

**SAM HOUSTON STATE UNIVERSITY**

**CURRICULUM REPORT**

**Curriculum Requests Not Associated with New/Altered Degree Programs**

**To Become Effective  
Fall 2007**



**SUBMITTED BY  
SAM HOUSTON STATE UNIVERSITY**

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

**FEBRUARY, 2007**

*A Member of the Texas State University System*

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CURRICULUM REPORT

TO

THE BOARD OF REGENTS

THE TEXAS STATE UNIVERSITY SYSTEM

FEBRUARY, 2007

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

DEPARTMENT	COURSE ADDITIONS	COURSE DELETIONS	COURSE CHANGES: PREFIX, NUMBER, AND/OR TITLE	NET ADDITIONS/ DELETIONS
<b>COLLEGE OF ARTS AND SCIENCES</b>				
Agricultural and Industrial Sciences	8	0	2	+8
Art	2	0	19	+2
Biology	0	0	2	0
Chemistry	2	0	0	+2
Mathematics and Statistics	1	0	0	+1
Music	3	3	1	0
Physics	1	1	2	0
Theatre and Dance	1	0	0	+1
<b>COLLEGE OF BUSINESS ADMINISTRATION</b>				
Accounting	0	0	1	0
General Business and Finance	2	0	0	+2
Management and Marketing	1	0	0	+1
<b>COLLEGE OF CRIMINAL JUSTICE</b>				
Criminal Justice	1	0	0	+1
<b>COLLEGE OF EDUCATION</b>				
Curriculum and Instruction	2	0	1	+2
Educational Leadership and Counseling	17	0	2	+17
Language, Literacy and Special Populations	1	0	7	+1
<b>COLLEGE OF HUMANITIES AND SOCIAL SCIENCES</b>				
English and Foreign Languages	0	1	1	-1
History	4	0	5	+4
Political Science	1	0	1	+1
Psychology and Philosophy	4	0	0	+4
Sociology	1	0	2	+1
Speech Communication	1	1	0	0
<b>SAM HOUSTON STATE UNIVERSITY RECAP</b>				
<b>TOTALS</b>	<b>53</b>	<b>6</b>	<b>46</b>	<b>+47</b>

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**COLLEGE OF ARTS AND SCIENCES**  
**Curriculum Report (Fall 2007)**  
**Summary by Action**

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

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
AGR 210	A	A	A
AGR 379	A	A	A
AGR 436	A	A	A
AGR 463	A	A	A
AGR 471	A	A	A
AGR 472	A	A	A
CAT 406	A	A	A
IT 433	A	A	A
ART 472	A	A	A
ART 496	A	A	A
CHM 403	A	A	A
CHM 503	A	A	A
MTH 295	A	A	A
CMP 111X	A	A	A
CMP 331X	A	A	A
MUS 337	A	A	A
PHY 370	A	A	A
DNC 574	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
MUS 371	A	A	A
MUS 372	A	A	A
MUS 464	A	A	A
PHY 361	A	A	A
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
BIO 449	A	A	A
PHY 360	A	A	A
PHY 470	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
AGR 375 TO AGR 275	A	A	A
BIO 234 TO BIO 244	A	A	A
MUS 210 TO MUS 210X	A	A	A
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>			
None			
<b><u>F. CHANGES IN COURSE PREFIX</u></b>			
PHO 181 TO ART 181	A	A	A
PHO 203 TO ART 230	A	A	A
PHO 232 TO ART 232	A	A	A
PHO 233 TO ART 233	A	A	A
PHO 235 TO ART 235	A	A	A

PHO	332	TO	ART	332	A	A	A
PHO	333	TO	ART	333	A	A	A
PHO	337	TO	ART	337	A	A	A
PHO	361	TO	ART	361	A	A	A
PHO	363	TO	ART	363	A	A	A
PHO	364	TO	ART	364	A	A	A
PHO	381	TO	ART	381	A	A	A
PHO	462	TO	ART	462	A	A	A
PHO	487	TO	ART	487	A	A	A
PHO	495	TO	ART	495	A	A	A
PHO	499	TO	ART	499	A	A	A

**G. CHANGES IN COURSE NUMBER AND PREFIX**

PHO	231	TO	ART	236	A	A	A
PHO	234	TO	ART	237	A	A	A
PHO	430	TO	ART	435	A	A	A

**H. CHANGES IN COURSE TITLE AND PREFIX**

VED	564	TO	CAT	564	A	A	A
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**COLLEGE OF BUSINESS ADMINISTRATION**  
**Curriculum Report (Fall 2007)**  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
FIN 460	A	A	A
FIN 534	A	A	A
MGT 530	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
None			
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
ACC 580	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
None			
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>			
None			
<b><u>F. CHANGE IN COURSE PREFIX</u></b>			
None			
<b><u>G. CHANGES IN COURSE NUMBER AND PREFIX</u></b>			
None			
<b><u>H. CHANGES IN COURSE TITLE AND PREFIX</u></b>			
None			



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**COLLEGE OF CRIMINAL JUSTICE**  
**Curriculum Report (Fall 2007)**  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
C J 564	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
None			
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
None			
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
None			
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>			
None			
<b><u>F. CHANGE IN COURSE PREFIX</u></b>			
None			
<b><u>G. CHANGES IN COURSE NUMBER AND PREFIX</u></b>			
None			
<b><u>H. CHANGES IN COURSE TITLE AND PREFIX</u></b>			
None			

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**COLLEGE OF EDUCATION  
Curriculum Report (Fall 2007)  
Summary by Action**

A: indicates a recommendation for approval  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
C I 375	A	A	A
C I 376	A	A	A
CNE 231	A	A	A
CNE 232	A	A	A
CNE 331	A	A	A
CNE 332	A	A	A
CNE 487	A	A	A
CNE 513	A	A	A
CNE 593	A	A	A
CNE 698	A	A	A
CNE 699	A	A	A
CNE 773	A	A	A
CNE 774	A	A	A
EDL 773	A	A	A
EDL 774	A	A	A
EDL 775	A	A	A
EDL 776	A	A	A
EDL 777	A	A	A
EDL 778	A	A	A
RDG 787	A	A	A

**B. COURSES TO BE DELETED**

None

**C. CHANGES IN COURSE TITLE**

CNE 533	A	A	A
CNE 635	A	A	A
ECE 273	A	A	A
ECE 275	A	A	A

**D. CHANGES IN COURSE NUMBER**

RDG 392	A	A	A
SPD 530	A	A	A
SPD 531	A	A	A
SPD 532	A	A	A
SPD 560	A	A	A

**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**

EED 584 TO CI 584

A

A

A

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
HIS 337	A	A	A
HIS 399	A	A	A
HIS 463	A	A	A
HIS 588	A	A	A
POL 586	A	A	A
PSY 385	A	A	A
PSY 493	A	A	A
PSY 585	A	A	A
PSY 598	A	A	A
SOC 479	A	A	A
SCM 532	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
ENG 267	A	A	A
SCM 561	A	A	A
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
ENG 266	A	A	A
HIS 334	A	A	A
HIS 363	A	A	A
HIS 364	A	A	A
HIS 698	A	A	A
HIS 699	A	A	A
SOC 477	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
SOC 261 TO SOC 131	A	A	A
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>			
None			
<b><u>F. CHANGE IN COURSE PREFIX</u></b>			
PA 595 TO POL 595	A	A	A
<b><u>G. CHANGES IN COURSE NUMBER AND PREFIX</u></b>			
None			
<b><u>H. CHANGES IN COURSE TITLE AND PREFIX</u></b>			
None			

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**College of Arts and Sciences  
Curriculum Report (Fall 2007)**

**Department of Agricultural and Industrial Sciences**

**Courses to be Added**

AGR 210 Meeting Management and Parliamentary Procedure

This course is needed for students so they may learn to manage meetings and develop the necessary skills in parliamentary procedure to be successful leaders and members of organizations. In order to be active and valuable leaders in any organization, members must have the ability to participate actively and intelligently.

The Department of Agricultural Sciences produces approximately 120 graduates each year and many of these graduates become business managers, active members of civic organizations, extension agents and agricultural education teachers. It is essential that these students have the opportunity to develop skills and knowledge of parliamentary procedure, meeting management and officer duties.

Approximately 30 students graduate each year from the Agricultural Sciences program with secondary teacher certification and nearly 90% of them seek careers in education. One of the core purposes of the secondary Agricultural Sciences programs in Texas is the development of and participation in leadership opportunities. This course would be beneficial for each graduate becoming an agri-science teacher and may become required in the future.

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 meeting management and parliamentary procedure. The content of this course will be of value to all SHSU students and graduates as they take on greater professional and civic responsibilities.

AGR 379 Turfgrass Culture

The class will support and broaden the Horticulture and Crop Science degree as a second turfgrass class, in which students will expand their understanding of the turfgrass environment. Also, this expanded offering of turfgrass studies will compliment the Professional Golf Management specialization offered through the College of Business Administration.

The demand for individuals trained in the art and science of turfgrass culture has increased dramatically in the last 30-40 years. As urban and suburban areas expand, increasing emphasis has been placed on providing attractive recreational areas for the populace. These areas often include large expanses of turf used for a variety of purposes, including athletic events, entertainment venues, and parks, among others. Additionally, landscapers are faced with a wide array of choices when it comes to installation of turf on both residential and commercial sites. Those responsible should be armed with knowledge of proper species and cultivars to meet specific objectives and environmental constraints of the location. Also, the service industry in residential and commercial turf management is expanding rapidly. Detailed knowledge regarding the soil, water, and nutrient requirements for the grasses available is imperative if one is going to provide quality service to customers. This course will address these issues and better prepare our students for a career in these professions.

AGR 436 Stocker and Feedlot Management

Stocker and Feedlot management is an area of interest across a broad range of disciplines. This course will assist students desiring to learn the basic principles and concepts involved in feeding, management, marketing and disease control of stocker and feedlot cattle. This course would



compliment AGR 480, in that it would provide further study of the various segments of the beef industry.

This course deals with the study of growth and development. It supports courses like AGR 480, 494 and all production related courses.

AGR 463 Agricultural Sales and Consulting

Agricultural sales and consulting is a vital part of the food and fiber industry. Many students who enter the job market today will be required to do some consulting or selling of products or services. Teaching students to understand how to handle different personalities, create a sales presentation, and manage non-direct selling duties is key for success. With these skills, students can quickly become successful and advance in the job market.

AGR 471 Agricultural Safety and Health

This class is needed to meet the needs of those students seeking teacher certification in agricultural education. The qualifying exam for Agricultural Education includes a portion to meet the safety and health needs of the agricultural sector. It is essential for these students to have access to this course to gain the necessary information to be successful on this exam.

This course will also be of great benefit to all students seeking a degree in Agriculture, Animal Science, Agricultural Mechanization, Agricultural Business or Horticulture / Crop Science. The food, fiber, natural resources and agricultural industry is one of the most dangerous industries when considering injury and accident-related deaths.

AGR 472 Sports Turf Management

Turfgrass professionals require knowledge of site specific activities involved in the construction and maintenance of healthy turfgrass communities. Due to extreme conditions of traffic, compaction, drainage requirements, and mowing and height restrictions to meet specific needs, sports turfs require specialized management techniques. These activities include planning, budgeting, and maintenance of specialized equipment, pre- and post-construction soil modification, and cultural practices that promote the aesthetic and functional value of the turf. There is an increasing demand for individuals who understand and have training in this topical area.

This course will further support the Horticulture and Crop Science curriculum by serving those students with an interest specifically in turfgrass management.

CAT 406 Work-Based Mentorship

This class is needed to meet the needs of students seeking the Bachelors of Applied Arts and Sciences degree. Historically BAAS students have taken internships and/or directed studies courses within their minor or from the Department of Agricultural Sciences and Technology. The courses appearing on student transcripts indicate an internship in Agricultural Sciences or in Technology which may be misleading. With this course, the transcripts will indicate a work based mentorship in Career and Technology programs. Furthermore, it will be easier to identify the success of the Career and Technology (BAAS) program not only by numbers of majors but also by creation of student credits hours.

It will be easier for the Career and Technology (BAAS) students to identify a mentorship or internship type experience through contact with the BAAS advisor instead of searching for an advisor in the various minors that would be able to assist with this opportunity.

IT 433 Construction Management and Procedures

This course will supplement the construction majors and minors in providing knowledge in site management and site preparation for construction processes. The course will supplement the architectural and civil drafting courses in that students will learn how to implement the construction plans into methods and procedures. Students will also understand the necessity of site preparation for foundations and different construction techniques not taught in the wood/brick procedures courses.

**Change in Course Number**

AGR 375 TO AGR 275

This course is required for PGM (Profession Golf Management) majors; it will be taught as an introductory level course with a broad range of turf-related topics. This course will serve as a prerequisite for the upper level turfgrass science classes.

**Change in Course Title and Prefix**

VED 564 Advanced Problems in Vocational Education  
TO TO  
CAT 564 Advanced Problems in Career and Technology Education

This class meets the needs of those students seeking specialized knowledge and skills in Career and Technology Education. The terminology "Vocational Education" has been removed in public education in Texas. The Vocational Education program has been renamed in the upcoming catalog to Career and Technology Education program and will include students pursuing the Bachelors of Applied Arts and Sciences degree and those students seeking specialized training in Career and Technology Education topics.

**Department of Art**

**Courses to be Added**

ART 472 History of Mexican Art

Texas culture is profoundly affected by the state's close proximity to Mexico. If art students are to produce culturally relevant artwork, it is important that they understand the elements that constitute the culture in which they live. This course provides a historical context to that cultural influence. It gives students the opportunity to experience the objects and artifacts that give expression to the Mexican experience. In addition, the Puebla field school provides a wonderful opportunity to see first-hand many important works of Mesoamerican and Mexican art. Whether the student takes the course in residence at SHSU or at the field school, he or she will come away with a profound appreciation for the craft, style and unique world-view that produced these works. Moreover, such an appreciation will enrich all of the student's further creative endeavors.

ART 496 Museum and Gallery Practices

Studio and Photography majors are required to exhibit their work before completing the BFA. This course will prepare them not only for this exhibition, but will give them experience that will be valuable to them in their careers as artists. Not only will they know what to expect when exhibiting their works in museums and galleries, but the course will prepare them for employment at art museums, commercial and non-profit art galleries.

### **Change in Course Prefix**

PHO	181	TO	ART	181
PHO	203	TO	ART	230
PHO	232	TO	ART	232
PHO	233	TO	ART	233
PHO	235	TO	ART	235
PHO	332	TO	ART	332
PHO	333	TO	ART	333
PHO	337	TO	ART	337
PHO	361	TO	ART	361
PHO	363	TO	ART	363
PHO	364	TO	ART	364
PHO	381	TO	ART	381
PHO	462	TO	ART	462
PHO	487	TO	ART	487
PHO	495	TO	ART	495
PHO	499	TO	ART	499

The Photography Program recently changed administrative and academic affiliation from the Department of Mass Communication to the Department of Art. The Program is in the process of restructuring its curriculum to reflect its new direction as a fine art photography program. This change of prefix confirms the new affiliation with the Art Department and represents the new academic goals of the Photography Program.

### **Change in Course Number and Prefix**

PHO	231	TO	ART	236
PHO	234	TO	ART	237
PHO	430	TO	ART	435

These changes in course prefix are consistent with the changes listed above. However, direct translation of these particular courses will cause conflicts with the existing Art 231, ART 234, and ART 430 numbers. Changing the numbers to ART 236, ART 237, and ART 435 will resolve these conflicts.

## **Department of Biology**

### **Change in Course Title**

BIO	449	Cytology
		TO
		Cell Biology

“Cytology” is an antiquated term implying a microscope-based approach to the study of cells. The term “Cell Biology” is the contemporary scientific terminology. It refers not only to the study of cells, but also to the myriad of new developments and techniques that facilitate those studies.

### **Change in Course Number**

BIO	234	TO	BIO	244
-----	-----	----	-----	-----

The change in course number will accommodate the addition of a one-credit-hour laboratory experience for students in this course.

## Department of Chemistry

### Courses to be Added

CHM 403 Directed Study in Chemistry

Currently, the department offers a laboratory based course (CHM 495 "Undergraduate Research in Chemistry"), which has a course fee commensurate with laboratory work. This proposed new course would enable studies of broader scope that may be computational, library or digitally-based without placing an additional financial requirement on the student.

CHM 503 Independent Study in Chemistry

Currently, the department offers a laboratory based course (CHM 698 "Graduate Research in Chemistry") that is designed for individual research, but not for independent study. There are no courses designed for individual instruction in the chemistry department, yet every graduate student has individual instructional needs since every graduate student's thesis work is unique.

## Department of Mathematics and Statistics

### Courses to be Added

MTH 295 Discrete Mathematics

The addition of a Discrete Mathematics course in the computer science degree program will strengthen the mathematical foundations of the computer science major, raising the required mathematics from 12 to 15 hours. The content of the Discrete Mathematics course directly supports CS 362- Data Structures and CS 431- Operating Systems and provides appropriate professional preparation for computer science students. In addition, The Department of Computer Science is seeking accreditation through the Accreditation Board for Engineering and Technology (ABET). This curriculum development will align the computer science program to meet ABET standards.

## School of Music

### Courses to be Added

CMP 111X Applied Composition I

Music students often have an interest in composition but SHSU does not currently offer a class for freshmen or sophomores. This course would be considered an elective, giving students the opportunity to explore composition at an early stage in their music education. The National Association of Schools of Music (NASM) requires students have an exposure to composition and CMP 111X would meet this demand.

CMP 331X Applied Composition II

The Bachelor of Music: Theory/Composition track does not currently require applied composition. Most National Association of Schools of Music (NASM) institutions treat composition as an applied study rather than a class. Respected music schools such as The University of North Texas and Stephen F. Austin State University require applied composition for their undergraduate degrees in composition or theory/composition. Applied composition provides our students with the individual instruction and guidance necessary for success in this field.

MUS 337 Instrumental Skills for the Music Therapy Setting II

SHSU's Music Therapy program is relatively weak in the areas of improvisation and popular music styles. These skills are required by the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA). The proposed course would provide in-depth training for improvisation in a popular music style, song-leading and song-writing, and include an abbreviated introduction to instrumental music.

#### **Courses to be Deleted**

MUS 371 Junior Composition

MUS 371 will be replaced by CMP 331X applied composition

MUS 372 Junior Composition

MUS 372 will be replaced by CMP 331x applied composition

MUS 464 Seminar in Composition

MUS 464 will be replaced by CMP 331x applied composition

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

MUS 210 TO MUS 210X

Music therapy at SHSU is a competency-based program that provides students a variety of classroom and hands-on learning experiences. Specific entry-level competency requirements are outlined by the American Music Therapy Association (AMTA) and are common among all NASM-approved programs. Music therapy students must participate in pre-internship field training with a minimum of three different client populations in order to acquire specific entry-level music therapy competencies. A minimum of 180 hours involved in pre-internship experiences is required. This requirement is met through four semesters of MUS 210 Practicum in Music Therapy. SHSU Music Therapy professors are required to travel to facilities off campus, provide on-site supervision for each student or pair of students, meet with students before and after sessions to assist with the planning process and provide written and verbal feedback from previous sessions, meet individually with each student or pair of students on campus in addition to other responsibilities.

Changing Practicum in Music Therapy from MUS 210 to MUS 210X guarantees the student will receive the necessary and required individual attention from the professor. The student or pair of students will be enrolled in a half hour applied meeting with a board-certified Music Therapy Specialist. This would be comparable to applied music lessons where the student received one on one attention from a faculty member. It will also guarantee the faculty member receives the appropriate amount of workload credit.

### **Department of Physics**

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

PHY 370 Introduction to Theoretical Physics

A student entering advanced undergraduate study in physics needs to gather the tools rigorously formulated in the introductory mathematics courses and develop a deeper understanding of their use. They need to review and reinforce material learned in mathematics classes and become secure using these mathematical tools. Thus, this course is designed to complement rather than to

replace the techniques learned in mathematics. Currently, a substantial portion of the advanced physics curriculum is spent applying mathematical tools. This course will significantly reduce this tool development time and permit the study of additional physical phenomena in the more advanced courses.

At a recent national conference of chairs of Departments of Physics, sponsored by the American Physical Society, and attended by approximately 150 chairs, the use of mathematical tools in theoretical physics was identified as a nationwide problem. A few of the departments represented have a physics course for this purpose and all expressed the need for it. No need was expressed to replace the traditional mathematics requirement of the physics major. Rather, the need is for students to learn to effectively apply the appropriate tools to the advanced physics curriculum. The level at which the course should be inserted into the curriculum was also discussed and the consensus was that this course would best be offered in the junior year.

During the past five years approximately 50% of the graduates with a B.S. degree in physics from SHSU have entered graduate school at institutions such as Rice University, Wake Forest University, and Texas Tech University. These matriculations are indicative of the level of excellence at which the Department of Physics is achieving its educational mission. This course in theoretical physics will further enhance the quality of our graduates.

#### **Courses to be Deleted**

PHY 361 Dynamics

This course is being combined with PHY 360 yielding a course required by most Colleges of Engineering.

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

PHY 360 Statics  
TO  
Statics and Dynamics

Combining formation from two current courses, PHY 360 and PHY 361, will bring the Sam Houston State University curriculum for pre-engineering students the same course that is required by Colleges of Engineering in the state of Texas.

PHY 470 Introduction to Theoretical Physics  
TO  
Classical Mechanics

Changing the title of this course to Classical Mechanics is much more descriptive of the content. This course is a basic requirement for the Bachelor of Science degree.

### **Department of Theatre and Dance**

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

DNC 574 Advanced Laban Movement Analysis II

Laban Movement Analysis I and II provide theoretical underpinnings for graduate course work in dance. No other course at the graduate level in the SHSU Dance Program provides a theory of dance that employs the in-depth investigation of human movement provided by these LMA courses. The Laban/Bartenieff theory can be used to better understand all areas of human movement: reading a prospective juror, analyzing movement patterns, developing a means for criticism, and expanding expressive range are but a few areas to which it has been applied.

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**College of Business Administration  
Curriculum Report (Fall 2007)**

**Department of Accounting**

**Change in Course Title**

ACC 580 Seminar in Accounting  
TO  
Advanced Topics in Financial Reporting

This new title more accurately and specifically reflects the technical financial topics that are addressed in the course.

**Department of General Business and Finance**

**Courses to be Added**

FIN 460 Selling Financial Services

The Smith-Hutson Chair of Banking's Advisory Board has identified the need for a formal training course that would teach our students how to promote financial products. This would eliminate a training void in this area. Discussions with senior members of other departments have indicated that this would also be of value in some of their programs.

FIN 534 Seminar in Commercial Lending

Surveys of students enrolled in current MBA programs, as well as the Smith-Hutson Endowed Chair of Banking's Advisory Board, revealed the demand for this specialized coverage and application. Currently an undergraduate course, FIN 472W, has been enhanced and is being used to meet the subject matter content. However, this does not completely meet the needs of the target population.

**Department of Management and Marketing**

**Courses to be Added**

MGT 530 Foundations of Strategic Management

Many of our MBA graduate students have not had an undergraduate course in Strategic Management and thus need this foundation stem course. Combining the content of Strategic Management and the Principles of Management will provide students lacking an undergraduate degree in business with the foundation needed to improve their performance and learning experience in advanced coursework.



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**College of Criminal Justice  
Curriculum Report (Fall 2007)**

**Courses to be Added**

C J     564     Seminar in Crime Victim Services Management

This required course will serve as a foundation for the masters degree in Victim Services Management. It is the only course focused exclusively upon services management within the program. This course will assist those pursuing the degree to hold management positions in agencies that provide services to victims of crime as well as agencies that develop funding and policies for the field of crime victim services. It is anticipated that many of the students taking this course have or will have administrative roles within a non-profit / governmental agency serving victims of crime.

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**College of Education  
Curriculum Report (Fall 2007)**

**Department of Curriculum and Instruction**

**Courses to be Added**

C I     375     Middle-Level Education

The focus of the Academic Studies 4-8 program is to help candidates become effective teachers in intermediate and middle schools by providing proper background knowledge and skills. Research indicates that teaching this special age group requires special treatment as to the historical perspective of middle-level schools, the philosophy of middle-level education, components of highly successful middle schools and programs, and current trends and issues in middle-level education.

This course will help those candidates currently seeking 4-8 certification make the connections between theory and practice as they go through their many field experiences working with children of this age group and in their classroom practice after graduation. The same reasoning applies to those candidates seeking EC-8 certification. These candidates currently take courses designed at familiarizing them with needs and expectations associated with teaching in early childhood settings and need parallel courses where the focus is on the young adolescent.

C I     376     Curriculum and Assessment for the Middle Grades

The focus of the Academic Studies 4-8 program is to help candidates become effective teachers in intermediate and middle schools by providing proper background knowledge and skills. Research indicates that teaching in middle grades requires knowledge of curriculum relevant to this school setting and practice in planning interdisciplinary units and lessons based upon effective models of teaching and learning. The candidates will become more effective as they prepare to teach in the middle grades by having a background in planning curriculum, specific instructional strategies in which to implement the planning, and assessment strategies to gauge the effectiveness of the instruction. Knowledge of horizontal and vertical alignment will be integral to the process.

**Change in Course Title and Prefix**

EED     584     The Curriculum in the Elementary School  
TO  
C I     584     Curricular Trends for Classroom Teachers

The emphasis of this course is shifting to give more emphasis to the trends in curriculum that are influencing classroom teachers. Opportunities to select and organize appropriate learning experiences for the different grade levels in schools will continue to be a part of the course. When the changes in prefix were made to the EED and SED courses for the Master of Education in Curriculum and Instruction, this course was overlooked. It is a core course for the M.Ed. in Curriculum and Instruction and needs the CI prefix.

## Department of Educational Leadership and Counseling

### Counseling Program

#### Courses to be Added

- CNE 231 Introduction to the Helping Relationship
- 1) This course will support a proposed 18 semester-hour undergraduate minor in Human Services.
  - 2) This course will help enhance currently existing programs in other departments such as Psychology, Criminal Justice, and Health.
  - 3) A unique contribution of this course is the opportunity to experience the helping relationship through a service learning project. Students will participate in experiential activities designed to provide insight into the counseling and human services professions.
- CNE 232 Career Development
- 1) This course will support a proposed 18 semester-hour undergraduate minor in Human Services.
  - 2) It will offer a minor concentration that may be useful to students in other departments such as Psychology, Criminal Justice, Sociology and Health.
  - 3) A unique contribution of this course is that it is a hands-on learning experience that gives students opportunities to develop career planning skills applicable prior to and directly following graduation. Students will select from a variety of experiential activities offering them the opportunity to expand their knowledge of counseling and human service professions. Career development is a core knowledge area required of CACREP accredited master's and doctoral programs.
  - 4) This course will provide practical experience in developing a career plan and portfolio.
- CNE 331 Introduction to Principles of Counseling
- 1) This course will support a proposed 18 semester-hour undergraduate minor in Human Services.
  - 2) It will offer a minor concentration that may be useful to students in other departments such as Psychology, Criminal Justice, Sociology and Health.
  - 3) A unique contribution of this course is the opportunity to role-play basic counseling skills generalizable to all relationships, and can be utilized in a variety of employment settings in the human services.
  - 4) This course will give students a focused opportunity to gain an understanding of the profession of counseling.
- CNE 332 Therapeutic Play Skills
- 1) This course will support a proposed 18 semester-hour undergraduate minor in Human Services.
  - 2) It will offer a minor concentration that may be useful to students in other departments such as Psychology, Criminal Justice and Health.
  - 3) A unique contribution of this course is that it is a hands-on learning experience that gives students opportunities to develop child-centered play sessions demonstrating tracking skills foundational to supporting self-esteem in children.

- CNE 487 Workshop in Counseling and Human Services
- 1) This course will support a proposed 18 semester-hour undergraduate minor in Human Services.
  - 2) It will offer a minor concentration that may be useful to students in other departments such as Psychology, Criminal Justice and Health.
  - 3) A unique contribution of this course is that it can include hands-on learning experiences for students in a focused content area related to counseling and human services.
- CNE 513 Assessment in Marriage and Family Therapy
- This is an elective for Counseling master's degree students. It has been taught as a CNE 510 (workshop title) for four semesters. Students in the School Counseling and Community Counseling (LPC) specializations are required to add a minimum of one CNE 510 "level" class as an elective. This course will meet that elective requirement.
- CNE 593 Community Counseling
- The M.A. in Counseling program (Community Counseling specialization) is accredited by the Commission on Accreditation for Counseling and Related Education Programs. A specific course focusing on Community Counseling was recommended by the Site Visitors for CACREP. This course will help prepare students in the Community Counseling Program prepare for successful Field Experience and employment in community mental health agencies.
- CNE 698 Thesis I
- This is an elective for the M.A. in Counseling. An increasing number of graduates of the SHSU Counseling Master's Program are entering doctoral programs. Writing a thesis will help students develop and practice research skills needed for success in a doctoral program in Counselor Education or a related field. The thesis option has previously been completed under a CNE 587 Workshop course.
- CNE 699 Thesis II
- This is an elective for M.A. in Counseling students. An increasing number of graduates of the SHSU Counseling Master's Program are entering doctoral programs. Writing a thesis will help students develop and practice research skills needed for success in a doctoral program in Counselor Education or a related field.
- CNE 773 Statistical Methods for Counselor Education Research
- The Ph.D. program in Counselor Education needs a statistical methods course that focuses on themes particularly salient to Counselor Education research. This course will help students prepare students to conduct dissertation research in Counselor Education. In addition, this course will increase the ability of graduates from the Counselor Education to teach and conduct research as a Counselor Educator, thus enhancing their ability to successfully secure and maintain faculty positions in university settings. Additionally, this will serve as a cognate course for other doctoral programs in the College of Education. The Chair of the Department of Educational Leadership and Counseling, Dr. Irby, foresees the need for up to 4 sections of this course in one semester to meet the needs of the Counselor Education and Educational Leadership doctoral programs, alone.

CNE 774 Multivariate Methods for Counselor Education Research

The Ph.D. program in Counselor Education needs a multivariate methods course that is focused on themes particularly salient to Counselor Education research. This course will help students be better prepared to conduct dissertation research in Counselor Education. In addition, this course will increase the ability of graduates from the Counselor Education to teach and conduct research as a Counselor Educator, thus enhancing their ability to successfully secure and maintain faculty positions in university settings. This course may also serve as a cognate elective for Educational Leadership doctoral students.

**Change in Course Title**

CNE 533 Introduction to Counseling and Guidance  
TO  
School Counseling: Consultation, Coordination and Counseling

CNE 635 Methods of Consultation, Coordination and Counseling  
TO  
School Counseling: Leadership, Advocacy and Accountability

Course title changes are needed in preparation of School Counseling accreditation under the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and to align the courses with the Education Trust Transforming School Counseling Initiative.

**Educational Leadership Program**

**Courses to be Added**

EDL 773 The American Community College

This is a required course in the Community College Executive Leadership Specialization Program in the Department of Educational Leadership and Counseling. This course is needed because it provides students an overview of historical, contemporary and emerging issues in post-secondary education. The course provides a foundation for students to learn more about executive leadership issues in higher education.

EDL 774 The Community College Student

This is a required course in the Community College Executive Leadership Specialization Program in the Department of Educational Leadership and Counseling. This course is needed because it provides students an overview of the theoretical and practical issues that educators and students face in the process of attending to the academic and non-academic concerns of college students. The course provides a foundation for students to learn more about current and emerging student-related issues and how leaders respond to those issues.

EDL 775 Community College Finance

This is a required course in the Community College Executive Leadership Specialization Program in the Department of Educational Leadership and Counseling. This course is needed because it provides students an overview of funding and financing in higher education. The course provides a foundation for students to learn more about current and emerging finance-related issues and how leaders respond to those issues. The importance of this course lies in the fact that successful Community College Executive leaders must display acumen in the field of budgeting, funding, and finances in higher education.

EDL 776 Community College Curriculum

This course is part of a sequence of courses designed to prepare doctoral students enrolled in the Community College Executive Leadership Program for leadership positions in higher education. The course is intended to enable the student to develop a comprehensive view of the community college curriculum. By doing so, the student will be more knowledgeable in an area of leadership that is critical to the success of community colleges.

EDL 777 Theory and Practice of Community College Leadership

This course is part of a sequence of courses that prepares students for current and future leadership issues and challenges in community colleges. The course adheres to the notion that good practice is based on good theory. This course focuses on orienting students to an array of leadership theories that can serve as the basis of excellent administrative, leadership, and management practices.

EDL 778 Higher Education Law and Governance in the Community College

This is a required course in the Community College Executive Leadership Specialization Program in the Department of Educational Leadership and Counseling. This course is needed because it provides students an overview of the governance and legal issues facing community college leaders. The course provides a foundation for students to learn more about current and emerging legal- and governance-related issues and how leaders respond to those issues.

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

#### Early Childhood Program

##### **Changes in Course Title**

ECE 273 Early Education in the Public School  
TO  
Introduction to Early Childhood Education

The current title suggests that the focus of the class is on preschool while the course description focuses on “early education” which includes both preschool and primary grades. This title change will more accurately match the content of the course.

ECE 275 Study of the Preschool Child  
TO  
Study of Infants, Toddlers, and Young Children

The proposed title will be a more accurate description of the course content which is the developmental range of infants, toddlers, and young children. This title change will also reflect the emphasis by the National Association for the Education of Young Children (our accrediting body) on infant and toddler development.

#### Reading Program

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

RDG 787 Directed Topics in Reading

This course will allow for flexibility toward completing the sixty-hour Doctoral Program in Reading. In some instances students might benefit from independent inquiry in order to meet the



elective requirements of the program. At this time there are no other doctoral reading electives available to the students.

**Changes in Course Number**

RDG 392 TO RDG 492

This course is required of all educator preparation secondary level certification students. This course is taken with other education methods courses (SED 464 and SED 494) the first semester of the student's senior year. We are requesting this number change to reflect the semester in which the course is taken and to be consistent with the numbering of the other methods courses.

**Special Education Program**

**Changes in Course Number**

SPD 530 TO SPD 630  
SPD 531 TO SPD 633  
SPD 532 TO SPD 632  
SPD 560 TO SPD 660

These courses are required in the Low Incidence Disability and Autism strand of the master's degree in Special Education leading to credentialing as a Board Certified Behavior Analyst. Each is a rigorous course consistent with the guidelines for 600-level coursework. Changing these courses to the 600 level would allow Reading, Counseling, and Educational Leadership doctoral students to use these as electives in their programs of study.

**College of Humanities and Social Sciences  
Curriculum Report (Fall 2007)**

**Department of English and Foreign Languages**

English Program

**Courses to be Deleted**

ENG 267 Literature and Ideas

At present, the English Department offers both ENG 266, which focuses on ideas and genres in literature, and ENG 267, which focuses only on ideas. Since the two classes overlap and are therefore redundant, we would like to delete ENG 267.

**Changes in Course Title**

ENG 266 Readings in Literary Genres  
TO  
Introduction to Literary Genres and Ideas

This title more accurately reflects what is taught in the class already. In addition, it matches the course description more closely, reflecting the course's study of literature's "content, form, or technique."

**Department of History**

**Courses to be Added**

HIS 337 Reformation Europe

At present the History Department offers Course #334 Renaissance/Reformation. Both the Renaissance and the Reformation, however, are rich subjects with storied traditions that each deserve and require a semester's worth of study in order for each to be properly learned. For this reason, North American and European universities typically have a semester course set aside for each subject. This course on Reformation Europe, therefore, will provide students with an intensive examination of one of the most significant eras in European history, and, indeed, in World history.

HIS 399 Special Topics in History

The history department needs an "umbrella" course that can appeal to diverse student interests and highlight our faculty's expertise. In addition, HIS 475: Readings in History is our current "umbrella" course. This course began, however, when there was no substantial difference between 300- and 400-level courses. Now, 400-level courses must include a major research paper. We want to maintain the broad nature of HIS 475, but reduce it to the 300-level so that it appeals to a wide-range of students, does not require a major research paper, and offers our faculty the chance to offer courses specifically tailored to their areas of expertise.

HIS 463 History of American Slavery

Currently, the History Department offers no advanced undergraduate courses that focus on the topic of American slavery. This course will provide foundational knowledge for students studying American history prior to the twentieth century. Students will engage in a comprehensive examination of slavery as an integral part of America's social, cultural, and economic development as a country and also as a catalyst to the establishment of antislavery and abolitionist movements.

HIS 588 Public History

This course will provide students with an opportunity to develop skills in researching and writing local and regional history from primary documents, local and regional material artifacts, and oral interviews to produce written and visual publications. The use of primary sources will help students develop an appreciation for artifacts which will prove useful in other classes. In addition, students will learn techniques of architectural preservation of buildings, renovation of structures, the creation of museum sites, and other aspects of public history.

During the past four years, we have offered undergraduates versions of this course as HIS 388. The graduate-level Public History course will provide students with a wide variety of training in the field: the historic preservation of local buildings, arranging museum exhibits, guiding and the interpretation of local sites, scanning documents and creating websites highlighting university collections and regional history, and writing grants to support the establishment and preservation of this material as well as materials at the SHSU Sam Houston Memorial Museum and the undeveloped SHSU-owned historic site of Fernland in Montgomery County, which includes three original hand-hewn log cabins furnished with original nineteenth-century Texas pieces and a circa-1850s frame plantation home on approximately 40 acres. The University owns all of this, but it has not yet been developed and would provide an endless source of material for this Public History course.

**Change in Course Title**

HIS 334 Renaissance and Reformation  
TO  
Renaissance Europe

Both the Renaissance and the Reformation are rich subjects with storied traditions that each deserve and require a semester's worth of study in order for each to be properly learned. For this reason, a typical North American or European university has semester courses set aside for each subject. This course on Renaissance Europe, therefore, will provide students with an intensive examination of one of the most significant eras in European history, and, indeed, in World history. Thus, we are changing HIS 334 to cover Renaissance Europe only and adding HIS 337 to cover the Reformation.

HIS 363 Tudor-Stuart England, 1485-1714  
TO  
Britain to 1714

Currently the History Department offers 363 Tudor and Stuart England. Aside from the paucity of coverage, the course does not match its existing companion HIS 364 Modern England, 1714 to Present. The asymmetry causes problems in student expectations, in carrying enrollment from the first unit to the second, and in textbook continuity. Other universities in our system have the symmetrical survey format, e.g. TSU San Marcos offers Britain to 1603 and Britain from 1603. We will continue to use the 1714 date to ensure continuity and avoid unnecessary disruptions in the SHSU offering.

HIS 364 Modern England 1714-Present  
TO  
Modern Britain 1714-Present

Symmetry in names with HIS 363 will eliminate student confusion, ease textbook selection and reflect the increased emphasis on non-English Britons prevalent in current scholarship.

HIS 698 Historical Methodology and Bibliography  
TO  
Thesis I

HIS 699 Thesis I  
TO  
Thesis II

Because these courses are the two courses used for thesis credit, this simplified terminology will provide more clarity for thesis students enrolling in these classes.

### **Department of Political Science**

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

POL 586 Grant Research and Writing

Need: The Department of Political Science undergraduate course listings includes Grant Research and Writing #438W. This course has been taught twice and each time graduate students enrolled in the course for graduate credit. The number of graduate students wishing to enroll in the course for graduate credit has reached a point where almost 50% of the students enrolled in the undergraduate course are graduate students. The course material (lectures, readings, assignments, classroom discussions, etc.) cannot be tailored to fit the different needs and skills of graduate and undergraduate students. The proposed course will allow the Department to directly address the needs, skills, and interests of graduate students.

Program Compatibility: The Department's Master of Political Science program includes the study of institutions and organizations important to politics and public policy formation, such as non-profit organizations. The Department expects graduates to seek employment with institutions and organizations relevant to the discipline of Political Science. Non-profit organizations are an important source of employment opportunities for our graduates. Grant research and writing skills are common employment requirements in the non-profit sector. Thus the course will contribute to both the program's area of study as well as the program's goal of preparing students for professional employment.

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

PA 595 TO POL 595

A number of graduate students enrolled in the Master of Political Science program seek employment with community colleges. Community colleges require a minimum of 18 hours of coursework in political science. Our graduate students have informed us that many community colleges will not allow courses with a PA prefix to count towards the 18 hours. The prefix change will allow graduate students to take the course for political science credit rather than public administration credit and thus help students fulfill the educational experience required of community college instructors. Students enrolled in the Master of Public Administration program will also be able to take the course for credit toward their degree.

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

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

PSY 385 Health Psychology

Health Psychology is one of the major growth areas in psychology and there is a gap in the present program curriculum on this topic. The stated mission of the American Psychological Association

(APA) has been amended to emphasize the focus of Psychology as a health discipline. The specialized journal of the APA entitled Health Psychology has advanced in the relatively short time of its existence to be one of the premier (most highly cited) journals of the APA with one of the largest subscription circulations. There has been an explosion of knowledge in health psychology. The field is based on a comprehensive biopsychosocial model that emphasizes the interplay of multiple factors in the interactions of mind, body, and spirit. While the field of behavioral medicine more broadly is inherently interdisciplinary, psychologists have played and are poised to continue to play a key role in the understanding of the interaction of biological, psychological, and social factors in health, health promotion, coping and adjustment to disease and chronic health conditions, as well as recovery and rehabilitation associated with serious illness. Career opportunities continue to develop in the health care field for appropriately trained persons in health psychology. There is presently no course in the Psychology curriculum at SHSU that adequately addresses this broad area of knowledge. Addition of a specific course in health psychology will provide the opportunity for students to be better informed about one of the fastest growing sub-fields of psychology and better prepare students to consider more fully their future professional training opportunities in terms of graduate study and possible practice.

PSY 493 Positive Psychology

A major emerging focus in the field of psychology is on positive human experience as opposed to the more traditional/historical focus on problems and weaknesses. Until recently, mainstream psychology has focused primarily on how to repair the worst things in life. Over the past decade, positive psychology has emerged to address how to enhance the best things and foster engagement and flourishing in life. Relatively recent initiatives from the American Psychological Association (APA), prominent leaders in the field, and foundation support mechanisms have established positive psychology as a rapidly growing sub-field of scientific investigation and practical application. The present curriculum in psychology at SHSU does not provide sufficient breadth or depth of coverage of this topic. PSY 371 Humanistic Psychology shares some interest in positive human experience and is taught in conjunction with PHL (Philosophy) 371 Philosophy of Self-Awareness. This joint course focuses on the major themes of humanistic psychology (which has generally eschewed rigorous scientific investigation) and of existentialism (including significant emphasis as well on negative emotions, meaninglessness, death, etc.) and its impact on contemporary society. The proposed course on positive psychology will focus less on classic philosophical perspectives and more on the modern science of well-being and flourishing. Hence, it will cover more broadly and in greater depth the scientific study of positive human experience, character strengths, and virtues, and the interactions of these in interpersonal and societal settings. It will focus on the research, theory, and intellectual history of positive psychology. Topics will include, for example, such phenomena as creativity, courage, forgiveness, hope, humility, gratitude, kindness, loyalty, self-regulation/self-control, social responsibility, spirituality, and wisdom. Specific assessment methods and intervention applications in a variety of areas will be addressed, including education, health, corporate and organizational leadership, sports and coaching, and clinical psychology. Addition of this course to the curriculum will provide opportunity for students to more fully appreciate the potential utility and applications of contemporary psychology and broaden future training and career considerations.

PSY 585 Advanced Health Psychology

Health Psychology is one of the major growth areas in psychology and there is a gap in the present program curriculum on this topic. The stated mission of the American Psychological Association (APA) includes an emphasis on health within the broader field of Psychology. The specialized journal of the APA entitled Health Psychology has advanced in the relatively short time of its existence to be one of the premier (most highly cited) journals of the APA with one of the largest subscription circulations. There has been an explosion of knowledge in health psychology. The field is based on a comprehensive biopsychosocial model that emphasizes the interplay of multiple factors in the interactions of mind, body, and spirit. While the field of behavioral medicine more broadly is inherently interdisciplinary, psychologists have played and are poised to continue to

play a key role in the understanding of the interaction of biological, psychological, and social factors in health, health promotion, coping and adjustment to disease and chronic health conditions, as well as recovery and rehabilitation associated with serious illness. Career opportunities continue to develop in the health care field for appropriately trained persons in health psychology. Graduates with advanced degrees (Masters, Ph.D.) with expertise in health psychology are increasingly sought in academic, clinical, and consulting roles. There is presently no course in the undergraduate or graduate Psychology curriculum at SHSU that adequately addresses this broad area of knowledge. Addition of a specific course in health psychology will provide the opportunity for students to be better informed about one of the fastest growing sub-fields of psychology and better prepare students to qualify for advanced training in the implementation of assessment and intervention strategies that apply psychological principles and techniques to many health conditions. This will increase students' marketability following successful completion of their graduate programs.

PSY 598 Advanced Child Assessment

The content of this course is required for continued accreditation/approval of the School Psychology Master's Program at Sam Houston State University by the National Association of School Psychologists (NASP). In our recent (August, 2005) NCATE/NASP accreditation submission, we indicated that the addition of this course and the removal of another would be the first of several ongoing curricular modifications to be made as a result of our continuing Program evaluation. In their response to our submission, reviewers encouraged us to implement this change. Most importantly, however, this course is needed to adequately prepare school psychology students to fulfill their role as a Licensed Specialist in School Psychology within the state of Texas, with one of their major functions being to evaluate and diagnose both childhood emotional disorders as well as autism spectrum disorders. This course would make an excellent elective for students in either the Master's or Doctoral Clinical Psychology Programs who are interested in working with children in the future and desire more specific instruction. The course was taught for the first time during the Spring 2006 semester under a special problems course number in graduate psychology.

### Department of Sociology

#### Courses to be Added

SOC 479 Internship in Applied Sociology

There is a growing demand from Sociology majors for an internship course that provides them with an applied sociology experience that better prepares them for employment after college. Internship courses allow students to apply their sociology skills in a practical situation. Such a course has been offered over the past several years but has been run under the Sociology 475: Undergraduate Readings in Sociology course number. We propose to create a free standing course to accommodate the growing student demand and thereby better prepare our students for the job market. The course combines an onsite sociological internship experience combined with regular debriefings with the internship coordinator. Several other departments in the College of Humanities and Social Sciences have similar courses (FCS 469; POL 495; HED 494; MCM 498; SCM 478). Furthermore, in the recent past the University has supported the development of internship courses as part of an overall curriculum strategy aimed at providing students with more hands-on experiences in their fields of study. SOC 479 will provide just such an experience and in doing so fill a niche in our course offerings. This proposed course conforms with the guidelines outlined in the "Undergraduate Internship Policy " for the College of Humanities and Social Sciences.

**Change in Course Title**

SOC 477 Complex Organizations  
TO  
Bureaucracy and Work

The change in course title will better reflect the content of the course. The course deals with both the structure and function of bureaucracies in the public and private sector as well as the relationship between the advance of bureaucracies as a dominant feature of modern life and the changing structure and function of work in these bureaucracies.

**Change in Course Number**

SOC 261 TO SOC 131

Sociology 261, Principles of Sociology, is the program’s basic introductory course. In the discipline of Sociology in general, and in the case of SHSU Department of Sociology in particular, this course is designed to precede in number all the other Sociology courses. Currently this is not the case as we have SOC 168 “Introduction to Ethnic Studies” – another introductory level course – listed with a lower level number. To rectify this situation and have Principles of Sociology listed with the lowest number in the program, we propose a number change. SOC 261 is listed as 1301 in the common course number chart. At Lamar University it is listed as SOC 1301; at Texas State University it is SOC 1310; at Stephen F. Austin it is SOC 1301; and at the University of Houston it is SOC 1300. The change of number will place the SHSU course at the same level with the same courses offered at similar Universities.

**Department of Speech Communication**

**Courses to be Added**

SCM 532 Statistical Methods for Communication

This course would be critical for masters students. In order to understand and critically evaluate a research article, or to conduct a study of their own, students must be equipped with basic statistical knowledge. This course will serve these purposes.

This course would be a logical extension of the introduction to methodology course presently in place (SCM 531). Basic familiarity with quantitative methods and an understanding of the use of statistical analysis packages are necessary to conduct Master-level research. Pursuit of this training in another department is impractical and not sufficiently discipline specific.

**Courses to be Deleted**

SCM 561 Child and Family Advocacy

When the MA in Speech Communication was proposed, it was anticipated that a faculty member interested in this subject would be eligible for a graduate faculty appointment. That turned out not to be the case, and no other current or anticipated faculty member is qualified to offer this course. The subject matter is not central to the proposed MA degree.

**Proposed Changes to the Core Curriculum  
Curriculum Report (Fall 2007)**

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

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b>Addition to Core Curriculum</b> PHY 134/114 Stars and Galaxies	A	A	A

**Request:** To add PHY 134/114 Stars and Galaxies to Component Area 3 — Natural Sciences section.

**Justification:** See Attachment A

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b>Addition to Core Curriculum</b> SCM 286 Interpersonal Communication	A	A	A

**Request:** To add SCM 286 Interpersonal Communication to Component Area 5 — Social/Behavioral Science section.

**Justification:** See Attachment B

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<b>Modification to Core Curriculum</b> SOC 131 Principles of Sociology	A	A	A

**Request:** To modify the course number of SOC 261 Principles of Sociology to SOC 131 within Component Area 5 — Social/Behavioral Science section.

**Justification:** See Attachment C