for making this change has been the removal of this course from the curricula in the College of Education. In short, the changes requested reflect our efforts to gear this course towards a slightly different student population. More generally, the current description is antiquated. Our reasons for proposing this particular course name and the specific description provided are threefold. 1) Most students entering the university have little knowledge or awareness of geography as a distinct academic discipline. Unfortunately, many students falsely assume that a course entitled "Introduction to Geography" will primarily consist of rote memorization of the location of places, rivers, resources and/or countries. The proposed name succinctly highlight more comprehensively three foci that comprise the subject matter of geographic inquiry, all of which are emphasized in this course. The course utilizes a spatial perspective to investigate the physical environment, human societies (i.e. people) and the places they inhabit. Thus, the proposed name will provide students a more accurate idea of the true content of the course. 2) Over time a wide array of geospatial technologies have both broadened and enhanced the scope of geographical inquiry. Accordingly, the Geography Program at Sam Houston State University has increasingly incorporated such technologies for both teaching and research purposes. However, a student reading our current course description may fail to

recognize the technological nature of the discipline and thus not fully appreciate the value of a geographical education. Students enrolled in GEO 161 will be fully exposed to the applications of these technologies, as well as to the methodologies associated with their use. The proposed change to the course description will make students aware that the course provides opportunities to both enhance their knowledge of an engaging discipline, and also introduce them to skills useful to a broad range of endeavors. Moreover, this new course description more accurately situates this introductory course as a true “stepping stone” or “feeder” into the remainder of the Geography Program. 3) The present name of the course, quite frankly, comes across as a bit dry. In contrast, the name we are proposing should spark some degree of excitement among students interested in environmental and/or cultural issues, or those simply interested in increasing their knowledge of the wider world.

Department of Mathematics and Statistics

Courses to be Added

MTH 380 Historical Perspective of Mathematics

This course was approved as a requirement for minors in mathematics with teacher certification. While preparing for the recent review by the National Council for Accreditation of Teacher Education, we noted that there were some mathematical topics that were not addressed by our program at the time. The course is designed to fill in those gaps. As a part of the present program curriculum, the proposed course will allow students to be better prepared for state teacher certification examinations and, ultimately, teaching middle-school mathematics.

School of Music

Courses to be Added

MUS 115X Keyboard Harmony I

The proposed course is a result of a general revision music component of the Musical Theatre degree. It is imperative for Music Theatre majors to possess an understanding of and the ability to read and realize musical notation in order to be successful in their field. The course will provide basic instruction in keyboard skills and include introductions to the various accompanying styles which are utilized in Broadway productions. The course is a practical application of many of the concepts presented in MUS 126 Practical Theory I and is designed to meet the needs of the Musical Theatre major. The course will be required for all Musical Theatre majors.

MUS 116X Keyboard Harmony II

The proposed course is a result of a general revision of the music component of the Musical Theatre degree. It is imperative for Musical Theatre majors to possess an understanding of and the ability to read and realize musical notation in order to be successful in their field. The course will provide basic instruction in keyboard skills and include introductions to the various accompanying styles which are utilized in Broadway productions. The course is a practical application of many of the concepts presented in MUS 127 Practical Theory II and is a continuation of MUS 115X Keyboard Harmony I. The course is designed to meet the needs of the Musical Theatre major and will be required for all Musical Theatre majors.

- MUS 126 Practical Theory I
- The proposed course is a result of a general revision of the music component of the Musical Theatre degree. It is essential for Musical Theatre majors to possess the ability to hear, identify and work conceptually with the elements of music such as rhythm, melody and harmony in order to be successful in their field. Interactive performance-based methods such as sight-singing will be utilized as well as improvisation and composition. Repertoire will reflect music that is typical of Broadway and musical theater productions. The course will be required for all Musical Theatre majors.
- MUS 127 Practical Theory II
- The proposed course is a result of a general revision of the music component of the Musical Theatre degree. This course is a continuation of the information presented in MUS 126 Practical Theory I and is designed for the Musical Theatre major. The course will be required for all Musical Theatre majors.
- ENS 312 Musical Theatre Ensemble
- The proposed course is a result of the general revision of the music component of the Musical Theatre degree. Musical Theatre majors are required to take applied voice lessons every semester. ENS 312 Musical Theatre Ensemble will provide the opportunity for practical application of techniques discussed in applied voice lessons. Standard and contemporary Broadway/Musical Theatre choruses will be the focus of the course; no staging. Knowledge and performance of this repertoire will strengthen the education of musical theatre majors. Audition is not required. The course will be required for all Musical Theatre majors (2 semesters).
- CMP 502X Applied Composition – Large Ensemble
- The National Association of Schools of Music (NASM) requires a final project for the Master of Music: Composition track as opposed to a written thesis or recital. To fulfill this requirement, graduate composition students must submit at least one original composition for large ensemble as a culminating demonstration of professional capability in the major field. The large ensemble composition is intended to be equivalent to a written thesis or recital and is the appropriate culminating project for the degree track with approval of the appropriate graduate faculty. Students will be required to take two semesters of CMP 501X Applied Composition and two semesters of CMP 502X Applied Composition --Large Ensemble.
- MUS 522 Philosophy & Theory of Music Therapy
- The School of Music is proposing a new track in the Master of Music: Music Therapy Track. The proposed course is essential as dictated by The National Association of Schools of Music (NASM) and The American Music Therapy Association (AMTA). MUS 522 Clinical Supervision in Music Therapy will discuss issues pertinent to the supervision of undergraduate music therapy practicum students such as student development, rates of skills acquisition, and supervisory styles. Music therapy students will have the opportunity to choose between this course and MUS 523 Graduate Practicum in Music Therapy as a prescribed elective course.
- MUS 523 Graduate Music Therapy Practicum
- The School of Music is proposing a new track in the Master of Music: Music Therapy Track. The proposed course is essential as dictated by The National Association of Schools of Music (NASM) and The American Music Therapy Association (AMTA). Graduate Practicum course is a highly recommended course for AMTA approved master degree plan and the course will meet the standard for graduate curriculum. Students will have the opportunity to choose between this course and MUS 522 Clinical Supervision in Music Therapy as a prescribed elective course.

MUS 524 Clinical Supervision

The School of Music is proposing a new track in the Master of Music: Music Therapy Track. The proposed course is essential as dictated by The National Association of Schools of Music (NASM) and The American Music Therapy Association (AMTA). The course will address the philosophical and theoretical foundation of the use of music in therapy. Philosophical positions analyze 'music therapy' as a career in professional helping. Theories, models and conceptual frame works define and establish the process of knowledge development and theory construction in music therapy. Theoretical foundation introduces useful music therapy research, the nature of science evidence in music therapy, and a problem-management and opportunity development approach to helping individuals with music. MUS 524 will be required for all graduate music therapy majors.

MUS 621 Research in Music Therapy

The School of Music is proposing a new track in the Master of Music: Music Therapy Track. The proposed course is essential as dictated by The National Association of Schools of Music (NASM) and The American Music Therapy Association (AMTA). The new music therapy graduate program is built upon an integrated model of Cognitive Behavioral Music Therapy and Neurologic Music Therapy (NMT). The integrated program will advance knowledge and skills for clinical music therapy treatment based on analysis of individual's cognitive, social, emotional, and physical behaviors, and will utilize scientific evidence regarding human perception and production of music to treat and prevent illness and disability. MUS 621 will provide students with ample opportunity to develop the research skills needed to function effectively in the field. The course will be required for the degree.

MUS 632 Advanced Music Therapy Practice

The School of Music is proposing a new track in the Master of Music: Music Therapy Track. The proposed course is essential as dictated by The National Association of Schools of Music (NASM) and The American Music Therapy Association (AMTA). The AMTA standards for master's degree include: (a) imparts further breadth and depth to entry level competencies (i.e. knowledge and skill mastery in music foundations, clinical foundations, and music therapy); and (b) imparts basic competence in advanced topics and/or advanced clinical specializations. This course provides essential experiences and information toward these standards. The course will be required of all graduate music therapy majors.

Courses to be Deleted

MUS 423 Keyboard Pedagogy II

The Bachelor of Music: Piano Performance track currently requires two pedagogy courses, MUS 422 Keyboard Pedagogy I and MUS 423 Keyboard Pedagogy II. If the proposal is accepted, the second pedagogy course will be eliminated and the material will be condensed into one a one semester, three-credit course. With the deletion of the second pedagogy course, the piano track will be similar to other music performance degree offerings

Change in Course Title

MUS 598X Foundations in the Applied Discipline
TO
Advanced Studies in the Applied Discipline

The course title, Foundations in the Applied Discipline, does not adequately depict the current level of study of this graduate course. The proposed title, Advanced Studies in the Applied Discipline, appropriately describes the specialized focus of study and is suitable for all graduate music tracks. In addition, SHSU graduate transcripts will reflect current terminology with the proposed title.

Change in Course Number

MUS 422 TO MUS 432

Currently the Bachelor of Music: Piano Performance Track requires two keyboard pedagogy courses, MUS 422 Keyboard Pedagogy I and MUS 423 Keyboard Pedagogy II, two credits each. The proposed change in course number would condense the information into a one semester, three-credit course and eliminate the need for a second keyboard pedagogy course. Other SHSU music performance degrees offer only one pedagogy course for three credits. The change in credit hour will also improve workload issues in the piano faculty area.

Department of Theatre and Dance

Courses to be Added

DNC 121 Introduction to Ballet Dance Technique

This course, along with a number of others in this curriculum revision, has been offered for over 20 years as a section listed under DNC 126, Theater Dance Forms. Because each of these dance forms is offered most semesters, the registrar now requires that each dance form be listed as a separate course. This proposal brings the dance curriculum up to date with current policy regarding course listings. Designating each dance form as a separate course will also help students identify correctly the classes in which they enroll.

DNC 122 Introduction to Modern Dance Technique

This course, along with a number of others in this curriculum revision, has been offered for over 20 years as a section listed under DNC 126, Theater Dance Forms. Because each of these dance forms is offered most semesters, the registrar now requires that each dance form be listed as a separate course. This proposal brings the dance curriculum up to date with current policy regarding course listings. Designating each dance form as a separate course will help students identify correctly the classes in which they enroll.

DNC 123 Jazz Dance Technique I

This course, along with a number of others in this curriculum revision, has been offered for over 20 years as a section listed under DNC 126, Theater Dance Forms. Because each of these dance forms is offered most semesters, the registrar now requires that each dance form be listed as a separate course. This proposal brings the dance curriculum up to date with current policy regarding course listings. Designating each dance form as a separate course will help students identify correctly the classes in which they enroll.

DNC 128 Tap Dance Technique I

This course, along with a number of others in this curriculum revision, has been offered for over 20 years as a section listed under DNC 126, Theater Dance Forms. Because each of these dance forms is offered most semesters, the registrar now requires that each dance form be listed as a separate course. This proposal brings the dance curriculum up to date with current policy regarding course listings. Designating each dance form as a separate course will help students identify correctly the classes in which they enroll.

DNC 129 Hip Hop Dance Technique

This course, along with a number of others in this curriculum revision, has been offered for over 20 years as a section listed under DNC 126, Theater Dance Forms. Because each of these dance forms is offered most semesters, the registrar now requires that each dance form be listed as a separate course. This proposal brings the dance curriculum up to date with current policy regarding course listings. Designating each dance form as a separate course will help students identify correctly the classes in which they enroll.

- DNC 133 Ballet Dance Technique I
- Enrollment in the three existing levels of ballet technique (DNC 233, 333, and 433) has grown beyond the capacity of the dance faculty to effectively teach in the current structure. To alleviate the excessive size in class numbers, in recent years the program has offered pre-professional levels of ballet under the DNC 492 Seminar in Dance course number. The current course proposal will address this problem by introducing a freshman level ballet class, leaving the senior level to fulfill the pre-professional role. This creates a logical progression that better serves both the students, the faculty and the program's curricular goals.
- DNC 134 Modern Dance Technique I
- Enrollment in the three existing levels of ballet technique (DNC 233, 333, and 433) has grown beyond the capacity of the dance faculty to effectively teach in the current structure. To alleviate the excessive size in class numbers, in recent years the program has offered pre-professional levels of ballet under the DNC 492 Seminar in Dance course number. The current course proposal will address this problem by introducing a freshman level ballet class, leaving the senior level to fulfill the pre-professional role. This creates a logical progression that better serves the students, the faculty and the program's curricular goals.
- DNC 223 Jazz Dance Technique II
- This course, along with a number of others in this curriculum revision, has been offered for over 20 years as a section listed under DNC 126, Theater Dance Forms. Because each of these dance forms is offered most semesters, the registrar now requires that each dance form be listed as a separate course. This proposal brings the dance curriculum up to date with current policy regarding course listings. This course will be offered at the 200-level to reflect the assumption of some experience in this dance form, either from prior enrollment in the 100-level course or from other experiences. Designating each dance form as a separate course will help students identify correctly the classes in which they enroll.
- DNC 228 Tap Dance Technique II
- This course, along with a number of others in this curriculum revision, has been offered for over 20 years as a section listed under DNC 126, Theater Dance Forms. Because each of these dance forms is offered most semesters, the registrar now requires that each dance form be listed as a separate course. This proposal brings the dance curriculum up to date with current policy regarding course listings. This course will be offered at the 200-level to reflect the assumption of some experience in this dance form, either from prior enrollment in the 100-level course or from other experiences. Designating each dance form as a separate course will help students identify correctly the classes in which they enroll.
- DNC 335 Jazz Dance Technique III
- The dance program recognizes the need for diverse skills in dance. Students' career options include performing in musicals, on cruise ships, at amusement parks, and in dance companies that include jazz dance in their repertoires. Many students will teach in high schools or studios where there is a great demand for jazz classes. However, the Dance majors' curriculum of technique study has been largely limited to ballet and modern dance. The dance faculty therefore, believes it is necessary to include jazz as part of the majors' curriculum. Although three levels of jazz at the non-majors level have been offered under the DNC 126 listing, those courses are not designed for the pre-professional dancer and do not have the rigor needed to develop professional skills. To address these concerns, in recent semesters major's classes in Jazz Dance Technique have been offered under the DNC 492 Seminar in Dance course number. This course proposal satisfies the curriculum requirement that seminar classes be given permanent numbers after they have been offered three times.

DNC 435 Jazz Dance Technique IV

The dance program recognizes the need for diverse skills in dance. Students' career options include performing in musicals, on cruise ships, at amusement parks, and in dance companies that include jazz dance in their repertoires. Many students will teach in high schools or studios where there is a great demand for jazz classes. However, the Dance majors' curriculum of technique study has been largely limited to ballet and modern dance. The dance faculty, therefore, believe it is necessary to include jazz as part of the majors' curriculum. Although three levels of jazz at the non-majors level have been offered under the DNC 126 listing, those courses are not designed for the pre-professional dancer and do not have the rigor needed to develop professional skills. To address these concerns, in recent semesters major's classes in Jazz Dance Technique have been offered under the DNC 492 Seminar in Dance course number. This course proposal satisfies the curriculum requirement that seminar classes be given permanent numbers after they have been offered three times. Because these classes have been in the course rotation in recent semesters, departmental teaching loads already accommodate their addition to the curriculum.

DNC 488 Dance and Technology

This course will serve multiple purposes for the dance program. First, it will expand the current series of choreography courses by enabling students to effectively pursue technology in their creative endeavors. Technology not only enhances the visual components of dance, but can also make it portable and thus more accessible. Second, the technology taught in this course will provide dance students with sophisticated marketing tools to promote their careers. Students understanding how to video and archive their work will be able to effectively build digital resumes that are essential for career success. Third, implementing the instruction of technology into the dance curriculum helps the dance program to stay current in the field and competitive with other Dance Programs. Finally, this course provides additional advanced credit hours, which is a particular concern for transfer students.

DNC 489 Career Resources in Dance

A defining factor of any dance education is that its graduating students are prepared to be successful in a competitive market place. The demands of the dance world require that students have not only talent and skill, but also the ability to network and market their achievements. This course will enable dance students to understand many of the challenges that lie ahead and provide them with the necessary tools to promote themselves as artists. Currently, the dance curriculum does not fully address these needs. The dance faculty believe that this course will lead to a higher ratio of student success once they leave the university setting.

THR 332 Computer Rendering for Theatre

Theatrical designers, painters, and craftspersons are expected to produce computer generated documentation of their designs. This skill is not directly addressed in the current technical theatre curriculum. This course will help theatre design students develop the necessary skills of the profession and provide them with experience in solving practical problems with the aid of a computer. In this capacity, it will keep the SHSU theatre design curriculum current with standard practices in the field.

THR 363 Property Design for Theatre

One of the most accessible areas in which a young theatre technician can gain employment is as a property designer. However, very few undergraduate programs offer a course in this concentration. This course will provide an opportunity to strengthen theatre design students' toolset and better prepare them for employment.

MTV 101X Musical Theatre Applied Voice

Applied voice is already taught in the music program in the vocal performance area. The School of Music has transferred responsibility for training Musical Theatre majors in the area of private voice to the theatre program. This prefix and course number are being introduced to complete the transfer of administrative responsibility from the School of Music to the Department of Theatre and Dance.

MTV 301X Musical Theatre Applied Voice

Applied voice is already taught in the music program in the vocal performance area. The School of Music has transferred responsibility for training Musical Theatre majors in the area of private voice to the theatre program. This prefix and course number are being introduced to complete the transfer of administrative responsibility from the School of Music to the Department of Theatre and Dance.

Courses to be Deleted

THR 331 Scenography IV: Intermediate Scenery and Property Design

The term Scenography is no longer current in Theatre design and there is no longer a theatre design faculty member who can address all of the content implied by the title. The delineation of classes into subject matter specific to scenic design, lighting design and costume design is better suited to areas of expertise among the current theatre design faculty. THR 332 Computer Rendering for Theatre will replace this course.

THR 362 Intermediate Lighting, Sound, and Effects Design

The multiple concentrations of this course do not leave enough time to adequately address any one area. THR 363 Property Design for Theatre, which focuses on a single area of design, will replace this course in the curriculum.

Change in Course Title

DNC 233 Beginning Ballet Technique
TO
Ballet Dance Technique II

DNC 234 Beginning Modern Dance Technique
TO
Modern Dance Technique II

DNC 333 Intermediate Ballet Technique
TO
Ballet Dance Technique III

DNC 334 Intermediate Modern Dance Technique
TO
Modern Dance Technique III

DNC 433 Advanced Ballet Technique
TO
Ballet Dance Technique IV

DNC 434 Advanced Modern Dance Technique
TO
Modern Dance Technique IV

The addition of DNC 133 Ballet Dance Technique I and DNC 134 Modern Dance Technique takes the titling scheme for the dance technique sequences of courses beyond the 'Beginning/ Intermediate/ Advanced' structure by creating four levels of instruction in each form. These changes in course title create a hierarchical numbering and naming protocol that accommodates the proposed course additions and allows for further expansion in the future if necessary and appropriate.

THR 160 Introduction to Production
TO
Introduction to Scenic Production

This class is part of a three step educational experience (including THR 161 and THR 232) in which students learn about various areas of production for theatre. In THR 160 students learn basic carpentry and scenic artistry skills. The title change will make it clear to students that this class focuses on scenery.

THR 261 Computer Drafting for Theatre
TO
Drafting for Theatre

The design faculty wants to add a hand-drafting unit to the CAD core content of this class. Drafting by hand helps students better understand the processes and conventions of drafting. The change of title is consistent with this change in course content.

THR 430 Advanced Scenery, Lighting, and Sound Design
TO
Scenic Design for Theatre

This change of title is in keeping with the effort outlined above to keep a single area of focus in theatre design courses. This change creates a scenic design parallel with the THR 461 Stage Lighting class.

College of Business Administration Curriculum Report (Fall 2010)

Department of Economics and International Business

Courses to be Added

ECO 460 International Field Studies in Economics

This course will be offered as part of our Puebla Field Study school in Puebla, Mexico, and in other study abroad programs that may be initiated. Study abroad offers the student a unique opportunity to compare and contrast economic behavior in a foreign country to that which is observed at home. While the economic problem of allocating scarce resources is common to all cultures and nationalities, different societies have developed economically at different rates, have established different types of institutions to manage economic activity, and often demonstrate cultural differences in their approach to decision making. This course will allow the student to observe these differences first hand.

Students will benefit from this course by attaining a better understanding of the requirements for successful trade and investment with the host country, by becoming more conversant with the business customs and practices of the host country, and by expanding his or her awareness of the language and culture of the host country.

This course will support the present program curriculum in Economics & International Business by offering students the opportunity to acquire personal experience in an international setting.

Department of General Business and Finance

Courses to be Added

GBA 365 Successful Workplace Relationships

The course curriculum aligns with the mission, vision, and core values of the College of Business Administration in that the course will support the College's effort to enhance the communication competencies of its graduates. The College's accrediting agency, AACSB International, also places major importance on business communication competencies. Success in the business environment is more likely with the development of strong professional relationships built on solid interpersonal communication skills. The current program curriculum does not offer students an opportunity for in-depth study or development of strategies for maintaining professional relationships with customers, business partners, subordinates, supervisors, and coworkers.

Department of Management and Marketing

Courses to be Added

MGT 382 Management of Innovation & Technology

The management of innovation and technology is essential to competitive success for companies in a dynamic environment. The current curriculum does not provide a course that prepares undergraduate students to address these issues as well as those associated with developing and maintaining a creative organizational environment conducive to the management of innovation. The addition of this course will prepare students for understanding the role of managing innovation and technology as well how to prepare an innovation and technology forecast.

MGT 383 New Product and Technology Commercialization

New product and technology commercialization is essential to competitive success for companies in a dynamic environment. The current curriculum does not provide a course that prepares the undergraduate students to understand the process of taking new products and technology from concept to the market place. The current curriculum does not address developing and testing the concept of the new product, funding for the new product, intellectual property rights or obtaining patents or copyrights. The addition of this course will enhance the students' understanding of the process of commercializing new products and technologies.

MGT 460 International Field Studies in Management

This course will be offered as part of our Puebla Field Study school in Puebla, Mexico, and in other study abroad programs that may be initiated. Study abroad offers the student a unique opportunity to compare and contrast economic behavior in a foreign country to that which is observed at home. Good management requires a close understanding of the cultural and institutional differences that arise internationally. This course exposes the student to real-world examples of how organizations are managed in the host country, with special emphasis on small enterprises. The student will acquire first-hand experience with cross-cultural differences in communications, and will be able to note similarities and differences in leadership theories across cultures.

This course supports a fundamental part of the College of Business Administration mission, "to develop the skill necessary to achieve successful business careers in a global environment." Almost all businesses are involved to some degree with international trade and investment. This course will be unique in allowing the student to examine organizational behavior, management practices, and entrepreneurial activity in a foreign country.

College of Criminal Justice Curriculum Report (Fall 2010)

Courses to be Added

C J 442 Introduction to Forensic Anthropology

The course has been taught for three consecutive years as a CJ 477 Special Topics course and has had excellent enrollments for each semester it has been offered, demonstrating the high level of interests students have in the subject. It is an ideal course for students who may be going on for a master's degree in forensic science. It also attracts students to the cj major. Not only does the course support the criminal justice undergraduate degree, but also it expands the utility of our STAFS facility.

C J 460 Crime and the Media

This course provides an overview of some of the principles of cultural criminology. The College currently has no other course with a cultural focus. A course that introduces students to thinking about cultural representations of crime is important as they learn to think critically about crime and criminality. This course would complement our current criminological course offerings.

Courses to be Deleted

C J 615 Criminal Justice Statistics Lab

This lab is no longer necessary. The content can easily be covered within the lecture portion of the course.

**College of Education
Curriculum Report (Fall 2010)**

Department of Educational Leadership and Counseling

Courses to be Added

ASE 590 Concepts in Academic Advising

Concepts in Academic Advising is a course required for the Master of Arts in Instructional Leadership and for certification in Academic Advising by the National Academic Advising Association. Academic Advising is vital to fulfilling the mission of higher education.

CNE 775 Advanced Multicultural Counseling

The Ph.D. in Counselor Education is seeking accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The 2009 Revised CACREP Standards require doctoral programs to train Ph.D. students to be multiculturally competent and capable of training master's level counselors for appropriate multicultural clinical practice through multiculturally informed training pedagogy. Currently, these two areas are not sufficiently covered in the doctoral level counselor education curriculum.

EDL 779 Leadership in Academic Advising

Academic Advising is a highly-valued component of successful institutional strategies to educate and retain students. The course, Leadership in Academic Advising, is a required component of the Doctor of Education in Higher Education Leadership with a Specialization in Academic Advising. Upon completion of the course, the student will be prepared as a campus leader in the field of Academic Advising.

Change in Course Title

ASE 660 Psychology of Learning
TO
Learning Theory in Educational Leadership

The current title implies that this course is based in educational psychology, which is not an accurate reflection of the content that is covered. This course focuses on the theories that undergird effective practices in teaching and learning and the relationship that leadership has on both constructs. Thus, the proposed title change is a more appropriate and accurate description of course content.

CNE 762 Methods of Educational Research
TO
Methods of Counseling Research

The original curriculum for the Ph.D. in Counselor Education included the course EDL 762. After the program had been in operation for several semesters, the course description in the Graduate Catalog was revised but the name change was never submitted to the Curriculum Committee. This course is only taught to Counseling doctoral students and focuses on Counseling research methods.

- EDL 773 The American Community College
TO
The American Higher Education System
- The current title implies that this course is intended only for community college leadership students. However, many of our higher education students are in university settings rather than community college. Thus, the change in course title allows this course to be inclusive of topics relative to leadership candidates in all higher education settings. Because community college and university issues are intricately interwoven, the proposed title change is also a more appropriate and accurate description of course content.
- EDL 774 The Community College Student
TO
The College Student
- The current title implies that this course is intended only for community college leadership students. However, many of our higher education students are in university settings rather than community college. Thus, the change in course title allows this course to be inclusive of topics relative to leadership candidates in all higher education settings. Because community college and university issues are intricately interwoven, the proposed title change is also a more appropriate and accurate description of course content.
- EDL 775 Community College Finance
TO
Higher Education Finance
- The current title implies that this course is intended only for community college leadership students. However, many of our higher education students are in university settings rather than community college. Thus, the change in course title allows this course to be inclusive of topics relative to leadership candidates in all higher education settings. Because community college and university issues are intricately interwoven, the proposed title change is also a more appropriate and accurate description of course content.
- EDL 776 Community College Curriculum
TO
Higher Education Curriculum
- The current title implies that this course is intended only for community college leadership students. However, many of our higher education students are in university settings rather than community college. Thus, the change in course title allows this course to be inclusive of topics relative to leadership candidates in all higher education settings. Because community college and university issues are intricately interwoven, the proposed title change is also a more appropriate and accurate description of course content.
- EDL 777 Theory and Practice of Community College Leadership
TO
Theory and Practice of Higher Education Leadership
- The current title implies that this course is intended only for community college leadership students. However, many of our higher education students are in university settings rather than community college. Thus, the change in course title allows this course to be inclusive of topics relative to leadership candidates in all higher education settings. Because community college and university issues are intricately interwoven, the proposed title change is also a more appropriate and accurate description of course content.

EDL 778 Higher Education Law and Governance in the Community College
TO
Higher Education Law and Governance

The current title implies that this course is intended only for community college leadership students. However, many of our higher education students are in university settings rather than community college. Thus, the change in course title allows this course to be inclusive of topics relative to leadership candidates in all higher education settings. Because community college and university issues are intricately interwoven, the proposed title change is also a more appropriate and accurate description of course content.

Department of Health and Kinesiology

Changes in Course Number

HED 282 TO HED 382

This change in number aligns the course with other 300 level courses in the sequence for Health Education.

Change in Course Title

KIN 435 Psychology of Coaching
TO
Sport and Exercise Psychology

This change in title makes clear that the course content is appropriate for several majors in the department: coaching, sport management and exercise science.

Department of Language, Literacy and Special Populations

Courses to be Added

RDG 785 Digital Literacies

The shift from print literacy to digital or multimodal literacies requires candidates to have the ability to understand and use a variety of digital epistemologies and digital ways of knowing. Interest and research in this complex field (like Second Life) is already evident in our program of study. This course will build on that existing knowledge and fill a need not currently offered through our existing courses.

RDG 792 Advanced Studies in Qualitative Methods in Education

The addition of this elective course will support the college's graduate programs by providing those students who wish to conduct their own inquiry using qualitative methodology the time and mentoring they need to conduct field work, analyze their data, and write their findings suitable for publication. Students from the doctoral programs in reading, special education, counseling, and educational leadership who wish to conduct a qualitative dissertation may take this course as an elective.

SPD 484 Student Teaching in Special Education

Currently there is not a designated course number for student teaching in the special education classroom, and SPD 474, the special education special projects number, is being used. Texas Higher Education Coordinating Board rules require that the course be submitted for curriculum review when taught on a continuing basis. Students in the Special Education Program will take this course instead of EED 492, since a special education student teaching course is required by accrediting bodies. A special education prefix is needed for tracking those who need special education placements for student teaching. Additionally, a designated special education course for student teaching will strengthen our curriculum for accreditation review by NCATE.

SPD 661 Applied Research in Special Education

This course will provide a non-thesis option for students in the Special Education Program. Currently there is not a specific research course in special education. The majority of the students in the Special Education Program do not plan to continue in graduate school past the master's degree and thus do not require a thesis. Yet, conducting research and learning to base practice on research findings is a necessary skill for practitioners within the field of special education. All students in the Low Incidence Disabilities and Autism Program are required to take SPD 698 (Thesis 1) and to propose a thesis project. There is a need for the option of continuing with a formal thesis if the student plans post-masters work (SPD 699) or to select a less formal, yet still rigorous, requirement of a research project (the proposed course).

Changes in Course Number

RDG 688 TO RDG 731

Our accrediting body questioned the master's level course designation in a doctoral program that is already limited in hours (due to Coordinating Board requirements). The course number change will reflect the reality that most of the students enrolled in the course are doctoral students. Master's candidates will be allowed to enroll in the course with department approval.

Change in Course Title

SPD 390 Learning and Instruction for Young Children with Disabilities
TO
Learning and Instruction for Children w Disabilities

The elementary education certification program has changed from EC-4 to EC-6. As a result, the age span addressed by the course content of SPD 390 will be expanded to include fifth and sixth grades, beyond the age span of "young children" which typically includes pre-K through fourth grade.

Change in Course Number and Title

RDG 638 Research in Language and Literacy I
TO
RDG 733 Research in Language and Literacy

Our accrediting body questioned the master's level course designation in a doctoral program that is already limited in hours (due to Coordinating Board requirements). The course number change will reflect the reality that most of the students enrolled in the course are doctoral students. Master's candidates will be allowed to enroll in the course with department approval.

College of Humanities and Social Sciences Curriculum Report (Fall 2010)

Department of Communication Studies

Courses to be Added

COM 466 Deceptive Communication

Courses in deceptive communication practices are becoming more common in universities around the country, so the addition of this course will make our program in communication studies more competitive and viable. Also, because the department offers relatively few content-specific upper-level courses, this course will help to broaden such offerings for our students.

In addition, the course content is directly applicable to the needs of students in other majors. Research has clearly shown that people must deal with deceptive communication every day and in a variety of relationships and professions. For example, such a course has been specifically requested by advisors in the criminal justice program at SHSU. Two previous versions of the course taught as a special topic have been popular with students from a variety of majors.

COM 535 Advanced Communication Theory

Foundation courses in communication theory are prevalent in most Communication Studies graduate programs around the country, so the addition of this course will make our program more competitive and viable. The study and understanding of theory is a vital component in the development of well-rounded social science scholars. As our program has a social science focus, this course is integral to building the necessary analytical tools and knowledge for our students.

COM 575 Graduate Readings in Communication Studies

This course will enable our department to better tailor the graduate program of study on communication to meet the individual needs of specific graduate students. Students often have a particular research or subject area of interest not adequately covered by existing courses, and this course is designed to help fill that gap. Because the course will refine student ability to reach research goals, it will make our program more competitive and viable.

Department of English

Courses to be Added

ENG 378W Designing Written Documents

Within the Technical Writing discipline, courses in document design help students learn to create professional quality texts that integrate effective writing with effective design strategies. The ability to design documents through the theories of visual rhetoric is a necessary component in a technical writer's arsenal. Technical writers work in such areas as business, medicine, industry, or government, and will need to communicate visually through common documents in their workplaces. As such, a focus on rhetorical situations and the principles and theories of design combine to give students practical skills in information architecture along with the supporting theoretical perspectives.

ENG 494W Studies in Seventeenth Century British Literature

At the 400 level, this course will allow students greater choice of specialty areas, since the BA degree requires students to take two courses at the 400 level. Current choices are somewhat limited. Students will now have the opportunity to examine this important time period in more depth than previously offered. Important authors of this period are only minimally discussed in

the early masterworks course and the Renaissance course, and should be given full treatment in a course of their own. English-language literature and students will now have greater continuity in their coverage of British literature.

ENG 630 Special Topics in English

The proposed class will expand the existing range of course offerings by allowing graduate English faculty to teach special topics in their areas of academic and scholarly expertise. It will enrich and invigorate the program curriculum by offering a new variety of elective courses for graduate students.

Sample Course (“Anglo-Irish Identities, 1600-1800”): This graduate English course explores the complex and contested cultural, political, and ideological identities of the group known variously as the Anglo-Irish, the English in Ireland, and the Protestant Ascendancy. Students will read and discuss works by Edmund Spenser, William Molyneux, George Berkeley, Jonathan Swift, Edmund Burke, Maria Edgeworth, and Lady Morgan. The close readings from the works of these figures will take place within their historical, political, and ideological contexts, which have connections to our larger understanding of the construction of identities in colonial and post-colonial worlds.

Department of Family and Consumer Sciences

Courses to be Added

FCS 334 Lodging Operations Management

With the expansion of the scope and impact of the hospitality industry on the global economy, the need for higher education and professionalism within the field is continually growing. This course is designed to provide students with both an understanding and a hands-on familiarity with the skills necessary to succeed in this specialized and highly-competitive industry.

FCS 339 Communities and Life Cycle Nutrition

The undergraduate Food Science and Nutrition program at SHSU is accredited by the Commission on the Accreditation for Dietetics Education (CADE) as a Didactic Program in Dietetics (DPD). In order to maintain accreditation with this organization, the DPD and the undergraduate curriculum must adhere to the eligibility requirements and accreditation standards (ERAS) set forth by CADE. In July 2008, CADE released an updated version of ERAS which became effective March 2009 and includes specific knowledge requirements and student learning outcomes that cannot be met with the current curriculum at this time. As such, it is of utmost importance that our DPD be modified to meet the new ERAS and be able to maintain accreditation with CADE.

A course such as the one proposed here, has never been part of SHSU's DPD curriculum, and students have been at a constant disadvantage upon graduation. The resulting impact is that our students have to learn these skills while obtaining their practical experience at an internship and while preparing to take the national registration (RD) examination. It has proven to be very detrimental to our pass rate in the past. Adding this course will definitely give our students an edge by providing them with a sound background and should increase the rate of acceptance into competitive internship programs.

The proposed course, FCS 339 - Community and Life Cycle Nutrition, would extend the didactic training for our students and thoroughly prepare them for the seven modules of the national exam. Without the addition of this course and the proposed FCS 461, our curriculum meets a majority of the knowledge requirements of CADE. In order to maintain accreditation and prepare our students for the competitive professional dietetic environment, this course will allow students to more thoroughly explore the full spectrum of dietetics practice.

FCS 461 Clinical Dietetics II

Currently, the undergraduate program in Food Science and Nutrition at SHSU is accredited by the Commission on the Accreditation for Dietetics Education (CADE) as a Didactic Program in Dietetics (DPD). In order to maintain accreditation with this organization, the DPD and the undergraduate curriculum must adhere to the eligibility requirements and accreditation standards (ERAS) set forth by CADE. In July 2008, CADE released an updated set of ERAS which included specific knowledge requirements and learning skills that are not met at SHSU at this time. As such, it is of utmost importance that our DPD be modified to meet the new ERAS and be able to maintain accreditation with CADE.

Only one clinical dietetics course is currently being offered at the senior level (FCS 460), and all of the required clinical nutrition and medical nutrition therapy skills are being taught in this course. With the release of the new knowledge requirements, this course has had to incorporate many of the new competencies into its schedule, and these additions have severely limited the amount of time that can be spent on each of the class topics.

The proposed course, FCS 461 - Clinical Dietetics II, would extend the didactic clinical training for our students from one semester to two semesters and would allow students to more thoroughly explore medical nutrition therapy, practice diet counseling theories, apply critical thinking skills and perform medical documentation as required by our accrediting body. By extending this material over 2 semesters, students would also have more time to gain hands-on experience through additional clinical observation hours conducted at a local hospital.

Courses to be Deleted

FCS 373 Cultural and Experimental Food Technology

Much of the content of this course is redundant with material in FCS 367 Introductory Food Science. It is also being proposed to change the name of FCS 367 to Food Science, with the cultural aspects of FCS 373 being incorporated into the newly proposed FCS 339 Community and Life Cycle Nutrition course.

Change in Course Title

FCS 160 Art in Design, Education and Fashion
TO
Basic Principles of Design

This course traditionally has presented the basic art elements and principles of design to students majoring in interior design, fashion merchandising, and family and consumer sciences, including those family and consumer sciences major who are pursuing teacher certification. Two reasons are given for this change: (1) the course has recently become part of the core (Fall 2009) and, as such, serves student outside of interior design, FCS education, and fashion merchandising, making the previous title too narrow; and (2) the Department of Art is pursuing an accreditation in which the word "Art" in our title could be problematic. The department wishes to comply with their request that that word be removed.

FCS 367 Introductory Food Science
TO
Food Science

Much of the "introductory" part of food science currently is being taught in FCS 141 Food Preparation and Selection. Therefore, this course, rather than introducing, extends the concepts of food science. At the next opportunity, the prerequisite requirement for this course will be adjusted to include FCS 141.

FCS 460 Clinical Dietetics
TO
Clinical Dietetics I

With the changes in the eligibility requirements and accreditation standards adopted by the accrediting body of the undergraduate program in Food Science and Nutrition, it became obvious that two semesters of medical nutrition therapy would be necessary to incorporate all of the content being required. Therefore, we are asking that FCS 460 Clinical Dietetics be split into two courses: FCS 460 Clinical Dietetics I and FCS 461 Clinical Dietetics II (see above).

Department of Foreign Languages

Courses to be Added

ARB 470 Seminar in Selected Topics in Arabic Culture

Due to the recently created minor in Middle Eastern Studies, the increasing student interest in this minor - currently there are 20 students and one auditor in ARB 380 - and the newly created program in Qatar (which started in the summer of 2008), we need a course whose content can vary and which we can teach here and in Qatar. The themes of this class will complement those of ARB 380 (recently created) with the aim of further deepening the students' understanding of the Arab world and the Middle East.

FL 141 Beginning Foreign Language I

The curriculum of the Foreign Language Department is dynamic with the introduction of new languages being a regular occurrence. These courses will be used with a particular language until that language can be made a more permanent part of the curriculum with its own number sequence. This is part of a 14 hour sequence in one single language.

FL 142 Beginning Foreign Language II

The curriculum of the Foreign Language Department is dynamic with the introduction of new languages being a regular occurrence. These courses will be used with a particular language until that language can be made a more permanent part of the curriculum with its own number sequence. This is part of a 14 hour sequence in one single language.

FL 263 Intermediate Foreign Language I

The curriculum of the Foreign Language Department is dynamic with the introduction of new languages being a regular occurrence. These courses will be used with a particular language until that language can be made a more permanent part of the curriculum with its own number sequence. This is part of a 14 hour sequence in one single language.

FL 264 Intermediate Foreign Language II

The curriculum of the Foreign Language Department is dynamic with the introduction of new languages being a regular occurrence. These courses will be used with a particular language until that language can be made a more permanent part of the curriculum with its own number sequence. This is part of a 14 hour sequence in one single language.

- GER 470 Seminar in Selected German Topics
- Most departments have a seminar course from which they offer new materials to their students. This enables them to tailor the program to effectively meet the needs of the students. This course accomplishes that purpose for the German program. It will also allow instructors to provide instruction in new areas related to their research and provides a mechanism by which new courses can be introduced into the curriculum.
- SPN 462 History of Spanish Language
- The Spanish major is not complete without an understanding the context in which the language developed. The purpose of the course is to provide our majors with this missing piece in our curriculum.
- SPN 466 Spanish Phonics
- This course expands the offerings available to the Spanish majors and minors. It is an important addition to the Foreign Languages Department's curriculum in the area of Spanish Linguistics. For those students who will become teachers of Spanish it provides a critical tool for mastering the Spanish language. We currently have only one course offered in Spanish linguistics. The proposed course has been successfully taught under Special Topics. This course will nicely link with SPN 367 and will serve to expand on one of the subjects already discussed in general terms in the introductory course.

Department of History

Courses to be Added

- HIS 384W Family and Childhood in the Atlantic World
- The proposed course fulfills two principal curricular needs in the Department of History. First, it enhances offerings in the history of the early modern period (1500-1800) and the Atlantic World. This time period and geographical region are currently underrepresented. Secondly, it enhances topical course offerings by focusing on the history of family and childhood, a subject of increasing prominence within the discipline of history. It also complements several recently established minors, such as Gender Studies and Latin American Studies, and could contribute towards a possible minor in Family Studies in the future.
- HIS 395W American Environmental History
- At present our history department has no environmental history offerings. Environmental history is an important field that offers new perspectives on understanding history and society and also relates to topics that are at the center of debates in contemporary American society. Adding this course to the curriculum places our department in the vanguard of the field while expanding our offerings to students. Furthermore, this course is inherently interdisciplinary and will be of interest to students in other fields such as the sciences and humanities.
- HIS 397W Modern Mexico
- This course expands departmental offerings in Latin American history, an area historically underrepresented in college history curricula. It will support and broaden the department's approach to area studies, the proposed Latin American Studies minor, and hopefully generate student interest among not only majors but also non-majors. The course offering also responds to the important, and growing, student demographic of Hispanic and/or Mexican descent.

HIS 562 American Environmental History

At present our history department has no graduate-level environmental history offerings. Environmental History is an important new field that offers new perspectives on understanding history and society and also relates to topics that are at the center of debates in contemporary American society. Environmental History offers important new interpretive tools and perspectives to the field of history and is therefore an important part of a graduate history education. Offering a graduate environmental history class will place the department in the vanguard of higher education and improve the training provided to our graduate students.

HIS 570 Colonial America

At present two of the Department of History's graduate courses are HIS 571 Colonial and Revolutionary America (which runs to 1783) and HIS 572 Early National America (which runs from roughly 1783 to 1850). These courses divide American history in the midst of its development, in 1783, a bifurcation which is unnatural and separates independence from constitution making. Moreover, the Department has found the current arrangement does not allow for a sufficient study of the respective subjects. For example, with the current HIS 571 the students are required to cover the period from 1607 to 1783 in fifteen weeks. They thus have nine weeks or less to cover all the pertinent material for the Colonial period, which extends from the settlement of Jamestown, Virginia in 1607 to the end of the French and Indian War in 1763.

The result leaves the students without a firm grounding in the landmark documents and figures, from Thomas Jefferson and the Declaration of Independence to James Madison and the Constitution of the United States, nor in the rich and voluminous amount of secondary literature. Adding a new course on Colonial America will help alleviate these problems experienced by the Department of History and allow for sufficient coverage of seventeenth- and eighteenth-century American history.

Change in Course Title

HIS 571 Colonial and Revolutionary America
TO
Revolutionary America

At present two of the Department of History's graduate courses are HIS 571 Colonial and Revolutionary America (which runs to 1783) and HIS 572 Early National America (which runs from roughly 1783 to 1850). The Department is proposing: (1) the creation of a new course titled HIS 570 Colonial America, which will cover the period to 1763; (2) a change in title from HIS 571 Colonial and Revolutionary America to HIS 571 Revolutionary America, which will examine the period from 1763 to 1800; and (3) to have HIS 572 Early National America retain the same course number and title but begin with the year 1800 instead of 1783.

Department of Mass Communication

Courses to be Deleted

MCM 384 Strategic Planning for Public Relations and Advertising

MCM 462 Business News

MCM 385 Innovative Communication and Special Events

These courses have never been offered since this curriculum was introduced three years ago. There is no intention or likelihood of their being offered in any foreseeable future. The curriculum committee of the department has recommended dropping the courses, and the faculty of the department has voted their agreement with this action.

Department of Psychology and Philosophy

Courses to be Added

PHL 433W Bioethics

This course is a standard offering in philosophy departments. For example, philosophy departments at both The University of Houston and Texas A & M offer bioethics. This course is needed for a variety of reasons. First, there is student demand. For example, a number of current and past students in the Death and Dying course have requested a course in related bioethical issues. Second, Dr. Buccafurni's specialization is bioethics and she would like to share with students ethical issues that new medical technologies present. These issues concern any conscientious citizen. Students from a broad range of majors will benefit from such a course. Third, this course will be relevant to biology students (in addition to philosophy and psychology students) because the course covers the ethics of bioresearch. Currently, the biology department offers no course in professional ethics. Fourth, this course will also be of interest to pre-medical students in a variety of majors, introducing students to some of the medical dilemmas which they will come to negotiate in professional life. Similarly, because a nursing program is upcoming, nursing students will also be served by this course for similar reasons. And finally, this course will also serve the needs of the history department if the proposal for incorporating a history of medicine course into the curriculum is accepted.

PSY 375 Psychopathology and Family Dynamics

At this time, no course is taught regarding psychopathology as it relates to family dynamics, and a number of students moving into graduate programs in psychology requested such a course. An in-depth understanding of psychopathology and family dynamics is a major underpinning in the science of mental health and human behavior. This subject is also an integral part of preparation for graduate school in psychology, education, sociology, criminal justice, communication studies, and family studies, as well as in other fields related to human behavior.

PSY 570 Academic Assessment and Consultation

The content of this course is required for continued accreditation/approval of the School Psychology Specialist Level Program at Sam Houston State University by the National Association of School Psychologists (NASP). It specifically addresses one of the program areas indicated as "in need of improvement" by the most recent NASP review (Fall 2005). Additionally, this course is needed to adequately prepare school psychology graduate students to fulfill their role as a Licensed Specialist in School Psychology, with some of their major functions being to appropriately assess, intervene upon, and monitor the academic functioning/behaviors of school-age youths. The course is being taught for the first time this Spring 2009 semester under a special problems course number (PSY 535) in graduate psychology.

Department of Sociology

Courses to be Added

SOC 586 The Sociology of Aging

This course will support the present department focus on Health and Aging through the study of the aging population. The aging population is increasing dramatically, with life expectancies increasing each decade. The study of the sociology of aging is a vital part of understanding growing social, medical and economic needs of the aging population.