

SAM HOUSTON STATE UNIVERSITY

CURRICULUM REPORT

**FOR THE
ACADEMIC YEAR
2005-2006**



SUBMITTED BY

**JAMES F. GAERTNER
PRESIDENT**

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

MAY 2004

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TO

THE BOARD OF REGENTS

SAM HOUSTON STATE UNIVERSITY

MAY, 2004

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

DEPARTMENT	COURSE ADDITIONS	COURSE DELETIONS	COURSE CHANGES: PREFIX, NUMBER, AND/OR TITLE	NET ADDITIONS/ DELETIONS
COLLEGE OF ARTS AND SCIENCES				
Agricultural Sciences	4	11	7	-7
Geography and Geology	5	2	3	+3
Music	0	1	1	-1
Physics	2	0	0	+2
Theatre and Dance	5	1	5	+4
University Wide	1	0	0	+1
COLLEGE OF BUSINESS ADMINISTRATION				
Accounting	2	0	0	+2
General Business and Finance	1	3	0	-2
Management and Marketing	0	0	3	0
COLLEGE OF CRIMINAL JUSTICE				
Criminal Justice	5	1	2	+4
COLLEGE OF EDUCATION				
Educational Leadership & Counseling	1	0	0	+1
Health and Kinesiology	3	0	6	+3
Language, Literacy and Special Populations	13	0	1	+13
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES				
English and Foreign Languages	6	0	0	+6
History	1	0	0	+1
Mass Communication	1	3	6	-2
Psychology and Philosophy	3	0	3	+3
SAM HOUSTON STATE UNIVERSITY RECAP				
TOTALS	53	22	37	+31

**College of Arts and Sciences
Curriculum Report 2005-2006**

Honors Program

Course to be Added

HON 275 Honors Seminar in Fine Arts

There is a desire within the Honors Program to include as many disciplines as possible for honors students to investigate as they work toward a more comprehensive undergraduate liberal arts education. As a result of requests from honors students, this course was first offered under the general HON475, Honors Symposiums general title two years ago. The response was enthusiastic then as well as this past year.

Department of Agricultural Sciences

Courses to be Added

AGR 338 Game Animal Production

We are not meeting the needs of students in general agriculture, agribusiness, animal science, horticulture/crop science or agricultural mechanics who seek skills and knowledge in game animal production. In the future, agriculturalists will need these abilities in order to merge this vital element of rural communities with traditional and modern agricultural enterprises.

AGR 431 Animal Growth and Performance

Animal growth and development is an emerging area of interest across a broad range of disciplines. Our curriculum is incomplete without a course dealing with these fundamental concepts.

AGR 434 Agribusiness Marketing

The current curriculum lacks any course that has the primary purpose of training students in marketing strategies for agribusinesses. The development of marketing strategies is a key element in the management and operation of agribusiness firms. The course will give students an opportunity to apply these strategies to marketing problems faced by agricultural firms.

AGR 435 Agricultural Biosecurity

This course is essential for those students interested in managing agricultural production, marketing and sales enterprises. Currently, progress is being made through legal channels to mandate that all segments of the agriculture, food, fiber and natural resources systems to develop programs for the identification, isolation, resistance, sanitation and containment of biohazards. Our students do not have access to such a class and the creation and development of this course will eliminate that deficiency.

Courses to be Deleted

AGR	390	Methods and Interpretations of Agricultural Research	<p>The course AGR 390 Methods and Interpretations of Agricultural Research presents techniques of quantitative analysis such as calculus, linear programming, and regression analysis to production and consumption problems in agriculture. The course was instituted as an elective course to prepare students for graduate level work in agricultural economics after completing their undergraduate studies. Few students from this department follow this route. Consequently, the course has generated little student interest or enthusiasm.</p>
IT	234	Basic Power Mechanics	<p>Similar course is currently being taught in the Agricultural Mechanization Program (AGR 284).</p>
IT	276	Machining Technology II	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>
IT	369	Welding and Foundry	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>
IT	381	Computer Graphic Applications	<p>Course not taught in 3 years.</p>
IT	434	Industrial Materials Technology	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>
IT	462	Industrial Plastics	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>
IT	469	Sale of Industrial Material	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>
IT	474	Manufacturing Processes	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>
IT	475	Industrial Maintenance	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>
IT	478	Practices and Procedures of Production	<p>This course is for the degree option Production and Manufacturing and this option is terminated.</p>

Department of Computer Science**Change in Course Prefix**

IT	138	Computer Hardware Fundamentals
TO		
CST	138	Computer Hardware Fundamentals
IT	290	Networking Fundamentals
TO		
CST	290	Networking Fundamentals
IT	291	Networking Protocols
TO		
CST	291	Networking Protocols
IT	390	Network Operating Systems
TO		
CST	390	Network Operating Systems
IT	391	Network Implementation
TO		
CST	391	Network Implementation
IT	491	Microsoft Systems I
TO		
CST	491	Microsoft Systems I
IT	492	Microsoft Systems II
TO		
CST	492	Microsoft Systems II

As part of the realignment of the Department of Technology to a program in the Department of Agricultural Sciences in the College of Arts and Sciences, these seven electronic courses will be more appropriately housed in the Department of Computer Science. These courses will contribute to the students' preparation for successful completion of the CCNA, CCNP or MCSE examination for licensing/certification.

Department of Geography and Geology**Geography****Course to be Added**

GEO 363 Computer Cartography

As the Department continues to develop its applied focus in geography and geology, a computer cartography course would significantly enhance job opportunities in technical/applied geographic disciplines by providing students an opportunity to gain "hands on" mapping expertise. Offering GIS without computer cartography is placing our students at a disadvantage because they are not being exposed to the appropriate usage and construction conventions associated with thematic mapping. The proposed "Computer Cartography" course would function as an excellent linkage between the existing "Map Use and Map Interpretation" and the "Introduction to Geographic Information Systems" courses. Further, computer cartography courses are common in geography departments that have a similar applied focus. For example, The University of North Texas, Texas State University, Texas Tech University, The University of Texas at Austin, and Texas A&M at College Station offer at least one computer cartography course. Further, this course would provide a pool of students to work as teacher assistants and technicians, respectively, in our applied courses and planned Geotech Office. The Geotech Office will provide students "real world" experience by producing maps for faculty, government, and private clients.

Change in Course TitleGEO 362 Mapping and Cartography
TO
Map Use and Map Interpretation

The Mapping and Cartography course was originally developed before the advent of computer cartography, which has revolutionized map production. In the past, it was possible to cover both map use and basic cartography in a single course. However, because of the development of computer cartography and the greater level of sophistication required to both use and produce maps, the department would like to split Geo 362 into two separate courses: 1) Map Use and Map Interpretation – which would retain the same course number designation and cover everything that was supposed to be covered in the original Mapping and Cartography course, with the exception of cartography; and 2) Computer Cartography – which will be proposed as a new course this semester. In effect, the Geo 362 course will teach students how to use maps, and the proposed Computer Cartography course will teach students how to make them. Accordingly, Geo 362 will serve as a foundation for the Computer Cartography course. (The catalog prerequisite listed for the proposed Computer Cartography course will read, "Geo 362".) We want to stress that almost every geography program in the country has a separate computer cartography course, so splitting these courses will bring our curriculum in line with the norm for our discipline and provide our students with a more solid foundation in both map use and cartography. In essence, there is simply too much information in the present course to do an adequate job of covering it at an appropriate depth.

GeologyCourses to be Added

GEL 112 Geologic Hazards and Resources Laboratory

Providing a sustainable future for humans is perhaps the greatest challenge for science in the 21st Century and beyond. In an era of unprecedented population growth, global industrialization, and population pressure on the land, there is a greatly increased potential for environmental deterioration through resource exploitation as well as an increased potential for loss of lives and property from natural hazards. It is imperative that science courses focus more attention on issues related to the interaction of humans with earth processes and resources. With this in mind, the Geology Program is retooling its curriculum at all levels to provide more emphasis on environmental problems and solutions. Geology 132/112 provide a more dynamic introduction to geology, particularly in the area of the importance of geological processes and natural resources to the continued existence of humans.

This course will also bring Sam Houston State University in line with other universities and colleges in the state that already have a similar course, improving transferability of core curriculum courses and enhancing articulation agreements with several junior colleges.

GEL 132 Geologic Hazards and Resources

Providing a sustainable future for humans is perhaps the greatest challenge for science in the 21st Century and beyond. In an era of unprecedented population growth, global industrialization, and population pressure on the land, there is a greatly increased potential for environmental deterioration through resource exploitation as well as an increased potential for loss of lives and property from natural hazards. It is imperative that science courses focus more attention on issues related to the interaction of humans with earth processes and resources. With this in mind, the Geology Program is retooling its curriculum at all levels to provide more emphasis on environmental problems and solutions. Geology 132/112 provide a more dynamic introduction to geology, particularly in the area of the importance of geological processes and natural resources to the continued existence of humans.

This course will also bring Sam Houston State University in line with other universities and colleges in the state that already have a similar course, improving transferability of core curriculum courses and enhancing articulation agreements with several junior colleges.

GEL 334 Geochemistry

This course is part of a restructuring of the Geology curriculum to enhance our environmental focus. Geochemistry, especially aqueous geochemistry, is an important course for anyone entering the field of environmental geology because they are generally dealing with a variety of fluid-fluid and fluid-solid chemical reactions associated with groundwater and various pollutants. Therefore, this course fills a hole in the current curriculum. In addition, a Geochemistry course enables a repackaging of Mineralogy (GEL 354) and Petrology (GEL 355) into four credit-hour courses by taking some of the chemistry covered in those courses and transferring it to the Geochemistry course.

GEL 335 Energy and Environmental Impact

This course is part of a restructuring of the Geology curriculum to enhance our environmental focus. Our students need to be thoroughly knowledgeable of the advantages and limitations of the various sources of energy because the demand for energy resources continues to increase as the amount of affordable fossil fuels decreases. Energy, and the environmental impact caused by extraction and production processes, is relevant to our majors that obtain employment in either the energy industry or environmental consulting. (In fact, we currently have two alumni that work at the "crossroad" of both industries, environmental divisions of energy companies, one at Shell and the other at BJ Services.)

This course will also serve as an option for those students working toward Science 4-8 certification. The current options for Science 4-8 certification include GEL 360 (Environmental Geology), GEL 432 (Economic Geology), and GEL 437 (Plate Tectonics).

Courses to be Deleted

GEL 332 Geology of Texas

Geology of Texas was once an elective for students seeking certification in Earth Science. Because this certification no longer exists, the Geology of Texas elective no longer counts toward the certification of students in the Education Program. Also, given that the subject matter for the course is rather narrow in scope and applicability, there is no longer a demand for the course.

GEL 445 Invertebrate Paleontology

Traditionally, Invertebrate Paleontology (Gel 445) was taught primarily from a "cladistics and taxonomic approach"; i.e., from the standpoint of simply learning the classification and evolutionary history of ancient invertebrate life forms. Today, the focus is on applicability, and so many geology departments no longer teach "traditional paleontology"; rather, they teach either "paleoecology" or "applied paleontology". Applied paleontology focuses on the use of fossils to date strata and find oil reserves. As discussed under Section D, we will integrate the applied aspects of paleontology into our Stratigraphy and Sedimentation course (Gel 440), so we will retain the necessary, applied aspects of the subject. Also, the evolution of life forms is covered in Historical Geology (Gel 134); so, those students wishing to teach in the public schools can obtain the necessary knowledge about the history of life from that course.

Changes in Course Number

GEL 354 TO GEL 344 Mineralogy

GEL 355 TO GEL 345 Petrology

The Mineralogy and Petrology courses are both 5-hour courses that are required of our majors and, together, they constitute a 10-hour block of credit for students. Consequently, these courses are some of the largest credit-hour courses on campus and require a very significant amount of time during the week in order for students to take them. This, in combination with the amount of material covered in the courses, makes them very daunting to geology students and we feel that this may be hurting our enrollments. By reducing the credit-hour value of the courses, we will bring them in-line with other geology departments in the State and Nation and make them less imposing to would-be majors.

School of Music**Course to be Deleted**

MUS 379 Music History IV: Debussy to Present

Course content will be incorporated into the revised MUS 378 (below)

Change in Course Title

MUS 378 Music History III: Beethoven to Debussy
TO
Music History III: Beethoven to Present

Content for course has been modified to encompass the period from the life of Beethoven until the present time.

Department of Physics**Courses to be Added**

PHY 114 Stars and Galaxies Laboratory

See request for addition of PHY 134 regarding core curriculum fulfillment. This lab course will accompany PHY 134, providing more in-depth, hands-on experience with astronomical data-taking. This course will emphasize quantitative analysis, propagation of errors, and uncertainties in astronomical measurements.

PHY 134 Stars and Galaxies

A recent survey of 154 PHY 133 students indicated that the vast majority (84%) of students would prefer a more in-depth, semester-long course on either the solar system or stars and galaxies. The current PHY 133 format attempts to cover the entire universe in 15 weeks, resulting in a superficial understanding of all topics and barely meeting the rigors of the natural science core curriculum. It is a rarity for a professor to complete the textbook in the 15 week course, and some of the most intriguing topics (e.g. Black holes, the Big Bang theory) are omitted in favor of a deeper understanding of a more fundamental topic (e.g. gravity). SHSU students are clearly interested in astronomy. Since the Fall 1997 semester, the enrollments for PHY133 and its companion PHY 113 have grown over 50%. The students are majors in all colleges of the university, and the majority of those surveyed indicated they would like to take a follow up course in astronomy if it were offered.

Department of Theatre and Dance**Theatre****Courses to be Added**

THR 260 Scenography II; Beginning Design

The current program in Theatre and Dance with a concentration in Technology and Design consists of two 100 level courses (THR 160 Technical Theatre: Stage Scenery, and THR 161 Technical Theatre: Stage Lighting) and two advanced 400 level courses (THR 430 Scene Design, and THR 461 Stage Lighting). This course will provide the much needed intermediate course in design concepts that will provide a foundation for the advanced courses.

- THR 261 Scenography III; Computer Drafting for Theatre
- Computer Aided Drafting and Design is rapidly becoming the industry standard. The specific nature of theatrical production requires that any student involved in the planning and production of theatrical pieces be literate in popular CAD operations and in CAD operations unique to the theatre industry.
- THR 331 Scenography IV; Intermediate Scenery and Property Design
- The current program in Theatre and Dance with a concentration in Technology and Design consists of two 100 level courses (THR 160 Technical Theatre: Stage Scenery, and THR 161 Technical Theatre: Stage Lighting) and two advanced 400 level courses (THR 430 Scene Design, and THR 461 Stage Lighting). This course will provide the much needed intermediate course in design concepts that will provide a foundation for the advanced courses.
- THR 362 Scenography V; Intermediate Lighting, Sound, and Effects Design
- The current program in Theatre and Dance with a concentration in Technology and Design consists of two 100 level courses (THR 160 Technical Theatre: Stage Scenery, and THR 161 Technical Theatre: Stage Lighting) and two advanced 400 level courses (THR 430 Scene Design, and THR 461 Stage Lighting). This course will provide the much needed intermediate course in design concepts that will provide a foundation for the advanced courses.
- THR 365 Stage and Theatre Management
- This course is aimed at developing the student whose focus is primarily stage and theatre management. At present we have a basic stage management course which all theatre majors are required to take. The basics of that class are going to become a component of THR 160. Stage management is an intricate and detailed component of the technical theatre area. Stage managers and theatre managers are middle managers who work in all areas of theatre production, and not all theatre students need this class. This class is aimed at the student who has serious career goals in the area of stage management or theatre management.

Courses to be Deleted

- THR 265 Stage and Theatre Management (Subject to Approval of THR 365)

General information currently covered in THR 265 will be moved to introductory courses THR 160 and 161. The addition of THR 365 will provide a course specifically designed for theatre majors who are interested in a career in stage management and technical theatre.

Changes in Course Title

- THR 160 Technical Theatre: Stage Scenery
TO
Introduction to Production
- Title better describes content of course.
- THR 161 Technical Theatre: Stage Lighting
TO
Scenography I: Technical Production
- Title better describes content of course.

THR 430 Scene Design
TO
Scenography VI: Advanced Scenery, Lighting and Sound Design

Title better describes content of course.

THR 465 Practicum in Advanced Theatre Design
TO
Scenography VII: Portfolio Development

Title better describes content of course.

THR 475 Scene Painting
TO
Scenography VIII: Scene Painting

Title reflects current trend in naming courses in theatre techniques.

University Wide

Courses to be Added

MCN 430 Introduction to Research and Graduate Studies

The course is necessary in order to fulfill the federal government's requirements for the Ronald E. McNair Scholars grant. The grant prepares low-income, first-generation, and ethnic minority undergraduate students for doctoral study. Students will complete this course in preparation for working one-on-one with a faculty mentor on a research project in their field.

**COLLEGE OF BUSINESS ADMINISTRATION
Curriculum Report for 2005-2006**

Department of Accounting

Courses to be Added

ACC 461

Fraud Examination

The purpose of this class is to educate students about 1) the pervasiveness, types, and causes of fraud and 2) methods to detect, investigate, and prevent fraud. Currently, there is no course offered at SHSU in which these issues can be thoroughly covered. The basic topics of internal control and fraud are briefly discussed in the Auditing course. However, the content coverage requirement of that course is such that a detailed and in depth discussion of these issues is not possible. This course is needed to address the evolving interest in addressing fraud and providing the quality of education that is needed for our graduates. This class will support the present program by allowing for a more detailed and in-depth discussion of the topics of fraud and internal controls than is currently possible.

ACC 486

Professional Ethics and Responsibilities

Effective July 1, 2005 all candidates for the Uniform CPA examination in Texas must complete a three semester hour course in ethics in order to qualify to take the examination. This requirement has been established by the Texas State Board of Public Accountancy. This course is necessary for SHSU accounting graduates to be able to sit for the CPA examination.

Department of General Business and Finance

Courses to be Added

GBA 180

Electronic Communications Techniques

Computer literacy, internet savvy, electronic communication, and written communication skills are among the top demanded skills for business graduates. Students are expected to enter the job market with proficiency in these areas. Students will develop computer literacy skill, learn to proficiently format and enter data for business use, learn and use various internet information gathering techniques, gain proficiency in electronic communication, improve written communication skills, and learn to communicate financial and numerical information for business use.

Course to be Deleted

FIN 485

Credit and Collections

Course is no longer relevant.

GBA 163

Elementary Keyboarding

Course being replaced by new proposed course GBA 180.

GBA 164

Production Keyboarding

Course being replaced by new proposed course GBA 180.

Department of Management and Marketing

Changes in Course Title

MGT	566	Seminar in Behavior Dynamics in Business Organizations TO Seminar in Team Leadership
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The course will continue to include the substance of the organizational behavior literature. However, the focus of the presentation will be sharpened to emphasize how such behavioral theories and principles influence the leadership of teams in today's business environment. The change in title is necessary to stay in alignment with title changes occurring at other AACSB schools and, more importantly, to be in alignment with business and industry needs for greater emphasis in the areas of team work and team leadership.

MIS	379	Business Information Systems TO Systems Analysis and Design
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The proposed title is standard usage by Colleges of Businesses at other universities. This change will allow our students' transcripts to properly reflect the course content and most importantly, employers will be able to identify the course for what it is.

Changes in Course Number

MIS	391	TO	MIS	291	Business System Implementation
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This change will allow MIS majors to begin taking MIS degree courses earlier in their academic career. This will result in the MIS student being able to take the required upper level technical electives over a longer period of time.

COLLEGE OF CRIMINAL JUSTICE

Curriculum Report for 2004-2005

Courses to be Added

C J 531 Techniques for Crime Scene Investigation

Students pursuing the Master of Science in Forensic Science will not only work in crime laboratory settings but often be expected to go the scene of a crime and assist in the identification and collection of physical evidence. It is imperative that students understand the protocols for the identification and processing of a crime scene. In addition, not only is the appropriate collection of physical evidence critical to the solution of many cases, but the field interpretation of such evidence in relation to other items maximizes the utility of the discovered items. This course was anticipated as a required course when the initial curriculum for the degree program was designed. By its very nature, a degree in forensic science entails practicum or laboratory type courses as classroom instruction alone is inadequate to prepare a student for the competencies required in the profession.

C J 537 Law and Forensic Sciences

In 2000, the College of Criminal Justice established a Master of Science in Forensic Science degree program. This program requires 45 semester hours of instruction. As initially constructed, the curriculum required students to take CJ 593 Legal Aspects of the Criminal Justice System, a course required of almost all masters-level and doctoral candidates. Experience has shown that CJ 593 is malsuited to the needs of forensic science students because the content lacks in-depth coverage of courtroom rules of evidence and, critically, serious inquiry into the role of the expert witness in the courtroom. Students pursuing the Master of Science in Forensic Science will not only work in crime laboratory settings but be expected to testify to their findings in court. It is imperative that students understand the court process and its restrictive rules regarding admissibility of evidence. Adapting CJ 593 to fit these students' needs has proven unsuccessful because of the broad differences in course content needed for traditional graduate students in criminal justice and the more scientifically-oriented forensic science student.

CJ 533 Seminar in Law is not a required course and has been offered only sporadically in recent years. It is proposed that this course be dropped from the catalog and the proposed CJ 535 Law and Forensic Sciences take its place. This would result in no change in the total inventory of courses.

C J 560 Forensic Analysis of Pattern Evidence

A significant amount of pattern evidence is encountered by the forensic scientist in the laboratory and at the crime scene. Graduating students should be prepared to work with this type of evidence. The College of Criminal Justice will seek accreditation from the American Academy of Forensic Sciences of the MSFS. AAFS requires that a course in Pattern Evidence be taught as a requirement for accreditation.

C J 561 Principles of Quality Assurance in Forensic Science

Quality assurance is an important component of forensic science. Graduating students should be introduced to the concepts and procedures associated with quality assurance. The College of Criminal Justice will seek accreditation from the American Academy of Forensic Sciences of the MSFS. AAFS requires that a course in Quality Assurance be taught as a requirement for accreditation.

C J 562 Seminar in Forensic Science

Recent developments in the various sub disciplines of forensic science will be introduced in this course. Graduating students should be aware of the sub disciplines in forensic science and how these areas change with technological and scientific advancement. The College of Criminal Justice will seek accreditation from the American Academy of Forensic Sciences of the MSFS. AAFS requires that a seminar course be taught as a requirement for accreditation.

Courses to be Deleted

CJ 533 Seminar in Law

This is not a required course and has been offered only sporadically in recent years. It is proposed that this course be dropped and C J 535 Law and Forensic Sciences take its place.

Change in Course Title

CJ 363 Criminal Profiles
TO
CJ 363 Violent Offenders

Justification: This title more accurately reflects the content and nature of materials being covered and helps to distinguish the course from other profiling courses taught in the College.

Change in Course Number

CJ 776 Seminar in Teaching
TO
CJ 676 Seminar in Teaching

Justification: The justification for the change in course number is that the current course number creates a conflict for master-level students who might want to enroll in the course; and, secondly, being that this is an elective, non-substantial course, the teaching load for such a course is not consistent with other required substantial and directly related doctoral-level courses in the program.

**COLLEGE OF EDUCATION
CURRICULUM REPORT 2005-2006**

Department of Educational Leadership and Counseling

Counseling Program

Courses to be Added

CNE 637 Counseling for Sexual Concerns

This course will replace PSY 534 as a requirement for the Licensed Professional Marriage and Family Therapy track Counseling M.A. students. The Department of Psychology and Philosophy at SHSU has indicated that there are no plans to offer the course in the future and has given approval for the Counseling Program to seek the development of this course. This course meets one of the requirements for courses in the treatment of marriage and family problems as outlined by the Board of Examiners for Licensure for Marriage and Family Therapists.

Department of Health and Kinesiology

Health Program

Courses to be Added

HED 272 Health and Medical Terminology

The medical terminology course is designed to assist students with the cognitive language skills they will need to prepare themselves as health care professionals. Medical terminology is a prerequisite course for numerous advanced medical and allied health degrees. The format for the course can be adjusted by the publisher to meet both graduate and undergraduate needs of students within all health-related disciplines.

Change in Course Title

HED 561 Theory and Practice in Health Education
TO
Theoretical Foundations of Health Education and Health Promotion

This title better reflects the course content.

Kinesiology Program

Courses to be Added

KIN 369 Therapeutic Modalities of Athletic Training

This course must be added to the current curriculum for the athletic training tract due to a recent revision to the requirements by the State of Texas. The Texas Department of Health has set the new standards requiring that either a rehabilitative class or a therapeutic modalities class be added to enable students to continue to be eligible to sit for the exam to be a licensed athletic trainer. These new standards will affect the graduating class of December 2004. If this class is not added, the current internship program for athletic training will not be able to continue, affecting both the Athletic Department as well as the Department of Health and Kinesiology.

KIN 430 History and Philosophy of American Physical Education and Sport

It is commonly recognized by scholars that knowledge of history and philosophy illuminates the past, gives perspective to the present, and sheds light on future direction. In keeping with this insight, the Department of Health and Kinesiology believes that its students should have an understanding of the rich, diverse traditions which comprise the profession's heritage. In doing so, the student is better equipped to become a knowledgeable, contributing member of a profession which has its contemporary practices based on historical foundations and philosophical inquiry.

Change in Course Title

KIN 263 Motor Development of the Child
TO
Motor Development

The term "child" is too narrow considering that the content extends beyond age 12-13.

KIN 322 Motor Learning Acquisition
TO
Motor Learning

"Acquisition" is redundant to the phrase motor learning.

KIN 334 Individual Sports Analysis
TO
Individual Sport Analysis

This is in keeping with the preferred vernacular.

KIN 335 Team Sports Analysis
TO
Team Sport Analysis

This is in keeping with the preferred vernacular.

KIN 368 Developmentally Appropriate Motor Programming
TO
Motor Programming

It is assumed that motor programming would be appropriate, and therefore, "Developmentally Appropriate" adds no clarity to the title.

Department of Language, Literacy and Special Populations

Early Childhood Program

Courses to be Added

ECE 538 Building Relationships with Diverse Families and Children

This course provides an important focus on family issues in early childhood. Candidates seeking a master's degree in curriculum and instruction might choose this course as a part of their 18-24 hour cognate in early childhood education. Candidates in special education or reading might select this course as an elective.

Reading ProgramCourses to be Added

RDG 534 Literacy Instruction in Grades EC-4

Currently post-baccalaureate students seeking initial teaching certification take RDG 530, Foundations of Literacy (the first course in the master's degree in reading) to satisfy requirements for their reading component. Because these initial certification students frequently have no teaching experience, the curriculum for RDG 530 has had to be significantly altered to meet these students' learning needs.

This group of post-baccalaureate students is growing due to projected teacher shortages and state initiatives to make teaching certificates more accessible. Over the past three years the reading master's program has taught over 125 initial certification students through the RDG 530 course. We anticipate this number to increase due to the proliferation of alternative certification programs.

These students may return to our program for a master's degree in reading. Having RDG 530 on their transcripts, but not having the content they need to meet state and national standards, is a problem. The issue of program integrity can be resolved by adding this course designed for these initial certification students.

RDG 535 Literacy Instruction in Grades 4-8

Currently post-baccalaureate students seeking initial teaching certification take RDG 530, Foundations of Literacy (the first course in the master's degree in reading) to satisfy requirements for their reading component. Because these initial certification students frequently have no teaching experience, the curriculum for RDG 530 has had to be significantly altered to meet these students' learning needs.

This group of post-baccalaureate students is growing due to projected teacher shortages and state initiatives to make teaching certificates more accessible. Over the past three years the reading master's program has taught over 125 initial certification students through the RDG 530 course. We anticipate this number to increase due to the proliferation of alternative certification programs.

These students may return to our program for a master's degree in reading. Having RDG 530 on their transcripts, but not having the content they need to meet state and national standards, is a problem. The issue of program integrity can be resolved by adding this course designed for these initial certification students.

RDG 536 Literacy and Learning Grades 8-12

Currently post-baccalaureate students seeking initial teaching certification take RDG 530, Foundations of Literacy (the first course in the master's degree in reading) to satisfy requirements for their reading component. Because these initial certification students frequently have no teaching experience, the curriculum for RDG 530 has had to be significantly altered to meet these students' learning needs.

This group of post-baccalaureate students is growing due to projected teacher shortages and state initiatives to make teaching certificates more accessible. Over the past three years the reading master's program has taught over 125 initial certification students through the RDG 530 course. We anticipate this number to increase due to the proliferation of alternative certification programs.

These students may return to our program for a master's degree in reading. Having RDG 530 on their transcripts, but not having the content they need to meet state and national standards, is a problem. The issue of program integrity can be resolved by adding this course designed for these initial certification students.

RDG 710 Seminar in Literacy Leadership

This course is a necessary part of the Literacy Leadership Core in the Doctorate of Literacy Leadership program. It provides opportunities for candidates to interact with each other and with faculty and to discuss topics of current interest in the field. A variety of activities and guest speakers will make up the bulk of the experiences associated with these seminars. Individual seminar topics will be presented monthly and will change for each semester in which candidates are enrolled. This course will be necessary only if the doctoral program in Literacy Leadership is approved.

RDG 737 Quantitative Research Methods in Literacy

This course is a necessary part of the Literacy Leadership Core in the Doctorate of Literacy Leadership program. It would provide candidates with an opportunity to study in depth quantitative research designs and methodologies that are used in literacy research. The International Reading Association standards, doctoral level, require quantitative research methods coursework that focuses on literacy research methodology. The addition of this course, in particular, and the program in general will extend and enrich the options available to our other doctoral program candidates. This course will be necessary only if the doctoral program in Literacy Leadership is approved.

RDG 732 Issues and Trends in Literacy Education

This course is a necessary part of the Literacy Leadership Core in the Doctorate of Literacy Leadership program. It would provide candidates with an opportunity to study in depth the current issues and trends in literacy at the school, district, state, national, and international levels. The addition of this course, in particular, and the program in general will extend and enrich the options available to our other doctoral program candidates. This course is necessary only if the doctoral program in Literacy Leadership is approved.

RDG 734 Literacy for Culturally and Linguistically Diverse Populations

This course is a necessary part of the Literacy Leadership Core in the Doctorate of Literacy Leadership program. It will provide candidates with a critical look at the issues involved with literacy learning for culturally and linguistically diverse learners, including an in depth study of the literacy program in a specific school. The addition of this course in particular and the program in general will extend and enrich the options available to our other doctoral program candidates. This course will be necessary only if the doctoral program in Literacy Leadership is approved.

RDG 760 Analysis, Interpretation and Dissemination of Literacy Assessment

This course will provide candidates with a field-based practicum giving them an opportunity to implement a school wide literacy program. The course would enhance the leadership skills of candidates in other educational doctoral program as well. The addition of this course in particular and the program in general will extend and enrich the options available to our other doctoral programs candidates. This course will be necessary only if the doctoral program in Literacy Leadership is approved.

RDG 780 Internship in Literacy Leadership

This course is part of the Literacy Leadership Core in the Doctorate of Literacy Leadership program. It is the capstone course, the final course that synthesizes all learning accomplished in the previous coursework. This course provides opportunities for our candidates to develop skills in leadership on a school and district level. The addition of this course in particular and the program in general will extend and enrich the options available to our other doctoral programs candidates. This course will be necessary only if the doctoral program in Literacy Leadership is approved.

RDG 790 Qualitative Methods in Literacy Education

The candidate will investigate qualitative research methodologies as well as summarize different methods of qualitative data collection and analysis. The candidate will also gain experience in discussing research limitations and considering ways in which educational research can impact instruction. In addition, the candidate will create a proposal for research that may lead to a doctoral dissertation. The final product for this class will entail the candidate conducting research and describing the results in writing.

This course provides a research component as part of a well-rounded exposure to the two major research paradigms: qualitative and quantitative. It is imperative that the doctoral program provides a balanced course of study in research, and this course, along with RDG 737 (Quantitative Research) should provide this balance. In addition, the International Reading Association standards, doctoral level, require qualitative research methods coursework that focuses on literacy research methodology.

The addition of this course in particular and the program in general will extend and enrich the options available to our other doctoral program candidates. This course will be necessary only if the doctoral program in Literacy Leadership is approved.

RDG 833 Dissertation in Literacy Leadership

This course leads to the completion of the dissertation. This course will be necessary only if the doctoral program in Literacy Leadership is approved.

Change in Course Title and Course Number

RDG 788 Issues and Trends in Literacy

TO TO

RDG 730 Psychological and Sociological Foundations of Language and Literacy

RDG 788 was proposed by Language, Literacy & Special Populations and approved by the curriculum committee last year as a course to support a cognate area in the Educational Leadership Doctoral Program. As the reading faculty was designing the proposed doctoral program in literacy leadership we realized that this course would also meet the needs of our proposed doctoral program, but that our International Reading Association standards require us to have a more visible connection to reading and writing processes. This process content was already built into the RDG 788 as approved. Now we are seeking to change the course title to make that process content visible and change the number of the course to reflect an entry-level course for the doctoral program. If the doctoral program proposal is not approved we would still need this course change in title and number.

Special Education ProgramCourses to be Added

SPD 595 Individual Assessment of Cognitive Functioning/Wechsler Scales

In order to meet the National Council for Accreditation of Teacher Education/Council for Exceptional Children standards for the beginning educational diagnostician, students must be able to administer, interpret and select appropriate intelligence tests. PSY 595, the course the diagnosticians had been taking, has changed its focus to accommodate American Psychological Association standards and no longer meets the needs of the diagnostician's program.

