SAM HOUSTON STATE UNIVERSITY

CURRICULUM REPORT

Curriculum Requests Not Associated with New/Altered Degree Programs

To Become Effective
Fall 2011

SUBMITTED BY
THE UNIVERSITY CURRICULUM COMMITTEE

TO THE
BOARD OF REGENTS
THE TEXAS STATE UNIVERSITY SYSTEM

FEBRUARY 2011

A Member of The Texas State University System

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TO

TO THE
BOARD OF REGENTS
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FEBRUARY 2011

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

	COMMITTEE RECOMMENDATION	AAC RECOMMENDATION	VPAA RECOMMENDATION
A. COURSES TO BE ADDED			
AGRI 3336	A	A	A
AGRI 4337	A	A	A
AGRI 4339	A	A	A
AGRI 4365	A	A	A
AGRI 4398	A	A	A
BIOL 2301	A	A	A
GUIT 5202	A	A	A
DANC 1201	A	A	A
DANC 5388	A	A	A
DANC 5389	A	A	A
B. COURSES TO BE DELETED			
AGR 2100	A	A	A
AGR 2369	A	A	A
C. CHANGES IN COURSE TITLE			
AGR 4367	A	A	A
ART 2386	A	A	A
COSC 1436	A	A	A
COSC 1437	A	A	A
COSC 2327	A	A	A
COSC 2329	A	A	A
COSC 3327	A	A	A
COSC 3319	A	A	A
COSC 3321	A	A	A
COSC 4316	A	A	A
COSC 4326	A	A	A
COSC 4320	A	A	A
D. CHANGES IN COURSE NUMBER			
ART 260	A	A	A
ART 269	A	A	A
ART 271	A	A	A
ART 331	A	A	A
ART 370	A	A	A
ART 432	A	A	A
ART 473	A	A	A
BIO 336	A	A	A
BIO 369	A	A	A
BIO 392	A	A	A
BIO 430	A	A	A
BIO 431	A	A	A
BIO 470	A	A	A
BIO 471	A	A	A
BIO 480	A	A	A
BIO 493	A	A	A

BIO   496   A   A   A

E.   CHANGES IN COURSE TITLE AND COURSE NUMBER
None

F.   CHANGES IN COURSE PREFIX
None

G.   CHANGES IN COURSE NUMBER AND PREFIX
None

H.   CHANGES IN COURSE TITLE AND PREFIX
DF   492   A   A   A

COLLEGE OF BUSINESS ADMINSTRATION
Curriculum Report (Fall 2011)
Summary by Action

A: indicates a recommendation for approval
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	COMMITTEE RECOMMENDATION	AAC RECOMMENDATION	VPAA RECOMMENDATION
A. COURSES TO BE ADDED			
ACCT 5315	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			
G. CHANGES IN COURSE NUMBER AND PREFIX			
None			
H. CHANGES IN COURSE TITLE AND PREFIX			
None			

COLLEGE OF CRIMINAL JUSTICE
Curriculum Report (Fall 2011)
Summary by Action

A: indicates a recommendation for approval
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	COMMITTEE RECOMMENDATION	AAC RECOMMENDATION	VPAA RECOMMENDATION
A. COURSES TO BE ADDED			
CRIJ 3331	A	A	A
CRIJ 3340	A	A	A
CRIJ 3341	A	A	A
CRIJ 3351	A	A	A
CRIJ 3420	A	A	A
CRIJ 4351	A	A	A
CRIJ 4364	A	A	A
CRIJ 4390	A	A	A
CRIJ 4398	A	A	A
CRIJ 5340	A	A	A
CRIJ 5341	A	A	A
CRIJ 5342	A	A	A
CRIJ 7375	A	A	A
FORS 5114	A	A	A
FORS 5115	A	A	A
FORS 5117	A	A	A
FORS 5261	A	A	A
B. COURSES TO BE DELETED			
None			
C. CHANGES IN COURSE TITLE			
CJ 4370	Withdrawn		
CJ 7380	A	A	A
D. CHANGES IN COURSE NUMBER			
FORS 5360	A	A	A
CJ 4380	A	A	A
E. CHANGES IN COURSE TITLE AND COURSE NUMBER			
FORS 5446	A	A	A
F. CHANGE IN COURSE PREFIX			
None			
G. CHANGES IN COURSE NUMBER AND PREFIX			
None			
H. CHANGES IN COURSE TITLE AND PREFIX			
None			

COLLEGE OF EDUCATION
Curriculum Report (Fall 2011)
Summary by Action

A: indicates a recommendation for approval
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		COMMITTEE RECOMMENDATION	AAC RECOMMENDATION	VPAA RECOMMENDATION
A.	**COURSES TO BE ADDED**			
CIED	6394	A	A	A
CIME	4116	A	A	A
CIME	4227	A	A	A
CIME	4334	A	A	A
CIME	4335	A	A	A
CIME	4336	A	A	A
CIME	4391	A	A	A
CIME	4392	A	A	A
EDLD	7364	A	A	A
KINE	5382	A	A	A
ECHE	4373	A	A	A
TESL	3303	A	A	A
READ	7301	A	A	A
READ	7366	A	A	A
READ	7367	A	A	A
LSSL	5376	A	A	A
LSSL	7337	A	A	A
LSSL	7361	A	A	A
LSSL	7367	A	A	A
LSSL	7370	A	A	A
B.	**COURSES TO BE DELETED**			
EDAD	6396	A	A	A
EDAD	6397	A	A	A
READ	7325	A	A	A
READ	7337	A	A	A
C.	**CHANGES IN COURSE TITLE**			
EDAD	6387	A	A	A
EDAD	6394	A	A	A
KINE	2110	A	A	A
BESL	5301	A	A	A
BESL	5303	A	A	A
BESL	5305	A	A	A
BESL	6301	A	A	A
BESL	5304	A	A	A
BESL	6320	A	A	A
ECHE	2315	A	A	A
READ	7340	A	A	A
SPED	7305	A	A	A
SPED	8301	A	A	A

D.   **CHANGES IN COURSE NUMBER**
None

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
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 HUMANITIES AND SOCIAL SCIENCES
Curriculum Report (Fall 2011)
Summary by Action

A: indicates a recommendation for approval
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		COMMITTEE RECOMMENDATION	AAC RECOMMENDATION	VPAA RECOMMENDATION
A.	**COURSES TO BE ADDED**			
FACS	3364	A	A	A
FACS	5380	A	A	A
FACS	5381	A	A	A
FREN	4377	A	A	A
FREN	4379	A	A	A
SPAN	3380	A	A	A
HIST	3366	A	A	A
HIST	4383	A	A	A
HIST	5333	A	A	A
HIST	5336	A	A	A
HIST	5374	A	A	A
HIST	5381	Withdrawn		
PSYC	6396	A	A	A
PSYC	6397	A	A	A
PSYC	8381	A	A	A
SOCI	2399	A	A	A
SOCI	3335	A	A	A
SOCI	4320	A	A	A
B.	**COURSES TO BE DELETED**			
HIST	5337	A	A	A
C.	**CHANGES IN COURSE TITLE**			
HIST	5373	A	A	A
POLS	3377	A	A	A
D.	**CHANGES IN COURSE NUMBER**			
HIST	5361	A	A	A
MCOM	3326	A	A	A
POLS	2365	A	A	A
POLS	2381	A	A	A
E.	**CHANGES IN COURSE TITLE AND COURSE NUMBER**			
ENGL	6397	A	A	A

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 2011)

Department of Agricultural and Industrial Sciences

Courses to be Added

AGRI   3336   Livestock Marketing

Livestock marketing is an area of interest across a broad range of disciplines in agriculture. This course will look at all livestock species when dealing with marketing issues, but will focus on the stocker and feedlot industries and how they deal with risk management issues. Students going into any facet of the animal production industry will need to understand the fundamentals of livestock marketing. The course is specifically an animal science-related marketing class. This course would complement AGR 364, 436, 480 and 431, in that it would provide further study of various segments of the beef industry.

AGRI   4337   Behavior and Management of Domestic Animals

Students involved in the study of domestic animals used in production agriculture need to understand the basic behavioral principles pertinent to such animals. Students in agriculture are influenced by domestic farm animal behavior in one way or another, so they must understand behavioral traits related to handling, housing and management. The term "domestic" in this course does not refer to companion animals or pets; it refers to those species that are utilized in production agriculture, such as cattle, horses, herd dogs, swine, sheep, goats, etc. These species are also not exclusively food animals, as some are used to assist in the processes affiliated with production agriculture, including horses and herd dogs. Furthermore, species such as sheep and goats are used to produce fibers in addition to food production. The course is not confined to "farm" animals, and "farm" is an antiquated term that does not represent the holistic view of agriculture. This course differs from a course offered in Biology, which focuses on ecology and evolution of non-domesticated animal behavior. We spoke with Dr. Tamara Cook in the Department of Biological Sciences and she agreed that there is no overlap between our proposed course and the Biology course titled, "Animal Behavior". This course will complement AGRI 2360, 3380, 4336, 4360, 4376 and 4380.

AGRI   4339   Advanced Livestock and Horse Evaluation

This course will permit students who intend to pursue a career in animal or equine science to develop advanced skills in the selection and evaluation of horses and/or livestock. Industry standards are constantly changing, which necessitates a more constant and in-depth study of performance and production measures that are common in the field. This course will aid in the advanced study for both the livestock and equine judging teams.

AGRI   4365   Legal Issues in Agribusiness

The Department has recently hired two new Agribusiness faculty members to accommodate the increasing number of students pursuing an Agricultural Business degree, and the number of students interested in legal issues affiliated with agriculture has increased dramatically. Legal issues in agriculture, food, and rural settings are much different than those encountered in commercial business, and includes legal issues not typically addressed in commercial business courses. Most agricultural legal issues are of a civil (non-criminal) nature, and are specific to the production, processing and distribution channels within the agri-food system. Many students within the department take professional career positions in agri-food production and/or sales upon graduation. These industries are held to the highest legal standards, as they produce perishable, consumable food products; employees owning or operating businesses in these fields require specialized knowledge of legal issues in agriculture and the food industry.

AGRI   4398   Animal Diseases and Public Health

Animal diseases and public health is an area of major concern for homeland security and bio terrorism. This course will assist students desiring to study diseases that are common to both animals and man but that can also be transferred from animal to man. Emphasis will be placed on how these diseases exist in natural environments, modes of transmission and methods of control and prevention. This course will cover infectious agents and their clinical signs. This course would complement AGRI 4350, 3363, 4380, 3376 and 4310.

Courses to be Deleted
AGR   2100   Meeting Management and Parliamentary Procedure

This course no longer meets the needs of the students in the department as some of its content has been absorbed by other related courses. Furthermore, the department does not have the faculty to include this course as a part of its regular curriculum offerings.

AGR   2369   Confinement Animal Production

This course no longer fits into our curriculum rotation for Animal Science majors or minors, and it has not been taught in over three years. A former faculty member proposed this course, partly due to his research interests. The department no longer has the faculty necessary to include this course as a regular part of our curriculum rotation.

Change in Course Title
AGR   4367   Equitation
            TO
            Stock Horse Equitation

Equitation includes a large variety of riding styles and maneuvers related to equine. This course is intended to focus more on stock horse equitation versus western pleasure, hunter under saddle, trail, and other styles that typify the pleasure and/or reining horse industries.

Department of Art

Courses to be Added
BIOL   2301   Cell Biology and Genetics

The increasing academic standards for nursing and other allied health programs requires a broadening of basic natural sciences. Absent from the current curriculum of natural science offerings at the nursing and allied health student level of understanding is a course in cell biology and genetics. This course is designed to fulfill that deficiency.

Change in Course Title
ART   2386   Renaissance through Rococo Art History
            TO
            Survey II: Renaissance to Post-Modern Art History

The current title of the course as it appears in the course schedule (Renaissance through Rococo Art History) does not match the correct course title and description of the course content in the course catalogue (Survey II: Renaissance to Post-Modern Art History). The recommended course title change will remedy this problem.

Change in Course Number
ART   260   TO   ARTS 1303

To be in compliance with Texas Common Course numbering system.

ART   269   TO   ARTS 3317

Move to Junior year in sequence.

ART   271   TO   ARTS 1312

To be in compliance with Texas Common Course numbering system.

ART   331   TO   ARTS 2344

Move to Sophomore year in sequence.

ART   370   TO   ARTS 2386

Move to Sophomore year in sequence.

ART   432   TO   ARTS 3324

Move to Junior year in sequence.

ART   473   TO   ARTS 3382

Move to Junior year in sequence.

Department of Biology

Change in Course Number

BIO	336	TO	BIOL	3461
BIO	369	TO	BIOL	3469
BIO	392	TO	BIOL	3492
BIO	430	TO	BIOL	4430
BIO	431	TO	BIOL	4410
BIO	470	TO	BIOL	4470
BIO	471	TO	BIOL	4471
BIO	480	TO	BIOL	4480
BIO	493	TO	BIOL	4493

Currently, these courses are meeting for 3 hours of lecture and 2-3 hours of laboratory per week with students receiving only 3 SCH for their efforts. Increasing the number of SCH to 4 that each of these courses is worth brings them in line with other courses in the department that have a laboratory component.

BIO   496   TO   BIOL   4096

This course is essentially a "testing of the audience" for faculty wanting to teach a new course within their specialty. Currently the only option is for this to be a 3 SCH course. The department requires flexibility in how many SCH a special topics course is worth. For example, a faculty member may want to offer a 1 SCH seminar course, a 3 SCH lecture only course, or a 4 SCH laboratory course.

Department of Computer Science

Change in Course Title

COSC   1436   Introduction to Algorithms and Programming
                    TO
                    Programming Fundamentals I

The course's prefix, number, and title are approved in CS Field of Study Curricula (FOSC) of Lower-Division Academic Course Guide Manual (ACGM) by Texas Higher Education Coordinating Board. This change also considers the articulation perspective for students transferring from other institutions. Accordingly, current course description needs to be updated as follows.

Current description:
This course is an introduction to programming. A software engineering approach to developing computer programs is stressed and object-oriented concepts are introduced. The development of procedures and the writing and testing of programs to implement them is emphasized. This course includes a 2-hour lab-based component. Prerequisites: eligibility for MTH 163, MTH 199, MTH 170, or MTH 142, basic keyboarding and PC skills. Credit 4.

Suggested description:
This course is an introduction to programming. Topics include fundamental concepts of computer programming and software development methodology, including data types, control structures, functions, arrays, and the mechanics of programming running, testing, and debugging. The development of procedures and the writing and testing of programs to implement them are emphasized. This course includes a 2-hour lab-based component. This course assumes a general familiarity with computers. Prerequisites: eligibility for MTH 163, MTH 199, MTH 170, or MTH 142. Credit 4.

COSC   1437   Programming Algorithms and Data Structures
TO
Programming Fundamentals II

The course's prefix, number, and title are approved in CS Field of Study Curricula (FOSC) of Lower-Division Academic Course Guide Manual (ACGM) by Texas Higher Education Coordinating Board. This change also considers the articulation perspective for transferred students from other institutions. Accordingly, current course description needs to be updated as below. In particular, C++ is not the only programming langue that can be taught in this course. Recent years, Java has been chosen as the target programming language for this course.

Current description:
This course is a continuation of CS 146 and emphasizes the relationships between the data objects in computer programs. Reusability is stressed through the use of generic data abstractions such as the C++ Standard Template Library. This course includes a 2-hour lab-based component. Prerequisites: CS 146, MTH 199 or 163 or 142. Credit 4.

Suggested description:
This course is a continuation of COSC 1436 and emphasizes the relationships between the data objects in computer programs. The use of control structures and data types is reviewed, with emphasis on structured data types. An object-oriented programming paradigm is used, focusing on the definition and use of classes along with the fundamentals of object-oriented design. The course includes basic analysis of algorithms, searching and sorting techniques, and an introduction to software engineering. This course includes a 2-hour lab-based component. Prerequisites: COSC 1436, MTH 199 or 163 or 142. Credit 4.

COSC   2327   Networks I
TO
Introduction to Computer Networks

SHSU CS curriculum offers two undergraduate networking courses: CS 234 Networks I, and CS 463 Networks II. The first course should cover about networking components and hardware, basics of Internet, LANs, WANs, as well as the OSI and TCP/IP models and basic networking protocols and client/server applications. Accordingly, we are modifying the course title and course

description to more accurately reflect how the course has evolved with the addition of the upper level course. The current course description and suggested description are given below.

Current description:
Installation, usage, and management of computer hardware and operating systems for business. Topics include scripting, macros, intelligent agents. Installation and management of networks, the Internet, and communications software is covered. Prerequisite: CS 146. Credit 3.

Suggested description:
COSC 2327 Introduction to Computer Networks covers the hardware components of computer networks, an introduction to internetworking, local and wide area networks, as well as OSI and TCP/IP models, basic networking protocols and the development of client/server applications. Prerequisite: COSC 1436. Credit 3.

COSC	2329	Computer Organization I
		TO
		Computer Organization and Machine Language

The course's prefix and title are approved in CS Field of Study Curricula (FOSC) of Lower-Division Academic Course Guide Manual (ACGM) by Texas Higher Education Coordinating Board. This change also considers the articulation perspective for transferred students from other institutions. Accordingly, current course description needs to be updated as follows.

Current description:
This course examines the functional components of computer systems. Topics discussed include processors, memory types and hierarchies, buses, I/O, interrupts, etc. with emphasis on how they affect program execution, parameter passing and inter-program communications between programs written in diverse languages. Prerequisite: CS 146. Credit 3.

Suggested description:
An introduction to instruction set architectures, emphasizing central processor organization and operations. Specific topics include data representations, register architectures, addressing modes, the fetch/ execute cycle; interrupts, subprogram calls, I/O services, digital logic gates and basic Boolean algebra, and sequential and combinational circuits. Programs will be assigned in a representative assembly language to explore these areas. Prerequisite: COSC 1436. Credit 3.

COSC	3327	Computer Organization II
		TO
		Computer Architecture

COSC 2329 is an introduction to computer organization and students explore fundamentals of computer organization through a selected assembly language. Other major universities provide upper level courses on computer hardware focus on architectural characteristics of computer systems, where the design and analysis of computer systems and their components are main topics. Accordingly, both course title and description need to be updated as follows.

Current description:
This course is a continuation of Computer Science 272. It is a study of computer systems organization and systems programming. Uni- and multi-processor, SMP, parallel and distributed systems are studied. Prerequisite: CS 272. Credit 3.

Suggested description:
This course is a continuation of COSC 2329, exploring computer organization and architectures in more depth and breadth. Specific topics include milestones in the philosophy of computer design, Karnaugh maps for circuit minimization, memory types and organization, caching, pipelining, micro-architectures, parallel architectures, I/O devices, buses and bus protocols. Throughout the

course, physical and performance considerations will be stressed along with the hardware's interaction with operating systems. Prerequisite: CS 2329. Credit 3.

COSC   3319   Data Structures
TO
Data Structures and Algorithms

Data structures and computer algorithms are the main theory courses in CS, which in fact differentiate from other majors. Through theory-related courses, students can learn how to employ quantitative (mathematical) evaluations in seeking optimal problem solutions, maintain and increase their professional knowledge/skill sets, develop their ability to express abstractions in the form of algorithms in the frame work of established software engineering practice, and extend the discipline through original cognitive processes. Most major universities provide one lower-level course for fundamentals of data structures and one upper level course for introduction to computer algorithms. In current CS curricula, COSC 1437 introduces fundamentals of data structure concepts and COSC 3319 is a continuation of COSC 1437 and also introduces algorithm fundamentals. Thus, to reflect current contents of the course, the title and description change is necessary.

COSC   3321   Switching Theory
TO
Digital System Design

Switching theory is defined as theory of circuits made up of ideal digital devices, including their structure, behavior, and design. It incorporates Boolean logic, a basic component of modern digital switching systems. Because computer science focuses on digital logic devices, the current title is too general. Moreover, "Digital Logic Design" is a more generally used title for lower level and "Digital System Design" for upper-level courses of this nature. Accordingly, the current title and description needs to be updated.

COSC   4316   Language Translators
TO
Compiler Design and Construction

The current title is misleading and does not directly speak to the content of the course.

COSC   4326   Networks II
TO
Network Theory

(1) Refer to the review of COSC 2327 for undergraduate networking courses (lower level).
(2) This upper level undergraduate networking course should cover the technical details of signal characteristics, electrical representations of data, packet formation, transmission protocols, error detection and correction, congestion control and routing. Standard protocols such as Ethernet, Bluetooth and IEEE 802.11x wireless networking should be investigated. Socket programming in client and server applications, Java web technology, and network configuration and administration should also be included.

Current description:
This course covers the architecture and protocols of local and wide area networks. Peer to peer and client/server configurations based upon DOS, OS/2 and Unix servers and clients are covered. Assignments involve the set-up, configuration and monitoring of Novell and LAN Server networks. Writing Enhanced. Prerequisite: 6 advanced hours of CS. Credit 3.

Suggested description:
This course examines the theoretical basis for data communication together with an examination of the structures and protocols associated with the control of error, congestion and routing. The

course includes an examination of network administration fundamentals and socket programming in client-server applications. Writing Enhanced. Prerequisite: COSC 2327 and 6 advanced hours of CS. Credit 3.

COSC   4320   Simulation
                  TO
                  System Modeling and Simulation

The current title and the description do not reflect the course content. This course is a combination of System Modeling techniques and their application in Simulation environment. In other words, this course not only provides the simulation techniques and their applications but also the system modeling concepts, such as Deterministic Temporal Models, Spatial Models, and Stochastic Models. Therefore, the title and description of the course should be changed.

Suggested description:
This is an introduction to modeling and simulation for analysis of computer software and hardware. Application of simulation analysis to design and development of computer software and systems including modeling of computer and software components will be discussed. Design, coding and use of discrete event simulation software will be covered. Prerequisite: Six advanced hours of CS and MTH 379. Credit 3.

Change in Course Title and Prefix
DF   492   Professionalism and Ethics in Digital Forensics
TO   TO
COSC 4349   Professionalism and Ethics

The current description is Digital Forensics specific. The proposed revision is a general adaptation of the current title in Digital Forensics to all the three tracks in the computer science major. Accordingly, current description needs to be updated as follows.

Current description:
This course examines the nature, need and value of well-formed ethical constructs within the digital forensics profession. Included in this course is a discussion, through case studies, of the nature of professionalism, personal and professional codes of ethics and conduct, and the professional handling of ethical and moral conflict. The course also explores the role of the professional in public policy and the awareness of consequences of ethical dissent and whistle blowing. Writing Enhanced. Prerequisite: Senior classification with 6 hours advanced CS or DF courses. Credit 3.

Suggested description:
This course examines the nature, need and value of well-formed ethical constructs. Topics include ethical theory and how different ethical theories can be applied to situations involving existing and emerging technologies. The course will include class discussions, through case studies, of the nature of professionalism, personal and professional codes of ethics and conduct, and the professional handling of ethical and moral conflict. The course also explores the role of the professional in public policy and the awareness of consequences of ethical dissent and whistle blowing. Writing Enhanced. Prerequisite: Senior classification with 6 hours advanced CS or DF courses. Credit 3.

<div align="center">**School of Music**</div>

Courses to be Added
GUIT   5202   Guitar

We do not have advanced level courses for students in the masters program who are guitarists. Students who are auditioned and accepted into the masters program are required to perform at a professional level. This level of performance can only be achieved through intense individual

studio instruction with a highly qualified master teacher. We need to have this class added to accommodate performance and music therapy majors.

Department of Theatre and Dance

Courses to be Added
DANC   1201   Pilates-based Conditioning for Dance

Pilates-based body conditioning has become a standard component of dance education and training in major studios and university dance programs around the country. The new dance facilities in the Performing Arts Center include a studio equipped with Pilates and Gyrotonics conditioning equipment that is intended to serve this aspect of the dance curriculum. The current course will formalize body conditioning within the dance curriculum and keep the SHSU dance program current with comparable dance programs around the state and nation.

DANC   5388   Dance and Integrated Technologies

This course will serve multiple purposes for the dance program. First, it will expand graduate level choreography course offerings 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 graduate students in dance 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. Finally, implementing the instruction of technology into the graduate dance curriculum helps us stay current in the field and competitive with other graduate dance programs.

DANC   5389   Professional Issues 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 not only require that students have talent and skill but the ability to network and market their achievements. This course will enable graduate students in dance to understand many of the challenges that lie ahead as well as provide them with the necessary tools to market and promote themselves as artists and educators. Currently, our curriculum does not fully address these needs. This course will lead to a higher ratio of graduate student success.

College of Business Administration
Curriculum Report (Fall 2011)

Department of Accounting

Courses to be Added

ACCT   5315   Seminar in Accounting Theory

The MS in Accounting program is designed to prepare students for the accounting profession. Currently, the courses in the program that focus on financial reporting concern the use and application of present accounting rules and principles. This information is vital to function as an accounting professional. However, the MS in Accounting program currently lacks a course on the history and development of these accounting rules and principles. Consequently, the proposed course will present the student with the theoretical underpinnings of accounting thought and the historical evolution of accounting principles.

College of Criminal Justice
Curriculum Report (Fall 2011)

Courses to be Added

CRIJ   3331   Foundations of Forensic Anthropology 1: Physical Anthropology

The course would be a new course required for the proposed forensic anthropology minor. It is an accepted standard and required course in the forensic anthropology field and is required by graduates in our program. The course will support the criminal justice undergraduate degree and is a general introductory course in physical anthropology, the study of man, that would be an informative and beneficial elective course for any major.

CRIJ   3340   Gender and Crime

The revised victim studies curriculum addresses gaps in existing undergraduate course offerings related specifically to victim studies and services. As part of this revision, all Victim Studies majors are required to complete two victim-specific courses (courses with content that focus on particular types of crime victims), two victim-service courses (courses that focus specifically on the types of health, social, and criminal justice service options available for victims), and two social justice electives (courses that present material related to gender, age, diversity, and social inequality and crime).The particular course fulfills an important aspect of victim studies as it provides theory, analysis, and evaluation of research related to how gender influences criminal offending and victimization, and thus provides students with the opportunity to assess and critically evaluate gender as a social and criminal justice issue. Current offerings focus either on inequality issues alone with no or little attention to crime and criminal justice, or look specifically at diversity (e.g., race/ethnicity) and crime. This course, however, addresses the important role of gender (e.g., femininity and masculinity as social constructs) and its impact on crime, victimization, criminal justice, and criminology.

CRIJ   3341   Aging, Crime and Victimization

The revised victim studies curriculum addresses gaps in existing undergraduate course offerings related specifically to victim studies and services. As part of this revision, all Victim Studies majors are required to complete two victim-specific courses (courses with content that focus on particular types of crime victims), two victim-service courses (courses that focus specifically on the types of health, social, and criminal justice service options available for victims), and two social justice electives (courses that present material related to gender, age, diversity, and social inequality and crime). The particular course fulfills an important aspect of victim studies as it provides specific background, theory, analysis, and evaluation of research related to elder victims of crime. Existing course offerings address child victims (CJ 438) and violence and victimization in the context of the family and intimate relationships (CJ 483). Among the courses that are being proposed, Violence Against Women (CRIJ 4390) addresses women as victims of crime, including sexual assault, intimate partner violence, stalking, and sexual harassment, whereas this course focuses on the victimization of elderly persons and the role of age as it is related to victimization.

CRIJ   3351   Victim Service Delivery

The revised victim studies curriculum addresses gaps in existing undergraduate course offerings related specifically to victim studies and services. As part of this revision, all Victim Studies majors are required to complete two victim-specific courses (courses with content that focus on particular types of crime victims), two victim-service courses (courses that focus specifically on the types of health, social, and criminal justice service options available for victims), and two social justice electives (courses that present material related to gender, age, diversity, and social inequality and crime).The particular course fulfills an important aspect of victim studies as it provides critical information regarding the provision of social and criminal justice services to victims of crime—material that is not currently offered in existing criminal justice courses. Among the courses that are being proposed, Trauma and Crisis Intervention (CRIJ 4351)

addresses appropriate strategies for trauma intervention among individuals who have been victimized and does so by utilizing a micro-level approach that focuses on the individual, whereas, this course addresses the provision of social, advocacy, and criminal justice services to victims from a macro-level and systemic approach.

CRIJ   3420   Human Osteology: The Analysis of Human Bone

The course would be a new course required for the proposed forensic anthropology minor. It is an accepted standard and required course in the forensic anthropology field and is required by graduates in our program. The course will support the criminal justice undergraduate degree, a biology major or the nursing degree.

CRIJ   4351   Trauma and Crisis Intervention

The revised victim studies curriculum addresses gaps in existing undergraduate course offerings related specifically to victim studies and services. As part of this revision, all Victim Studies majors are required to complete two victim-specific courses (courses with content that focus on particular types of crime victims), two victim-service courses (courses that focus specifically on the types of health, social, and criminal justice service options available for victims), and two social justice electives (courses that present material related to gender, age, diversity, and social inequality and crime).The particular course fulfills an important aspect of victim studies as it provides theory, analysis, and evaluation of research related to how victimization affects individuals, with specific attention to the assessment and evaluation of research on trauma. Currently, there are no other courses that address these important victim service-related issues. Among the courses that are being proposed, Victim Service Delivery (CRIJ 3351) addresses the provision of social, advocacy, and criminal justice services to victims from a macro-level and systemic approach, whereas this course focuses specifically on the individual victim and the assessment of trauma and its consequences.

CRIJ   4364   Crime Scene Investigation Techniques

This course provides a foundational overview of crime scene investigation (CSI) and criminalitics. Although some Crime Scene Investigators are scientists (typically Criminalists) with backgrounds in chemistry and biology, the majority of CSIs are law enforcement personnel with limited scientific backgrounds. This course provides an introduction to CSI techniques that would help prepare criminal justice personnel enter the field as investigators. The course also addresses the forensic science/investigative interface that exists at a crime scene by exposing students to some of the fundamental scientific concepts of criminalistics. Students have hands-on exposure to some of the most commonly used scientific techniques. This course will benefit criminal justice students wishing to pursue careers as investigators, but also science majors who may be considering the forensic science graduate program or a career in forensic science.

CRIJ   4390   Violence Against Women

The revised victim studies curriculum addresses gaps in existing undergraduate course offerings related specifically to victim studies and services. As part of this revision, all Victim Studies majors are required to complete two victim-specific courses (courses with content that focus on particular types of crime victims), two victim-service courses (courses that focus specifically on the types of health, social, and criminal justice service options available for victims), and two social justice electives (courses that present material related to gender, age, diversity, and social inequality and crime). The particular course fulfills an important aspect of victim studies as it provides theory, analysis, and evaluation of research related to women as victims of both violent and sexual crime. Existing course offerings address child victims (CJ 438) and violence and victimization in the context of the family (CJ 483). Among the courses that are being proposed, CRIJ 3341addresses the victimization of elderly persons and the role of age as it is related to victimization. This courses differs, however, as it focuses specifically on women as victims of sexual assault, intimate partner violence, stalking, and sexual harassment.

CRIJ   4398   Problem Analysis in Victim Studies

The revised victim studies curriculum addresses gaps in existing undergraduate course offerings related specifically to victim studies and services. As part of this revision, all Victim Studies majors are required to complete two victim-specific courses (courses with content that focus on particular types of crime victims), two victim-service courses (courses that focus specifically on the types of health, social, and criminal justice service options available for victims), and two social justice electives (courses that present material related to gender, age, diversity, and social inequality and crime).The College of Criminal Justice has created a revised victim studies curriculum that addresses gaps in existing undergraduate course offerings related specifically to victim studies and services. As part of this revision, all Victim Studies majors are required to complete a capstone course that serves as the culmination of their undergraduate education in Victim Studies. Currently, Criminal Justice majors are required to complete a similar course that addresses the processing and function of the criminal justice system (CJ 486). This course differs in that it facilitates critical thinking through the analysis and evaluation of victimology and pertinent victimization issues so that students will demonstrate their mastery of both depth and breadth of victim studies.

CRIJ   5340   Intelligence and Counterintelligence in National Security

Due to the events of September 11, 2001, the need for educated national and local security professionals to collect and analyze security related data has grown exponentially. Moreover, demand for academic programs to fulfill this educational need has increased with correspondingly greater security awareness by potential students and the general public. Requiring this course in the Master of Science in Security Studies program provides an added value to the current curriculum by addressing a heretofore unexplored topic of security studies and a critical element of protecting the United States homeland; that of intelligence collection. One of the goals of the course is to provide students with a thorough understanding of the role that intelligence plays in making national security policy and insight into its strengths and weaknesses. Therefore, this course will provide instruction in both theoretical and practical aspects of the intelligence collection process that includes how national collection platforms interact with each other, how policy makers utilize intelligence, how law enforcement interacts with the intelligence community and the responsibilities of Congressional oversight. It will also explore the arena of counterintelligence, as intelligence agencies and law enforcement cooperate to determine which societal elements seek to do harm to US national security.

CRIJ   5341   Principles of Intelligence Analysis

This course is unique at Sam Houston State University and should be considered essential for any graduate student entering the world of private security or one of the national security agencies and is currently absent in the current Master of Science in Security Studies curriculum. The term 'analysis' today has many connotations from a television personality analyzing a breaking news situation to the national security level analyst providing his interpretation of current intelligence. In recent years analysis has become more than just connecting the dots. Analysis is a particularly human skill that can only be acquired by experience and background knowledge of subject matter. Analysts on any level of the security field utilize their innate skills to interpret information that is never considered complete.   This course will provide students with the knowledge that will enable them to make decisions that will allow them to interpret data and make qualified assessments in an unbiased manner.

CRIJ   5342   Law Enforcement Intelligence and Crime Analysis

The current Security Studies program includes a course related to global terrorism, but this course only touches upon the intelligence function. It is essential that graduates of the program seeking roles in law enforcement understand the National Strategy for Information Sharing, the role of consolidated databases, particularly those produced by the national Fusion Center network, the

Intelligence Reform and Terrorism Prevention Act, and related Federal regulations pertaining to maintenance and dissemination restrictions, particularly the complexities of 28CFR23. Additionally, they must possess basic skills in crime analysis. A separate course is required to transmit the extensive body of developing knowledge in these linked functions.

CRIJ   7375   Seminar in Legal Aspects of Criminal Justice

This is the first legal course in a two-course sequence for Criminal Justice Ph.D. students. It lays the foundation for further study of how the law impacts the entire criminal justice system. Currently, our sequence for the two legal courses is not sound. The current curriculum has Ph.D. and M.A. students taking the first legal course in the sequence together (CJ 5393). Combining M.A. students in the same course with Ph.D. students creates issues of unequal academic preparation and uneven expectations of student performance. Additionally, M.A. students only take CJ 5393, while it is the first of a two-course sequence for Ph.D. students. This creates course content dilemmas. The new course (CJ 7375) eliminates these problems by having only Ph.D. students in the class; after completing CJ 7375 Ph.D. students will take CJ 7380 to complete the legal sequence. CJ 5393 will remain, but only for M.A. students.

FORS   5114   Firearms and Toolmarks

This is an elective course offered as part of the Master of Science in Forensic Science. This course complements core courses in forensic science by offering electives in highly specialized areas. This course has been taught as a special topic for the past two years with great success: Approximately 80% of all MSFS students have elected to take this course each time it has been offered. It is the only course offered in the area of firearms/toolmarks and although this is not a core (required) course for FEPAC, the course content improves student scores on the Forensic Science Assessment Test (FSAT) administered by the American Board of Criminalistics.

FORS   5115   Statistical Genetics for Forensic Science

This course is required to meet minimum graduate program standards established by the National Institute of Justice (NIJ) and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS program is accredited by FEPAC and Section 5.3.2.2 (Courses in Specialized Areas) requires programs to offer graduate-level electives appropriate to the specialization, track(s), and/or concentration(s) offered by the institution. Statistical Genetics for Forensic Science is a required elective for all DNA-track students. Completion of this course is necessary for them to meet the minimum educational standards of the DNA Advisory Board (DAB). Creation of this course is necessary for accreditation purposes.

FORS   5117   Controlled Substance Analysis

This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). Controlled substances is considered a required (core) topic by FEPAC. Creation of this course and including it as part of the core curriculum is necessary for accreditation purposes. The MSFS curriculum previously included the topic of controlled substances as part of other core courses, rather than a stand-alone course. Performance in the Forensic Science Assessment Test (FSAT) administered by the American Board of Criminalistics indicated a need to improve performance in this area.

FORS   5261   Advanced Forensic DNA

This course is required to meet minimum graduate program standards established by the National Institute of Justice (NIJ) and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS program is accredited by FEPAC and Section 5.3.2.2 (Courses in Specialized Areas) requires programs to offer graduate-level electives appropriate to the specialization, track(s), and/or concentration(s) offered by the institution. Advanced Forensic

DNA is a required elective for all DNA-track students. Completion of this course is necessary for them to meet the minimum educational standards of the DNA Advisory Board (DAB). Creation of this course is necessary for accreditation purposes.

This course will cover the use of complementary DNA markers to nuDNA (Y-STRs, SNPs and mtDNA) for the analysis of degraded biological material and mixtures. Special attention is placed on standard operation procedures, interpretation of results and biostatistical analysis. An advanced knowledge of the scientific literature and the ability to integrate molecular biology into practical applications and research is required. During the course students will develop independent learning skills and improve their ability to present complex scientific information orally.

Changes in Course Title
CJ   7380   Seminar in the Legal Aspects of the Criminal Justice System
                      TO
                      Advanced Seminar in Legal Aspects of Criminal Justice

Changing the course name reflects the fact that this is the more advanced of the two-course sequence on legal aspects of the criminal justice system for Ph.D. students. It will also be re-numbered as 7380.

Changes in Course Number
FORS   5360   TO   FORS5260

This course is being offered as a two credit class rather than a three credit class. The course number change is necessary to meet the requirements of the accrediting body, FEPAC. The reduction in course content is being accomplished through relatively less emphasis on tool mark and blood spatter analyses, as our graduates tend not to undertake these tasks in the jobs where they are employed.

CJ   4380   TO   CRIJ 3350

The course number change reflects the sequential nature of the courses required to fulfill the Victim Studies program of study. Victimology is a survey of general principles, prevalence rates, and theories surrounding victims and victimization. This course is an upper level introduction to the study of victims that lays the foundation for later courses in the program. Therefore, this course should precede the other more focused courses on related issues (e.g., Violence Against Women, Trauma and Crisis Intervention, Family Violence, Child Abuse and Neglect).

Changes in Course Title and Number
FORS   5446   Forensic Toxicology and Drug Chemistry
TO   TO
FORS   5346   Forensic Toxicology

This course is being offered as a three credit class rather than a four credit class. The course number change is necessary to reflect the number of credits. In addition the program will offer a stand-alone controlled substance course in accordance with FEPAC requirements. To avoid confusion and more accurately reflect the course content, "drug chemistry" is being removed from the title.

College of Education
Curriculum Report (Fall 2011)

Department of Curriculum and Instruction

Courses to be Added

CIED   6394   Developing Curriculum for Adults

This course is one of four required courses for the THECB approved Adult Education Certificate. The ability to plan, implement, and assess a relevant curriculum is imperative in many fields. Institutions of higher education, private industry, non-profit organizations as well as public businesses train employees in necessary skills particular to their field.

CIME   4116   Integrating Technology in the Middle Grades II

This course is designed to prepare Middle Level Education candidates to incorporate technology in middle grades instruction. The initiation of this course will further establish the Middle Level Education program as separate from the Sam Houston State University Interdisciplinary Studies and Secondary programs, as recommended by the National Middle School Association.

CIME   4227   Integrating Technology in the Middle Grades I

This course introduces candidates to various forms of technology available for use in classrooms and how to apply them to support instruction. The initiation of this course will further establish the Middle Level Education program as separate from the Sam Houston State University Interdisciplinary Studies and Secondary programs, as recommended by the National Middle School Association.

CIME   4334   Teaching Mathematics in the Middle Grades

This course is designed to prepare 4-8 Math and 4-8 Math/Science certification candidates to teach mathematics in middle grades. The initiation of this course will further establish the Middle Level Education program as separate from the Sam Houston State University Interdisciplinary Studies and Secondary programs, as recommended by the National Middle School Association.

CIME   4335   Teaching Science in the Middle Grades

This course focuses on teaching science to middle grade students. Candidates seeking 4-8 Math/Science certification are required to make the connections between theory and practice as they begin working with children of this age group. The initiation of this course will further establish the Middle Level Education program as separate from the Sam Houston State University Interdisciplinary Studies and Secondary programs, as recommended by the National Middle School Association.

CIME   4336   Teaching Social Studies in the Middle Grades

This course focuses on teaching social studies in middle grades and is designed specifically for those candidates seeking 4-8 English-Language Arts/Social Studies certification. The initiation of this course will further establish the Middle Level Education program as separate from the Sam Houston State University Interdisciplinary Studies and Secondary programs, as recommended by the National Middle School Association.

CIME   4391   Student Teaching in the Middle Grades

This course represents the first student teaching placement in the public schools. The initiation of this course will further establish the Middle Level Education program as separate from the Sam

Houston State University Interdisciplinary Studies and Secondary programs, as recommended by the National Middle School Association.

CIME   4392   Student Teaching in the Middle Grades

This course represents the second student teaching placement in the public schools. The initiation of this course will further establish the Middle Level Education program as separate from the Sam Houston State University Interdisciplinary Studies and Secondary programs, as recommended by the National Middle School Association.

Department of Educational Leadership and Counseling

Courses to be Added
EDLD   7364   Leading Advanced Learning Communities

The advent of educational accountability and testing has forced educational organizations at various levels to attain higher levels of student achievement. This course addresses the link between effective decision-making and meaningful learning within the learning community. Meaningful learning is defined through current research exploration, and candidates will look at decision making in terms of how current research informs executive functions and how those functions affect organizational behavior. Advanced, cutting edge programs in Educational Leadership are instructing future administrators in technologies and research-based practices and how they impact human capital potential and thus student achievement.

Courses to be Deleted
EDAD   6396   Appraisal and Development of Educational Personnel

EDAD   6397   Current Issues for School Administrators

These courses are not required in any of the Department's programs and have not been offered in many years.

Change in Course Title
EDAD   6387   Field Studies in Educational Administration
                 TO
                 Thesis

As more students are admitted into the thesis-option of our existing master's programs in Educational Administration and Instructional Leadership, the programs need a course that is a dedicated thesis course. ASE 687 (EDAD 6387) has been used in this capacity, rather than as an independent study course, but the course title does not reflect this on the schedule or on students' transcripts. ASE 587 (EDAD 5387) can be used for independent study credit when needed, so there is no adverse affect in changing 687 (6387) to a title that more accurately reflects its actual use.

EDAD   6394   Instructional Leadership II
                 TO
                 Instructional Leadership Development

Instructional Leadership I, is no longer required in the Principal Preparation program and is not a prerequisite for ASE 694. Thus, the title of Instructional Leadership II is actually misleading and inaccurate for ASE 694 (EDAD 6394). Instructional Leadership Development more appropriately describes the content that is covered in the course and required by the State Board for Educator Certification for aspiring school leaders.

Department of Health and Kinesiology

Courses to be Added

KINE   5382   Community and Media Relations in Sport

This course is one of ten that will be required for the graduate Sport Management track in Kinesiology. The content in the course is aligned with current curriculum standards and guidelines of the Commission on Sport Management Accreditation (COSMA), the North American Society for Sport Management (NASSM), and the National Association of Sport and Physical Education (NASPE). The addition of this course is critical to the continued growth and enhancement of the M.A. in Kinesiology with an emphasis in Sport Management.

Change in Course Title

KINE   2110   Aquatics
                TO
                Scuba/Diving

New title will give the students a more accurate description of the course content and subject matter.

Department of Language, Literacy and Special Populations

Courses to be Added

ECHE   4373   Early Childhood Theory and Cognition

This new course is one of the required courses in the Bachelor of Arts in Applied Science (BAAS) in Early Care and Education. ECE 473/ECHE 4373 is specifically designed for early childhood preschool and Head Start teachers who are not seeking Texas Teacher Certification. This upper level course focuses on early childhood learning theories including the study of developmentally appropriate programs in the early childhood, birth to age 8.

TESL   3303   Literacy Strategies for English Language Learners

Currently, Interdisciplinary Studies majors with EC-6 minor take three one-credit courses that address this content. Since the one-credit courses are spread out across three semesters, there is a lack of depth and continuity. Modifying the one-credit courses into a one three-hour course will provide students with a greater understanding of the content and afford them the opportunity to work directly with English language learners in the classroom. It will replace the three one-hour courses that currently are offered.

READ   7301   Advanced Survey of Current Research in Literacy

Candidates writing dissertations will apply the seminar topics to stay abreast of current developments in literacy. Students newer to the program will use the seminars to begin identifying areas of writing and dissertation interest.

READ   7366   History of Reading

This course is important as graduate students approach the dissertation process. They need to realize that many of today's "new" literacy methods and materials rest upon a rich, well founded base of prior practice and research. In order to expand the boundaries of the field, student researchers need to know where the discipline has been and where it is going.

READ   7367   Language Arts: Theory and Practice

This course offers an examination of research in the language arts with a particular emphasis on writing and writing theories. Curriculum concepts include theoretical perspectives and models of

writing, developmental writing issues, instructional models, and approaches to linguistics, spelling, and writing with special populations. While our department's doctoral program is called "reading", its larger mission is to research the larger area of the language arts. This course, which has been offered the past two years as a special topics class, is an essential course for those students interested in pursuing research in the language arts.

Courses to be Deleted
READ   7325   Leadership in Literacy

This course will be replaced by the proposed new course, History of Reading RDG 766 (READ 7366), given that a more comprehensive history course was needed to meet the Standards for the International Reading Association. Students can elect to take a leadership course through the Department of Educational Leadership and Counseling in fulfillment of leadership options.

READ   7337   Internship in Literacy

This course was designed during the initial approval process for the Doctoral Program in Reading. As the program has evolved, it did not seem to meet the needs of the students or the program and thus was no longer a required course, but an elective. Given the small amount of interest in the course, it is being eliminated.

Change in Course Title
BESL   5301   Applied Linguistics for Classroom Teachers
TO
Applied Linguistics in Educational Settings

BESL   5303   Teaching English as a Second Language: Oral Language Communication
TO
Teaching English as a Second Language: Oral and Written Language

BESL   5305   Teaching the Language Arts and Reading in Spanish
TO
Teaching Language Arts and Reading in Multilingual Programs

BESL   6301   Bilingual Program Development in the Content Areas
TO
Multilingual Program Development in the Content Areas

BESL   5304   Language Acquisition and Development for Bilingual and ESL Programs
TO
Second Language Acquisition and Development

BESL   6320   Workshop in Education: Bilingual Education
TO
Workshop in Education: Multilingual Education

These changes in course titles reflect current trends and terminology in the field. In addition, this change reflects our new population of national and international students seeking English as a Second Language certification. The new titles of the BSL/BESL courses encompass a multilingual and multicultural perspective.

ECHE   2315   Study of Infants, Toddlers, and Young Children
TO
Developmentally Appropriate Creative Expression

The focus of the course has moved from child development of infants and toddlers to designing learning experiences for young children in areas of creative expression. After aligning the courses

in the EC-6 program with state standards, elements of fine arts, physical movement, and health were lacking in the program. The new focus of this course addresses this need.

READ   7340   Literacy for Diverse Populations
              TO
              Sociolinguistics and Discourse Analysis

              This course title name more accurately reflects both the knowledge necessary for critical examination and implementation of the theories, practices, and assessments related to the teaching of literacy to culturally and linguistically diverse learners, and the research methodology used to demonstrate the application of this knowledge.

SPED   7305   Personnel Preparation and Collaboration
              TO
              Personnel Preparation and Collaboration in Special Education

              The addition of "…in Special Education" makes the title consistent and parallel with other courses in the doctoral program sequence in special education.

SPED   8301   Dissertation Proposal in Special Education
              TO
              Application of Special Education Research

              The course is designed to be the proposal course prior to the dissertation for doctoral candidates in special education. The new title is consistent with the proposal course titles in other doctoral programs in the College of Education.

Department of Library Science

Courses to be Added
LSSL   5376   Field Research in Library Science

              Candidates for the Masters in Library Science gain critical insights through their research and experience in this course. Examination of model programs, interviews with eminent practitioners in the field, and the opportunity to investigate best practices at a nationally or internationally recognized site provides unique experiences with diverse peers and faculty. The course has previously been offered as a seminar course.

LSSL   7337   Administration and Leadership Issues in School Librarianship

              A course in administration and leadership issues in school librarianship offers librarians specific knowledge following the American Association for School Librarians (AASL, 2010) 21st-century national standards for school librarians and for student learners, and library services to diverse learners. These standards address the need for commitment to continuous learning, to leading professional development activities for other educators, and for providing leadership for ways in which school librarians and school libraries contribute to student achievement.

LSSL   7361   Literature and Related Materials for PK-12 School Libraries

              The American Library Association and the American Association of School Libraries (ALA/AASL) has issued its new standards which include 21st Century literacy skills which are to be integrated into the curriculum of the school and the school library. School librarians are expected to integrate multiple literacies within the state and district curricula to support student understanding and critical thinking. Standard 2 addresses Literacy and Reading specifically with four separate elements to be considered. Literacy is a major concern in the field of education and educational leadership. Offering programs in literacy, leadership and technology of school libraries will better prepare future leaders in our public schools. Additionally, offering coursework

beyond the MLS requirements will meet the needs of our graduates who wish to pursue a doctorate in a related field, one that will enrich their schools and school libraries. It also offers MLS recipients a way to enhance their own career paths as library and literacy leaders.

LSSL   7367   Research in Library Science

Issues involved in increasing useful knowledge related to school libraries and to subsequent broad implementation of effective practices must be investigated in order to maximize improvements in PK-12 student achievement. In order for inquiries and their results to be carried out within schools, and subsequently have an impact on local school libraries and the field of library science, in-depth inquiry is needed at the doctoral level.

LSSL   7370   Leadership in Technology and Information Literacy for School Libraries

A course in technology applications and issues in school librarianship offers specific knowledge for leadership and management for those entering a position as a library leader in a school district or as an academic faculty member. While current coursework for the Master of Library Science degree focuses on technology applications and issues in practice, district and school leadership and management issues and theoretical studies related to school library technology are not addressed in depth. This course would provide an inquiry-based and case study basis for the broader and deeper understanding of technology issues faced by school libraries. In addition, offering such a course and program beyond master's level requirements will meet the needs of MLS graduates who wish to pursue a leadership doctorate in a specialization field that will enrich both schools and school library services.

College of Humanities and Social Sciences
Curriculum Report (Fall 2011)

Department of English

Change in Course Title and Number

ENGL	6397	Methods of Research and Bibliography
TO		TO
ENGL 5330		Graduate Research: Methods and Theories

The course was originally required of students who were preparing to write a thesis and they took it immediately before undertaking the thesis; now, the course is recommended for students in their first year of graduate study.

Department of Family and Consumer Sciences

Courses to be Added

FACS   3364   Survey of Interior Design for Non-Majors

This course is needed to fulfill departmental requirements for meeting the new Texas Essential Knowledge and Skills (TEKS) recently passed by the State Board for Educator Certification (SBEC) for Family and Consumer Sciences teachers.

FACS   5380   Needs of Aging Populations and Their Families

This course is integral to the FACS graduate program as a core course for the MS in Family and Consumer Sciences. As society sees continuing changes to families due to the increasing aging population, each of the sub-disciplines within FACS contributes content that can alleviate challenges and/or problems faced by families and aging groups.

FACS   5381   Evaluation Techniques in Family and Consumer Sciences

Graduate students completing the FACS General program will work with a variety of audiences, not only in the public school system and institutions of higher education, but also in businesses and social service settings. These students are pursuing career paths that include FACS positions in the Texas AgriLife (Cooperative Extension) system, in administration of FACS higher education programs, and in state agency and corporate positions. Therefore, being equipped to use appropriate and relevant techniques will enable the efficient administration, collection and reporting of required information, specifically tailored to the needs of the FACS discipline with its unique variety of accredited and co-curricular programs.

This course will support the present program curriculum by its addition to the FACS General core. It is intended to strengthen the present core and provide specific coursework for students pursuing the graduate MS in FACS program. A course similar to this one is commonly offered in many graduate FACS programs throughout the nation.

Department of Foreign Languages

Courses to be Added

FREN   4377   French for Business Communication

The proposed course adds variety to the existing upper-division course offerings available for the minor in French. It will enhance students' knowledge of business terminology and etiquette for oral and written communication in French. It is greatly needed because of its cross disciplinary appeal and relevance to the fields of International Studies and International Business, and for majors and minors of General Business, Marketing, and International Studies.

FREN   4379   Francophone Literatures

The proposed course is needed because its subject matter has become an integral part of French programs all over the United States as it enhances students' understanding of current world politics related to post-colonization, capitalism, and immigration. No other course covering the literatures of the formerly colonized parts of the French-speaking world is currently offered in the French program. Moreover, the course will complement FREN 3364, Survey of French Literature, by exposing students to literatures in French from outside of France in order to better appreciate literatures influenced by French culture such as those found in West and North Africa, the Caribbean, North America, and South Asia.

SPAN   3380   Spanish-American Literature for Children

The present curriculum misses a significant area in Spanish formation that is relevant not only for Spanish students but also for students pursuing the Texas educator certification in Spanish. Literature for children is a specific component that improves the comprehension of Spanish-American cultural production and, because of its pedagogical nature, reflects on the foundation and development of society. This class will give students the opportunity to examine this literature critically through the understanding of its narrative and rhetorical strategies, to promote cultural understanding and interpretative reading, and to explore the role of children as readers.

Department of History

Courses to be Added

HIST   3366   Modern European Military History

The addition of the course will create a diverse sequence in undergraduate military history, generate interest in the topic, and provide geographic and chronological breadth to a program that has focused on American history. More specifically, it will complement HIST 3386 The Military in Modern America by enabling students to study the military and warfare outside of the American context and over a longer period. In turn it will become possible to enhance the department's offerings in military history into American and World tracks; a development that will parallel the department's existing courses in general American and World history at both the survey and upper-division levels. Finally, it will enhance students' understanding of modern warfare in the non-American military traditions.

HIST   4383   Topics in the History of Gender and Sexuality

This course will meet student demand (students who have completed HIST 3383 American Women's History have expressed interest in taking additional courses on the history of gender). It also creates an advanced, research-oriented course in gender which presently does not exist in the course catalog.

HIST   5333   Topics in the History of the Pre-Modern World

At present the only pre-modern (prior to 1500) graduate course taught by the Department of History is HIS 537 Topics in Pre-Modern History. In recent years a few professors have had to offer courses in their respective fields of interest under HIS 537 for lack of any other course listing. Moreover, there has been rising student demand for courses in pre-modern history. Thus, having only one pre-modern course listing for graduate students in History has become outdated and insufficient. To remedy the problem the Department of History proposes to terminate HIS 537 and to create two new courses: HIST 5333 Topics in the History of the Pre-Modern World and HIST 5336 Topics in the History of Pre-Modern Europe. The creation of the two will strengthen the department's graduate course offerings and cause them to be more in sync with the direction in which the discipline has been moving over the past few decades, namely, a broadening of the scope of historical inquiry to include more of the non-Western world.

HIST   5336   Topics in the History of Pre-Modern Europe

At present the only pre-modern (prior to 1500) graduate course taught by the Department of History is HIS 537 Topics in Pre-Modern History. In recent years a few professors have had to offer courses in their respective fields of interest under HIS 537 for lack of any other course listing. Moreover, there has been rising student demand for courses in pre-modern history. Thus, having only one pre-modern course listing for graduate students in History has become outdated and insufficient. To remedy the problem the Department of History proposes to terminate HIS 537 and to create two new courses: HIST 5333 Topics in the History of the Pre-Modern World and HIST 5336 Topics in the History of Pre-Modern Europe. The creation of the two will strengthen the department's graduate course offerings and cause them to be more in sync with the direction in which the discipline has been heading over the past few decades. HIST 5336 will also link logically with two other graduate courses already in the catalog—HIST 5394 Early Modern Europe and HIST 5395 Later Modern Europe.

HIST   5374   Seminar in the History of the American South

This course offers a graduate-level examination of the history of the American South with an emphasis on the varied factors that shaped Southern identity. Southern culture will be combined with political and economic history to provide a multi-faceted portrait. The course will provide students with historical background to understand the importance of the South in shaping American identity before and after the Civil War.

Courses to be Deleted
HIST   5337   Topics in Pre-Modern History

This course has been the only pre-modern (prior to 1500) graduate course taught by the Department of History. In recent years there has been rising demand for courses in pre-modern history. The single course has thus become insufficient. To remedy the problem the department desires to create two new courses, HIST 5333 (Topics in the History of the Pre-Modern World) and HIST 5336 (Topics in the History of Pre-Modern Europe). The addition of these courses will bring the Department of History's graduate course offerings more in line with the direction in which the discipline has been moving over the past few decades, namely, a broadening of the scope of historical inquiry to include more of the non-Western world. The addition of the two new courses creates the situation where the course HIS 537 is no longer needed.

Change in Course Title
HIST   5373   History of the Antebellum South, the Civil War, and Reconstruction
                 TO
                 The American Civil War and Reconstruction

The new title American Civil War and Reconstruction accurately conveys the content of the seminar. The previous title suggested that only the antebellum South as opposed to the antebellum nation was covered in the course—a misleading and an unbalanced presentation of the historical period. The new title for HIST 5373 will also more adequately accommodate the title and content of the proposed course HIST 5374 The American South.

Change in Course Number
HIST   5361   TO   HIST   5378   Recent African American History

The second digit in the current course number suggests the course is a four-credit course when in fact it is a three-credit course. A change in course number to HIST 5378 will correct the problem and be more in line with our developing numbering system.

Department of Mass Communication

Change in Course Number
MCOM 3326 TO MCOM 3026

The course was previously offered as a two-hour course. The variable nature of the practicum experiences within mass communication requires that students sometime need more and sometimes fewer hours credit for the course. Media Practicum course has been offered for 1-2 credits and largely limited to students who work a reduced shift for The Houstonian or provide assistance in the staging of the annual recognition and awards banquet for the department. It is our view that the media practicum course should provide a broader, more intensive and rigorous experiential learning experience for MCOM students, and that it should be closely linked to the curriculum of the department. We are proposing, therefore, that the practicum course be expanded, with more credits for more work, and that it be taught as a class by a regular faculty member. We have experimented with this new design this past year, allowing students to take the practicum course as a Directed Study course, and we have been pleased with the outcomes. Students are more engaged, are learning more, and are being awarded letter grades that reflect the quality of their work. The new approach has also been a benefit to the performance of student media, as it is now under the clear direction of faculty members who are actively supported and compensated for their work with the practicum students. We wish to offer the course as a variable-hours course with one to three hours possible; however, the student may not accumulate more than a total of four hours credit in this course.

Department of Political Sciences

Change in Course Title
POLS 3377 Introduction to Political Philosophy
TO
Survey of Political Philosophy

The revised title better reflects the content of the course, which serves as the foundational course on political philosophy and political theory. The course does not offer an introduction to the subfields of political philosophy, but rather, an overview or survey of the main intellectual developments and works on politics in Western thought. Changing its title will make the title and the content of the course more coherent and more consistent. There has been a considerable amount of confusion among students because of the title. They tend to view the course as similar to other lower-level introductory courses, when, in fact, the content is much more advanced. Changing the title will alleviate the problem.

Change in Course Number
POLS 2365 TO POLS 3365

The existing course should be elevated to a junior-level course. The content of the lower-course has consistently proved to be more challenging than is beneficial to the freshman and sophomore students who typically enroll in the course. Students will be better prepared to master the course content after they have completed the lower-level requirements needed in order to take the upper-level POLS courses. Additionally, there is no upper-level course in POLS in Comparative and World Political Systems and one is needed. Political science majors and minors need to have the opportunity to take a course that treats the complex subject-matter in this area. Moving this course to upper-level status removes it from the SHSU Core Curriculum; nevertheless, there are adequate numbers of POLS courses in the core such that it should not create an undue burden on students in fulfilling their core requirements.

POLS 2381 TO POLS 3381

The existing POL 281 [POLS 2381] course should be elevated to upper level status because the course content has consistently been found to be more challenging than is beneficial to lower level

students who typically enroll in the course. Students will be better prepared to master the course content after they have completed the 6 hours of 200-level POLS courses required for junior-level courses in POLS. Additionally, there is no upper-level course in political science that covers this course content. American Foreign Policy is an important component of the international relations subfield. Political science majors/minors need to have the opportunity to take a course that treats the complex subject-matter of American Foreign Policy with the analytical sophistication it warrants. It should be noted that this change will remove this course from the SHSU Core Curriculum; however, there are six other 200-level courses to choose from in the POLS core. The removal should not be a problem for students fulfilling their core requirements since there will remain five POLS courses at the sophomore level from which they may choose.

Department of Psychology and Philosophy

Courses to be Added
PSYC   6396   Practicum in School Psychology I

The content of this course is required for continued 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 roles as Licensed Specialists in School Psychology (LSSP).

PSYC   6397   Practicum in School Psychology II

The addition of this course is necessary for more advanced development and demonstration of multiple skill-sets within school-based practicum placements. This area of training in the school psychology program was designated as "in need of improvement" by the National Association of School Psychologists (NASP) in a 2005 review. To address feedback, advanced school psychology students (i.e., those in their second year of training) should have a curricular opportunity to collectively display counseling, assessment, and consultation skills within the school setting. The addition of this course would improve the program curriculum in the aforementioned areas and increase training standards for advanced students.

PSYC   8381   Beginning Doctoral Practicum

Students in the Clinical Psychology Doctoral Program need very specific preparation for entry into PSYC 8382 (Doctoral Practicum I) which involves extending clinical privileges to these students. PSYC 8381 better prepares doctoral students than the previously required PSYC 6391, since the proposed course will emphasize mental status examination, suicide assessment, greater emphasis on diagnoses and treatment planning.

Department of Sociology

Courses to be Added
SOCI   2399   Writing in Sociology

This course will prepare Sociology majors and minors to complete upper-level courses in the Sociology Department that have the writing enhanced designation. From this course students will gain the writing skills and familiarity with sociological writing techniques and styles necessary for substantive work in upper-level courses, and it will further support the Department's mission of supporting undergraduate research.

SOCI   3335   Sociology of Food and Society

Everybody eats food. However, this most basic of human needs is often taken for granted, especially by those who are surrounded by abundant food. Yet, food is a highly globalized process

that is embedded in social structures, cultures, and global relations. This course will examine the production, distribution and consumption of food, as well as related issues of culture, power, and ecology. Students will explore the relationship between people and food from a sociological perspective. As the current undergraduate sociology curriculum does not include a food-related course, this course is a significant contribution to the departmental curriculum. Furthermore, this course complements the existing departmental focus on globalization, as this course explores the concept of globalization through analyses of food related topics.

SOCI   4320   Sociology of Science and Technology

Both science and technology profoundly impact society and individuals by generating positive social changes. Yet, they have also produced new risks and unintended consequences. Thus, understanding science and technology is critical to understanding society. This course fills a gap in the current undergraduate sociology curriculum and complements the existing department focus on globalization. It also complements each of the existing undergraduate concentrations in the department.