

SAM HOUSTON STATE UNIVERSITY

CURRICULUM REPORT

Curriculum Requests Not Associated with New/Altered Degree Programs

To Become Effective
Fall 2009



SUBMITTED BY
SAM HOUSTON STATE UNIVERSITY

TO THE
BOARD OF REGENTS
THE TEXAS STATE UNIVERSITY SYSTEM

FEBRUARY, 2009

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, 2009

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COLLEGE OF ARTS AND SCIENCES
Curriculum Report (Fall 2009)
Summary by Action

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

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>			
AED 469	A	A	A
AED 480W	A	A	A
AGR 334	A	A	A
AGR 484	A	A	A
AGR 569	A	A	A
IT 331	A	A	A
IT 382	A	A	A
IT 463	A	A	A
IT 569	A	A	A
ART 130	A	A	A
ART 131	A	A	A
ART 132W	A	A	A
ART 267	A	A	A
ART 294	A	A	A
ART 362W	A	A	A
ART 369	A	A	A
ART 378	A	A	A
ART 379	A	A	A
ART 384	A	A	A
ART 439	A	A	A
BIO 146	A	A	A
BIO 496	A	A	A
ESC 496	D	D	D
BIO 535	A	A	A
BIO 536	A	A	A
BIO 594	A	A	A
CHM 361	A	A	A
DF 470	A	A	A
DF 560	A	A	A
CTE 233	A	A	A
CTE 333	A	A	A
MTH 633	A	A	A
MTH 634	A	A	A
MTH 635	A	A	A
MTH 636	A	A	A
MUS 513	A	A	A
MUS 531	A	A	A
MUS 532	A	A	A
MUS 537	A	A	A
MUS 538	A	A	A
MUS 631X	A	A	A
ENS 315	A	A	A
ENS 510	A	A	A
ENS 518	A	A	A
GEO 146	A	A	A
GEL 146	A	A	A

B. COURSES TO BE DELETED

MUS	582	A	A	A
MUS	591	A	A	A
MUS	592	A	A	A
MUS	593	A	A	A

C. CHANGES IN COURSE TITLE

AGR	364	A	A	A
AGR	530	A	A	A
IT	330	A	A	A
IT	439	A	A	A
IT	467	A	A	A
IT	488	A	A	A
ART	230	A	A	A
ART	232	A	A	A
ART	236	A	A	A
ART	487	A	A	A
BIO	495	A	A	A
BIO	595	A	A	A
MUS	598X	A	A	A

D. CHANGES IN COURSE NUMBER

ART	235W	A	A	A
ART	237	A	A	A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER

MUS	588X	A	A	A
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F. CHANGES IN COURSE PREFIX

CS	133	A	A	A
CS	138	A	A	A
CS	143	A	A	A

G. CHANGES IN COURSE NUMBER AND PREFIX

None

H. CHANGES IN COURSE TITLE AND PREFIX

None

**COLLEGE OF BUSINESS ADMINISTRATION
Curriculum Report (Fall 2009)
Summary by Action**

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

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>			
MGT 474	A	A	A
MGT 482	A	A	A
<u>B. COURSES TO BE DELETED</u>			
None			
<u>C. CHANGES IN COURSE TITLE</u>			
ECO 364	A	A	A
<u>D. CHANGES IN COURSE NUMBER</u>			
MGT 466	A*	A	A
<u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u>			
ECO 490	A	A	A
<u>F. CHANGE IN COURSE PREFIX</u>			
None			
<u>G. CHANGES IN COURSE NUMBER AND PREFIX</u>			
None			
<u>H. CHANGES IN COURSE TITLE AND PREFIX</u>			
None			

*This change was approved by the 2007-2008 University Curriculum Committee but was inadvertently omitted from the November 2007 AAC Report.

COLLEGE OF CRIMINAL JUSTICE
Curriculum Report (Fall 2009)
Summary by Action

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	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>			
C J 467	A	A	A
C J 485	A	A	A
C J 486	A	A	A
C J 494	A	A	A
F S 694	A	A	A
<u>B. COURSES TO BE DELETED</u>			
C J 273	A	A	A
C J 274	A	A	A
C J 397	A	A	A
C J 464	A	A	A
C J 481	A	A	A
C J 489	A	A	A
C J 493	A	A	A
C J 495	A	A	A
C J 496	A	A	A
C J 497	A	A	A
<u>C. CHANGES IN COURSE TITLE</u>			
C J 394	A	A	A
C J 462	A	A	A
C J 468	A	A	A
C J 470	A	A	A
C J 484	A	A	A
<u>D. CHANGES IN COURSE NUMBER</u>			
C J 478	A	A	A
<u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u>			
None			
<u>F. CHANGE IN COURSE PREFIX</u>			
C J 614	A	A	A
C J 671	A	A	A
C J 622	A	A	A
C J 516	A	A	A
C J 533	A	A	A
C J 531	A	A	A
C J 560	A	A	A
C J 526	A	A	A
C J 624	A	A	A
BIO 540	A	A	A
CHM 545	A	A	A
CHM 535	A	A	A
CHM 546	A	A	A

G. CHANGES IN COURSE NUMBER AND PREFIX

None

H. CHANGES IN COURSE TITLE AND PREFIX

None

**COLLEGE OF EDUCATION
Curriculum Report (Fall 2009)
Summary by Action**

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

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>			
ASE 678	A	A	A
ASE 679	A	A	A
ASE 685	A	A	A
CNE 665	A	A	A
CNE 667	A	A	A
EDL 737	A	A	A
EDL 738	A	A	A
KIN 580	A	A	A
RDG 765	A	A	A
RDG 770	A	A	A
RDG 832	A	A	A
<u>B. COURSES TO BE DELETED</u>			
ASE 563	A	A	A
<u>C. CHANGES IN COURSE TITLE</u>			
ASE 662	A	A	A
ASE 672	A	A	A
HED 574	A	A	A
KIN 574	A	A	A
RDG 734	A	A	A
<u>D. CHANGES IN COURSE NUMBER</u>			
SPD 438	A	A	A
<u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u>			
None			
<u>F. CHANGE IN COURSE PREFIX</u>			
None			
<u>G. CHANGES IN COURSE NUMBER AND PREFIX</u>			
None			
<u>H. CHANGES IN COURSE TITLE AND PREFIX</u>			
None			

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
Curriculum Report (Fall 2009)
Summary by Action

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

	<u>COMMITTEE RECOMMENDATION</u>	<u>AAC RECOMMENDATION</u>	<u>VPAA RECOMMENDATION</u>
<u>A. COURSES TO BE ADDED</u>			
COM 371	A	A	A
COM 390	A	A	A
COM 492W	A	A	A
ENG 480	A	A	A
ENG 499	A	A	A
ENG 570	A	A	A
FCS 370	A	A	A
ASL 141	A	A	A
ASL 142	A	A	A
ASL 263	A	A	A
ASL 264	A	A	A
SPN 465W	A	A	A
PHL 472W	A	A	A
PSY 777	A	A	A
SOC 537	A	A	A

B. COURSES TO BE DELETED

None

C. CHANGES IN COURSE TITLE

PHL 371	A	A	A
PSY 588	A	A	A

D. CHANGES IN COURSE NUMBER

ENG 488	A	A	A
FCS 442	A	A	A
FCS 443	A	A	A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER

None

F. CHANGE IN COURSE PREFIX

SCM 532	A	A	A
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G. CHANGES IN COURSE NUMBER AND PREFIX

None

H. CHANGES IN COURSE TITLE AND PREFIX

None

College of Arts and Sciences Curriculum Report (Fall 2008)

Department of Agricultural and Industrial Sciences

Courses to be Added

AED 469 Special Topics in Agricultural Education

The Department of Agricultural and Industrial Sciences currently does not offer a course that provides study in specialized areas of agricultural education. The department has been listing special topic courses under AGR 496 (Directed Studies). The registrar's office recommended that the department develop a new course number for special topics courses independent of the Directed Studies (AGR 496) course. AGR 496 provides technical, scientific and physical skills while the proposed course (AED 469) will allow the department to expand and offer in-depth study in subject areas of emerging technologies/trends/issues/policy, etc. in the multiple areas of agricultural education, and more fully develop educational aspects such as understanding historical developments, human concepts, learning theories, communication, and other relevant subject matter. This course will support the present curriculum by capitalizing on specific knowledge and skills required in agricultural science, cooperative extension, and related service industries.

Given the diversity and constant change of agricultural education, the need for specialized topics in agricultural education is paramount to meeting certification needs and requirements while providing the knowledge and skills needed by students, future educators, and youth directors.

AED 480W Responsibilities of the Professional Agricultural Science Educator

Currently, the Department of Agricultural and Industrial Sciences offers a section of SED 480 - Responsibilities of the Professional Educator, with Dr. Dwayne Pavelock as the instructor, and will continue to do so until this new course is approved. During the past six semesters, the number of students seeking Agricultural Science and Technology certification has declined. With this in mind, changes in the certification program for the Agricultural Science and Technology certification program are needed. Furthermore, with the repositioning of the department from the College of Education to the College of Arts and Sciences, it will be easier to manage scheduling conflicts and manage designated tuition generated by the department administering the course. The course's schedule and content is very different from that of the course for non-agricultural science student teachers. Students meet on campus for five full weeks prior to their field experience. Agricultural science is directly and very specifically addressed at all levels, especially in regard to the history of education, school finance, legal issues, professional organizations, ethics, graduation requirements, curriculum, and program planning. The course curriculum will meet the requirements of the SHSU teacher certification program and the requirements the Texas Education Agency and State Board of Education Certification of Career and Technology teachers as set forth in the Texas Administrative Code (Title 19, Part 7, Chapter 230, Subchapter G, Rule 230.196). This will allow the Department of Agricultural and Industrial Sciences to meet NCATE and the general agreement of standards for Agricultural Science and Technology from the Agricultural Education Consortium of Texas. Additionally, Agricultural Science and Technology teachers are now required to pass a content-specific certification exam. This makes it necessary to focus slightly more on the specific needs of the students in this area. The content of this course will not be changed in any significant way, and will actually be expanded to meet specific needs based upon the certification exam for Agricultural Science and Technology certification.

AGR	334	Basic Horsemanship	<p>The addition of this course to the animal science curriculum will allow for a specialty in equine science and prepare students for the equine industry. This course will provide students skills in the training and behavior of the horse. It supports AGR 239, AGR 364, and all equine production related courses.</p>
AGR	484	Fusing and Joining Metallic and Non-Metallic Materials	<p>Fourteen of the highest growth areas in the current labor market are in the service, fabrication, and construction areas. Industry demands graduates with knowledge of sophisticated fusing and joining techniques. Additionally, there is an increased need for mid- and upper-level supervisors and managers, workplace safety and environmental control consultants, quality control supervisors, on-job trainers, and educators in these areas. This class will complement other advanced Agricultural Mechanization courses and provide the knowledge and skills to successfully compete in the job market, and will prepare our students to lead the industries that will employ them.</p>
AGR	569	Special Topics in Advanced Agriculture	<p>Currently, the Department of Agricultural and Industrial Sciences does not offer a graduate level course that provides study in specialized areas of agricultural science. The department has been listing special topic courses under AGR 564 (Directed Studies). The registrar's office recommended that the department develop a new course number for advanced special topics courses independent of the Directed Studies (AGR 564) course. AGR 564 provides advanced technical, scientific and physical skills while the proposed course (AGR 569) will allow the department to expand and offer in-depth study in advanced subject areas of emerging technologies/trends/issues, etc in the multiple areas of agriculture. This course will support the present graduate curriculum by capitalizing on scientific knowledge and technical skills required in the agricultural sciences and related industries.</p>
IT	331	Product Design and Development	<p>This course is needed to enhance the curriculum in the Design and Development option for the Industrial Technology program. It will provide students with an understanding of how a product is developed through stages; from the initial conception to a final product for consumers. Issues of design and development are identifying customer needs, design to manufacturing, prototyping, and industrial design. In order to design a product for consumers, problem-solving, decision-making, and teamwork are essential for the current industry trend of performing product designing and development in cross-functional teams. The information provided in this course is essential. Graduates of the Design and Development degree program must possess the conceptual overview of the profession that this course provides.</p>
IT	382	Issues in Nanotechnology Safety	<p>The addition of this course to the industrial technology curriculum will support the proposed specialty in safety management. With the departmental growth, specializations within the industrial technology field are needed to meet student and industry demand.</p> <p>Specifically, this course will provide students the knowledge of potential safety hazards in the emerging technological frontier of nanotechnology. In the future nano-materials will be incorporated in construction. Establishing this course will keep our curriculum ahead of the curve in preparing our students for careers in the construction industry.</p>

- IT 463 Safety Program Management
- We are currently revising our industrial management and construction management programs. The businesses and industries served by our students have indicated that students need more safety management skills. This course will increase the employability of our students.
- IT 569 Special Topics in Advanced Industrial Technology
- Currently, the Department of Agricultural and Industrial Sciences does not offer a graduate level course that provides study in specialized areas of industrial technology. The department has been listing special topic courses under IT 590 (Directed Studies). The registrar's office recommended that the department develop a new course number for advanced special topics courses independent of the Directed Studies (IT 590) course. IT 590 provides advanced technical, scientific and physical skills while the proposed course (IT 569) will allow the department to expand and offer in-depth study in advanced subject areas of emerging technologies /trends /issues, etc in the multiple areas of Industrial Science. This course will support the present graduate curriculum by capitalizing on scientific knowledge and technical skills required in the technology and related industries.

Change in Course Title

- AGR 364 Horse Science
TO
Equine Science
- Equine Science is a better scientific representation of the course referring to genus/specie rather than common name – horse.
- AGR 530 Techniques for Joining Metallic and Non-Metallic Materials
TO
Advanced Fusing and Joining of Metallic and Non-Metallic Materials
- This title change reflects the advanced level curriculum offered in this course.
- IT 330 Contemporary Technology Innovations, Issues, and Perspectives
TO
Technology Innovations
- This title change reflects the enhanced curriculum added to this course which focuses on future trends which impact society and culture.
- IT 439 Computer-Aided Drafting Productivity
TO
Advanced Computer-Aided Design
- This title change better describes the course material of applying advanced AutoCad techniques.
- IT 467 Mechanical Modeling
TO
Engineering Materials Technology
- This title change reflects the change in course curriculum to comply with new skill sets/demand from industry. The word “Engineering” is properly used in the course name because it applies to using engineering materials for technology applications.

IT 488 Technical Illustration
TO
3D Parametric Design

This title change reflects the new concepts and terminology in the design industry. Three-Dimensional design is becoming more common to use as illustrations.

Department of Art

Courses to be Added

ART 130 W.A.S.H. – 2D

The majority of first semester students in art are unaware of the major figures and innovations of Twentieth-Century Art and Contemporary Art. This course focuses on making art in an environment of curiosity, discussion and controversy, to expose the student to the wide range of human expression, media, and methodologies of art in the twenty-first century. It is designed to challenge the student's preconceptions of art through discussion, exploration and the taking of artistic risks. The artistic perspective that arises out of these challenges is an essential component of the artist's world-view. This course and its companions, ART 131 and ART 132W, will raise the awareness and aesthetic sensibilities of all incoming art majors, thereby elevating the quality of all of the educational activities of the Art Department by better preparing new art majors to conceive and execute sophisticated artistic works.

ART 131 W.A.S.H. – 3D

The majority of first semester students in art are unaware of the major figures and innovations of Twentieth-Century Art and Contemporary Art. This course focuses on making art in an environment of curiosity, discussion and controversy, to expose the student to the wide range of human expression, media, and methodologies of art in the twenty-first century. It is designed to challenge the student's preconceptions of art through discussion, exploration and the taking of artistic risks. The artistic perspective that arises out of these challenges is an essential component of the artist's world-view. This course and its companions, ART 131 and ART 132W, will raise the awareness and aesthetic sensibilities of all incoming art majors, thereby elevating the quality of all of the educational activities of the Art Department by better preparing new art majors to conceive and execute sophisticated artistic works.

ART 132W W.A.S.H. – Lecture

Designed as a comprehensive initiation into the visual arts, the Workshop in Art Studio and History (W.A.S.H.) Program will provide students with a foundation in the contemporary practice of art. As such, it will serve as an introduction to the entire art curriculum. Through this initial immersion in contemporary issues and methodologies, students will be better prepared for the high expectations of subsequent art courses.

This lecture component of the W.A.S.H. program will engage students in the intellectual framework surrounding the practice of studio art. Through exposure to theoretical debate, new technologies and the history of art, students will gain the conceptual and aesthetic fluency to approach creative issues with greater sophistication and clarity. All of this will provoke them to analyze and question their own artistic practice resulting in richer, more elegant artistic expression.

By better preparing new art majors to conceive and execute sophisticated artistic works, this course, together with its companions in the W.A.S.H. Program (ART 130 and ART 131) will raise the awareness and aesthetic sensibilities of all incoming Art Majors, subsequently elevating the quality of the creative and educational activities of the Art Department as a whole.

- ART 267 Beginning Sculpture
- This course will replace Art 271, Three Dimensional Design. The design element of Art 271 will be incorporated into Art 131. This course will focus on the technical and conceptual aspects of sculpture. This course revision is needed to keep pace with the new W.A.S.H. Program. Students coming out of Art 131 (W.A.S.H. - 3D) will have a more sophisticated sense of contemporary three-dimensional design. As a result they will need a class that focuses on the relationship between process and idea.
- ART 294 Survival Tools for the Artist
- For an artist, a portfolio is the key to a successful career. Without a portfolio, art students cannot apply to graduate schools, look for gallery representation, enter juried shows, or apply to any art-related employment. When students have completed this class, they will have a well-prepared portfolio that they can build on for the rest of their careers.
- In addition to building a portfolio, students need common sense advice on how to approach a gallery when looking for representation, and on what to look for and how to apply to graduate schools. Students receive this information through readings, workshops, and guest lectures.
- ART 362W Contemporary Issues in Photography
- To prepare for further academic explorations in fine art photography and for careers in the art world, it is essential that students gain exposure to current photographic practices and concepts. The existing curriculum offers no courses that specifically address this need. By providing students with a strong foundation in contemporary photographic art theory, this course will support the current goals of the Art Department.
- ART 369 Photographic Narratives
- This course is part of a comprehensive curriculum revision, which will complete the Photography Program's transition to the Art Department from Mass Communications. By providing an historical perspective and encouraging students to explore new creative topics such as sequencing and context, this course will prepare students for advanced studies in art.
- ART 378 Environmental Portraiture
- This course is part of a comprehensive curriculum revision, which will complete the Photography Program's transition to the Art Department from Mass Communications.
- This course is designed to complement current courses and work in conjunction with new courses proposed as part of the photography curriculum. By providing an historical perspective and encouraging students to explore new creative topics, this course will prepare students for advanced studies in photography and art.
- Environmental Portraiture is an important genre of photographic art. This course is needed to provide students with the aesthetic sensibilities and practical skills required to fully express themselves in the medium of photography.
- ART 379 The Photographic Digital Print
- This course is part of a comprehensive curriculum revision which will complete the Photography Program's transition to the Art Department from Mass Communications.
- At this time there are no courses focused on digital ink jet printing and alternative methods for using this media. Students will gain an understanding of current technologies as well as advantages to working with ink jet printers.

ART 384 Human Form: A Photographic Study

This course is part of a comprehensive curriculum revision, which will complete the Photography Program's transition to the Art Department from Mass Communications.

This course will give photography students the opportunity to investigate human form and understand how it relates to their specific media. At this time there are no courses devoted to figure studies, a traditional genre, in photography. The addition of this course will support the current curriculum and departmental commitment to providing students with a well-rounded photographic education.

ART 439 Interactive Design

This course will provide graphic design students with web development and design skills, expanding on their learning of web-based visual and interactive design. Students will expand skills with multiple page layout, web color and typography, navigation strategy, and usability considerations. Also, this course will significantly support the expanding diversity of the graphic design profession. In addition, Computer Animation students who wish to expand their portfolio will find it beneficial to their profession.

Change in Course Number

ART 235W TO ART 334W

Current course material requires an advanced number.

ART 237 TO ART 338

Course material requires previous knowledge of photographic principals and should become an advanced course number to reflect the material as it is currently being taught.

Change in Course Title

ART 230 Photographic Principles I
TO
Photographic Principles

The current title implies course material will continue in Photographic Principles II. New material is covered in ART 232 Photographic Principals II. ART 232 will also receive a new title.

ART 232 Photographic Principles II
TO
Photographic Visualization

The material covered in ART 232 is Black and White darkroom and its conceptual implications. This course requires a new title to better reflect the content as it is currently being taught.

ART 236 Photographic Design
TO
Photographic Concepts

While the content of this course does include basic art and design elements in photography, it also covers conceptual and technical principals. This new title will better reflect the course material that is currently taught in this class.

ART 487 Expressive Photography
TO
Expressive Analog Photography

This course has always been taught in the darkroom. The new title will provide clarification of the current course content.

Department of Biology

Courses to be Added

BIO 146 Foundations of Science

This course is needed to address the growing problem of science illiteracy in college students. There is evidence that the current format for teaching introductory science is not working well and an alternative model needs to be implemented. Numerous studies have shown that Americans, including college graduates, are scientifically illiterate and lack the ability to make informed decisions based on scientific information and critical thinking skills. The large number of students that perform poorly in our introductory science courses indicates that many of them are not engaged in learning science and are not mastering the critical thinking skills that would help them better understand the course material. Faculty often note that students do not see the relevance of the information taught in class and are therefore unable to apply the information outside of the classroom. The current science curriculum for non-science majors, which requires that students take courses in only two of the four science disciplines, results in a significant lack of knowledge regarding those sciences not studied. This situation further contributes to scientific illiteracy. Most of our introductory science courses tend to focus too narrowly on the facts of science, not on the nature of science and critical thinking skills. Students merely memorize science terms, but do not develop an in-depth understanding of the nature of science. As a result, they often lack an appreciation of science as a reliable method of acquiring knowledge about the natural world and do not understand that they can use the scientific method of reasoning in their daily lives to evaluate information.

This course directly addresses these serious problems by adopting an innovative approach to introductory science education. By teaching the key scientific facts, laws and theories from several disciplines, students will develop a better understanding of the nature of the scientific method, and the specific rules of critical thinking necessary for evaluating data and claims - both scientific and nonscientific in nature. This enhanced understanding will be accomplished by having students evaluate case studies that are common in our culture and in which students are interested. This approach will help prepare our students for subsequent coursework in science by making them more interested in learning science. It will also help them to better evaluate the truthfulness of claims that are common in our culture, especially those related to science and pseudoscience.

BIO 496 Special Topics in Undergraduate Biology

There are no other courses within the Department of Biological Sciences' curriculum providing the function of this course. The department has been listing special topics courses under BIO 495 which is also used for students earning credit for independent research projects. For the purposes of clerical distinction for transcript and credit accounting, the registrar's office recommended that the department develop a new course number for special topics courses independent of BIO 495.

BIO 535 Plant Evolutionary Biology

Currently, only two courses in the graduate catalog are specifically focused on plant biology (BIO 531 Classification and Natural History of Plants, and BIO 562 Advanced Plant Physiology) Only one course focuses on evolution (BIO 571 Evolution). The undergraduate catalog also includes a single course focused on evolutionary biology which is not required (BIO 461 Introductory Evolutionary Biology). We offer relatively few courses with an evolutionary focus considering

how important a basic understanding of evolution is for all students majoring or minoring in biology. Graduate students interested in researching the evolution of plants at all levels will require the proposed course. Additionally, students studying evolutionary biology will benefit from the proposed course.

BIO 536 Principles of Systematics

There are currently no theoretical systematics courses offered at the University. However, a sizeable portion of graduate students in Biological Sciences have a systematics component in their thesis. All organismal biology students should have a general understanding of how organisms are classified. Additionally, the use of phylogenetics in testing ecological, developmental and genetic hypotheses has become standard. Masters students in Biological Sciences must be prepared to interpret phylogenetic trees in evaluating other hypotheses.

BIO 594 Special Topics in Graduate Biology

There is no other course within the Department of Biological Sciences' graduate curriculum providing a distinction between a new graduate level course and a graduate research project, independent of a student's thesis research (both are currently offered under the heading BIO 595). For the purposes of clerical distinction for transcript and credit accounting, the registrar's office recommended that the department develop a new course number for special topics courses independent of BIO 595.

ESC 496 Special Topics in Environmental Science

This course is essentially a "testing of the audience" for new tenure-track faculty wanting to teach a new course within their specialty. The presumptive ESC 496 course would require prior approval of the Department Curriculum Committee and recommendation to the faculty, and majority faculty approval. The course would require a minimum of 10 undergraduate students to qualify for offering. A single "Special Topics" course may be offered under ESC 496 once. It may be considered for a second offering under ESC 496 if formal course adoption has been timely initiated (Form B submitted to the Department Curriculum Committee). This would allow the course to be offered a second time in the Fall or Spring of the 3rd year.

Change in Course Title

BIO 495 Special Topics in Biology

TO

Undergraduate Research Topics in Biology

This course title change is to better coincide with the course's offering for independent, faculty mentored undergraduate biology research. The requested title change also serves to differentiate the undergraduate research course from a Faculty-led organized course of study.

BIO 595 Special Topics in Biology

TO

Graduate Research Topics in Biology

This course title change is to better coincide with the course's offering for independent graduate biology research in an area(s) separate from a graduate student's thesis research. The requested title change also serves to differentiate the graduate research course from a Graduate Faculty-led organized course of study.

Department of Chemistry

Courses to be Added

CHM 361 Discoveries in Chemistry and Textiles

This course will explore the history of chemistry and textiles by introducing some of the more well-known scientists, their research, the impact of their culture on their work, and how their efforts continue to impact our lives. None of these areas are sufficiently covered in our current course offerings. This course has been offered twice before (between the spring and summer I terms of 2005 and 2007) as a special topics course (CHM 495).

Department of Computer Science

Courses to be Added

DF 470 Special Topics in Digital Forensics

The field of Digital Forensics is a rapidly evolving field. New techniques, systems, devices and protocols are being established on a regular basis. In concert with the technological changes, the focus of eCrime has shifted from the corporate to the personal domain. Increases in fraud related spam, system hijacking and social engineering are being reported. This course is designed to address these rapidly changing technologies.

DF 560 Special Topics in Digital Forensics

The field of Digital Forensics is a rapidly evolving field. New techniques, systems, devices and protocols are being established on a regular basis.. In concert with the technological changes, the focus of eCrime has shifted from the corporate to the personal domain. Increases in fraud related spam, system hijacking and social engineering are being reported. This course is designed to address these rapidly changing technologies.

CTE 233 Multimedia Technologies

The need for a professional work force that is both familiar with and comfortable with technology is self-evident. This course is directed toward students for whom multimedia production is either professionally useful or personally interesting. In combination with CTE 133 and CTE 333, students in disciplines across the university will have available a sequence of courses focused on the computer skills and web-presence development that are essential to professional life in the modern world.

CTE 333 Web Technologies

The web portal is a significant professional and commercial tool providing business and consumer services, remote workplace and external communication, and advertising. As such, it is important that Information Technology professionals, business professionals and others interested in developing a web presence have an understanding of the underlying processes, modern tools, opportunities and threats that are of concern to the web site developer. The skills and information offered in this course will help students across the university to function more effectively in the current high-technology environment.

Change in Course Prefix

CS	133	TO	CTE	133	Introduction to Computers
CS	138	TO	CTE	138	Multimedia and Network Computing
CS	143	TO	CTE	143	Introduction to Computing for the Social Sciences

The department of Computer Science has a need to ensure that students, faculty and advising professionals can appropriately distinguish between courses offered for the major and courses offered as electives for the general university population. Recent experiences that have led to the recognition of this need include:

- Students registering for courses within the major under the mistaken assumption that the course is a general education or elective course.
- Students wishing to classify computer and technology literacy courses as meeting the general education science or mathematics requirements.
- Students transferring computer literacy courses from another institution as CS 100 and then attempting to apply them to a computer science major.

Department of Geography and Geology

Courses to be Added

GEO	146	Foundations of Science
GEL	146	Foundations of Science

This course is needed to address the growing problem of science illiteracy in college students. There is evidence that the current format for teaching introductory science is not working well and an alternative model needs to be implemented. Numerous studies have shown that Americans, including college graduates, are scientifically illiterate and lack the ability to make informed decisions based on scientific information and critical thinking skills. The large number of students that perform poorly in our introductory science courses indicates that many of them are not engaged in learning science and are not mastering the critical thinking skills that would help them better understand the course material. Faculty often note that students do not see the relevance of the information taught in class and are therefore unable to apply the information outside of the classroom. The current science curriculum for non-science majors, which requires that students take courses in only two of the four science disciplines, results in a significant lack of knowledge regarding those sciences not studied. This situation further contributes to scientific illiteracy. Most of our introductory science courses tend to focus too narrowly on the facts of science, not on the nature of science and critical thinking skills. Students merely memorize science terms, but do not

develop an in-depth understanding of the nature of science. As a result, they often lack an appreciation of science as a reliable method of acquiring knowledge about the natural world and do not understand that they can use the scientific method of reasoning in their daily lives to evaluate information.

This course directly addresses these serious problems by adopting an innovative approach to introductory science education. By teaching the key scientific facts, laws and theories from several disciplines, students will develop a better understanding of the nature of the scientific method, and the specific rules of critical thinking necessary for evaluating data and claims - both scientific and nonscientific in nature. This enhanced understanding will be accomplished by having students evaluate case studies that are common in our culture and in which students are interested. This approach will help prepare our students for subsequent coursework in science by making them more interested in learning science. It will also help them to better evaluate the truthfulness of claims that are common in our culture, especially those related to science and pseudoscience.

Department of Mathematics and Statistics

Courses to be Added

MTH 633 Foundations of Analysis I

This course is the first course in a standard two course sequence in analysis required as a core course in the MS program in mathematics.

MTH 634 Foundations of Analysis II

This course is the second course in a standard two course sequence in analysis required as a core course in the MS program in mathematics.

MTH 635 Algebra I

This course will be one of a two course sequence of a standard mathematics graduate course and will be required as an MS core course. Currently a two-semester sequence in algebra is taught as MTH 677 followed by MTH 560 Special Topics.

MTH 636 Algebra II

This course is the second of a two course sequence of a standard mathematics graduate course and will be required as an MS core course.

School of Music

Courses to be Added

MUS 513 Practicum in Accompanying

The School of Music has proposed a new track to the Masters of Music degree: Piano Collaborative and Chamber Music. The National Association of Schools of Music (NASM) requires the collaborative keyboardist to develop special competencies in chamber music. MUS 513 Practicum in Accompanying would be a degree requirement that would meet this NASM mandate.

MUS 531 Seminar in Baroque Music

The School of Music has recently added a music history requirement to the music core for all graduate tracks. Offering a music history sequence covering the major time periods is standard among reputable music schools. MUS 531 Seminar in Baroque Music will rotate with the other

proposed offerings in graduate music history. Also, this course will prepare students interested in continuing their education to the doctoral level.

MUS 532 Seminar in Classical Music

The School of Music has recently added a music history course to the music core for all graduate tracks. Offering a music history sequence covering the major time periods is standard among reputable music schools. MUS 532 Seminar in Classic Music will rotate with the other proposed offerings in graduate music history. Also, this course will prepare students interested in continuing their education to the doctoral level.

MUS 537 Seminar in Nineteenth-Century Music

The School of Music has recently added a music history course to the music core for all graduate tracks. Offering a music history sequence covering the major time periods is standard among reputable music schools. MUS 537 Seminar in Nineteenth-Century Music will rotate with the other proposed offerings in graduate music history. Also, this course will prepare students interested in continuing their education to the doctoral level.

MUS 538 Seminar in Twentieth-Century Music

The School of Music has recently added a music history course to the music core for all graduate tracks. Offering a music history sequence covering the major time periods is standard among reputable music schools. MUS 538 Seminar in Twentieth-Century Music will rotate with the other proposed offerings in graduate music history. Also, this course will prepare students interested in continuing their education to the doctoral level.

MUS 631X Major Project

The National Association of Schools of Music (NASM) requires a final project for some music degrees as opposed to a written thesis or recital. For example, composition students must submit at least one original composition appropriate as a final project as a culminating demonstration of professional capability in the major field. The School of Music proposes MUS 631X Major Project to fulfill this program and curricular NASM requirement. The major project is intended to be equivalent to a written thesis or recital and is the appropriate culminating project for the degree track with approval of the appropriate graduate faculty.

ENS 315 Jazz Band

The National Associations of Schools of Music (NASM) requires students to participate in ensembles that are varied both in size and nature. Moreover, participation must continue throughout the baccalaureate program. While the SHSU School of Music provides a lower-level jazz ensemble (ENS 115 Jazz Band), it does not currently offer upper-level credit in jazz ensemble. All other ensembles in the SHSU curriculum currently offer upper division credit. This course will give students who chose Jazz band as their major ensemble the opportunity to gain upper division credit in their chosen emphasis

ENS 510 Accompanying Seminar

The National Association of School of Music (NASM) requires the SHSU School of Music to provide growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. The ENS 510 Accompanying Seminar is the ensemble required of graduate students enrolled in the newly revised Masters of Music; Piano Collaborative and Chamber Music Track. The collaborative elements of this course such as sight-reading and transposition skills will assure that this degree program meets these accreditation standards.

ENS 518 Chamber Music

The National Associations of Schools of Music (NASM) requires students to participate in ensembles that are varied both in size and nature. While the SHSU School of Music currently offers ENS 512 Graduate ensemble (large ensemble), it does not offer any graduate level small ensemble experience. ENS 518 Chamber Music will provide a small ensemble experience for the graduate student. Chamber music skills are extremely valuable in the field of music and refining these skills will provide SHSU graduate students with varied performance and teaching skills.

Courses to be Deleted

MUS 582 Symphonic Literature

Since Symphonic Literature will be a topic included in the proposed MUS 539 Seminar in Music History, it no longer requires an independent number.

MUS 591 Concepts in Music Education

The SHSU School of Music is eliminating the Music Education Track from its graduate offerings. MUS 591 Concepts in Music Education was a course requirement for this degree and is not mandatory for other graduate music tracks. In addition, the School of Music does not currently employ the necessary faculty to oversee this course or a graduate music education program.

MUS 592 History of Music Education in the United States

The SHSU School of Music is eliminating the Music Education Track from its graduate offerings. MUS 592 History of Music Education in the United States was a course requirement for this degree and is not mandatory for other graduate music tracks. In addition, the School of Music does not currently employ the necessary faculty to oversee this course or a graduate music education program.

MUS 593 Assessment in Music Learning

The SHSU School of Music is eliminating the Music Education Track from its graduate offerings. MUS 593 Assessment in Music Learning was a course requirement for this degree and is not mandatory for other graduate music tracks. In addition, the School of Music does not currently employ the necessary faculty to oversee this course or a graduate music education program.

Change in Course Title

MUS 598X Applied Pedagogy

TO

Foundations in The Applied Discipline

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

Change in Course Title and Number

MUS	588X	Applied Literature
TO		TO
MUS	588	Seminar in Literature

Currently the SHSU School of Music offers MUS 588X Applied Literature as an independent course. The proposal would change the offering to a classroom setting, which is more conducive to creating a community of graduate students. This change also benefits faculty workloads. The basic content of the course would remain the same; therefore the change of course title merely reflects the change from independent to classroom status and current terminology in the music field.

**College of Business Administration
Curriculum Report (Fall 2008)**

Department of Economics and International Business

Change in Course Title

ECO 364 Public Finance
TO
Economics of Public Finance and Public Policy

The current title is incomplete. The catalog description of the course reads: "The function of government in the marketplace with emphasis on public goods, externalities, taxation, fiscal federalism, and cost-benefit analysis." "Public Finance" describes the revenue generating activities of governments (taxation, fiscal federalism) but omits the public policy justification (public goods, externalities) for the use of these revenues. Cost-benefit analysis is the tool that economists use to measure gains and losses from proposed policy actions. Expanding the course title provides a better description of the course content. The leading textbook in the field is "Public Finance and Public Policy" by Jonathan Gruber.

Change in Course Title and Number

ECO 490 Environmental Economics
TO
ECO 365 Energy and Environmental Economics

This course was originally listed at the 400 level with the intention of serving master's-level students in business and in other programs, particularly in Sciences. However, demand at this level has not been sufficient to support the course, and the 400 level may be discouraging students who might otherwise consider the course as a business or as a general elective. We are proposing to move to the 300 level to enhance the appeal of the course to the student interested in environmental issues. In addition, because of the importance of the production, distribution, and consumption of energy to environmental issues generally, and most especially to global warming, the proposed new title of the course will indicate that the impact of the energy sector on the environment will comprise a major component of the course.

Department of Management and Marketing

Courses to be Added

MGT 474 Service Operations Management

The U.S. service sector accounts for over 70% of the Gross Domestic Product (GDP). The U.S. economy's primary source of employment is in service organizations. While MGT 475 (Operations Management) provides a service component, the primary focus is in manufacturing. The current curriculum does not fully address the need for students to be educated in Service Operations Management. The addition of this course will give students an alternative to MGT 475 and allow them to focus on the service sector where many students are more likely to be employed.

MGT 482 Project Management

Project Management skills are essential to competitive success for companies in a rapidly evolving environment. The current curriculum does not provide a course that prepares students to understand the role of projects in a business environment. The current curriculum addresses project management briefly in MGT 475 (one chapter). MGT 476 addresses strategy formulation; MGT 475 addresses tactical operations issues. The addition of Project Management will complement our current curriculum by addressing implementation for formulated strategies and

tactical operations issues as well as management of product development and compliance projects. This course will better prepare students for careers in all business fields.

Change in Course Number

*MGT 466 TO MGT 385

The Marketing faculty believes that the proposed course numbering sequence will help distinguish these courses as electives for both majors and minors. The courses that will remain at the 400 level will be required for Marketing majors only.

*This change was approved by the 2007-2008 University Curriculum Committee but was inadvertently omitted from the November 2007 AAC Report.

College of Criminal Justice Curriculum Report (Fall 2008)

Courses to be Added

C J 467 Correctional Strategies

Currently the College does not offer an upper level course in corrections. Students' knowledge concerning correctional issues is thus limited to the material covered in 200 level courses. This weakness was highlighted by a review of the baccalaureate program which was conducted by the College's Curriculum Committee. With approximately 25% of the College's graduates pursuing careers in corrections, provision of coursework for a more advanced understanding of the issues and challenges related to the correctional setting is appropriate.

C J 485 Criminal Justice and Social Diversity

The current undergraduate curriculum does not include a course that is devoted to diversity-related topics. This weakness was highlighted by a review of the classes offered conducted by the College's Curriculum Committee. Diversity-related topics, including the relationship between race and crime, biases in the criminal justice system and the treatment of different societal groups under the law, play a prominent role in criminal justice scholarship. The inclusion of this proposed course will enhance students' appreciation of ideas about fair treatment under the law and how those ideas compare with empirical evidence about the way various groups in society are treated under the law and by the criminal justice system.

C J 486 Problem Analysis in Criminal Justice

The current undergraduate curriculum does not include a capstone course. The need for one was highlighted by a review of the classes offered conducted by the College's Curriculum Committee. This course will require that students apply materials from multiple courses and address concerns and challenges facing the criminal justice system. The emphasis is upon the research-based body of knowledge affecting criminal justice policy. While students may take courses in a variety of topics, the links between the different materials are not always clear. This course will insure that students understand the criminal justice system as a whole, and not merely as a collection of agencies.

C J 494 Constitutional Issues in Law Enforcement

This course is intended to provide upper level undergraduates with an enhanced understanding of constitutional case law directly related to the practices of criminal justice agents/agencies today. The current curriculum is being updated to better represent the knowledge that our graduating students will find most relevant upon accepting occupational roles in criminal justice.

F S 694 Special Topics in Forensic Science

The FS prefix is new. Thus, there is no "special topics" designation under this prefix. We propose FS 694 to serve for that purpose, rather than using CJ 694. Use of the new course number and prefix will identify the special topic as a forensic science course rather than a criminal justice course.

Courses to be Deleted

C J 273 Legal Aspects of Law Enforcement

Much of the material in this course is covered in another course currently offered. The topic of the course is too broad for a 200 level undergraduate course. For this reason, the course is being removed and a more advanced course will be offered. Further, the registration numbers have remained very low.

- C J 274 Community Resources in Corrections
- The course title and content are too specific to justify a semester long course. In addition, we already have a 200 level undergraduate course in the field of corrections in place which covers some of this class content.
- C J 397 Introduction to Security
- Some of the material covered in this course is covered in both a 200 level policing course, as well as the introductory criminal justice course. Further, the emphasis on homeland security is better focused in the redefined CJ394.
- C J 464 Alcohol: A Social Dilemma
- The topic for this class is too specific. The College has another class already in place (CJ462) on substance abuse, which should subsume this class material. Further, the course has not been offered in the past 3 years.
- C J 481 Administrative Concepts in Law Enforcement
- The material covered in this class will be covered in another course already being offered. CJ484, as it is being redefined, will cover material from CJ481.
- C J 489 Fundamentals of Interviewing
- The topic of this course is more closely related to training, than to an academic class. The key information will be incorporated into the redefined CJ470.
- C J 493 Police-Community Relations
- A portion of the material in this course is already covered in the 200 level policing class. In addition, some key topics from this class will be incorporated into the redefined CJ484.
- C J 495 Psychology for Criminal Justice Personnel
- This course was initially created in response to the College's major in Victims Studies. As of this date the class has never been offered, nor are there are plans to offer it in the future.
- C J 496 Assessment and Treatment Planning
- This course was initially created in response to the College's major in Victims Studies. As of this date the class has never been offered, nor are there are plans to offer it in the future.
- C J 497 Group Counseling
- This course was initially created in response to the College's major in Victims Studies. As of this date the class has never been offered, nor are there any plans to offer it in the future.

Change in Course Number

C J 478 TO C J 378

The material for this course needs to be addressed earlier in the criminal justice undergraduate's education. It is intended that the course will be a prerequisite for the 400 level capstone course.

Change in Course Title

C J 394 Terrorism
TO
Global Terrorism and Homeland Security

The current title fails to encompass the full concept of the material covered. The emphasis on global addresses issues of terrorism both nationally and internationally. In addition, a popular special topics course covers some of the material associated with Homeland Security issues.

C J 462 Drug Use and Abuse
TO
Substance Use and Abuse

In the past the emphasis on drug use was in response to another course offered focusing on alcohol related issues. That course is being deleted, as that material is better addressed in a class covering a number of substance abuse issues.

C J 468 Organized Crime
TO
Global Organized Crime

Currently, the title seems to only reflect topics associated past issues related to organized crime. The current topic clarifies that the material covered are international in nature.

C J 470 Correctional Counseling
TO
Interviewing and Counseling

The new title of this course better reflects its' content as it is taught. The topics of interviewing and counseling are both skills related and were both addressed in two separate courses (CJ 470 and CJ 489).

C J 484 Current Police Policies
TO
Police Strategies

The new title of the class clarifies the purpose of the class, and better reflects the materials associated with the class. In addition, CJ 484 will encompass the material previously associated with CJ 493.

Change in Course Prefix

C J	614	TO	FS	614	Forensic Science Capstone Course
C J	671	TO	FS	671	Forensic Science Internship
C J	622	TO	FS	622	Forensic Science Proseminar
C J	516	TO	FS	516	Seminar in Forensic Science
C J	533	TO	FS	533	Forensic Anthropology
C J	531	TO	FS	531	Techniques for Crime Scene Investigation
C J	560	TO	FS	560	Forensic Analysis of Pattern Evidence
C J	526	TO	FS	526	Law and Forensic Science
C J	624	TO	FS	624	Quality Assurance and Ethical Conduct in Forensic Science
BIO	540	TO	FS	540	Forensic Biology
CHM	545	TO	FS	545	Forensic Instrumental Analysis
CHM	535	TO	FS	535	Trace Evidence and Microscopic Analysis
CHM	546	TO	FS	546	Forensic Toxicology & Drug Chemistry

During the curriculum cycle last year the Master of Science in Forensic Science (MSFS) Program created a number of specific course offerings to meet the National Institute of Justice (NIJ)

forensic science education standards and those of the Forensic Science Education Programs Accreditation Commission (FEPAC). The Program underwent a preliminary on-site inspection in August 2008 and it was strongly recommended that the MSFS core courses have a Forensic Science (FS) prefix that clearly distinguishes them from general courses offered by other departments. This is similar to the DF prefixes for the Digital Forensic Program offered through the College of Arts and Sciences. The three CHM and one BIO course were approved by the curriculum committee in 2007. The change in course prefix is administrative and there will be no change to course content, credit hours or faculty assigned to teach the course. Core graduate-level courses for the MSFS are currently taught by full-time Criminal Justice faculty with appropriate terminal degrees in Chemistry, Biology or Criminal Justice. This change is supported by the Deans of both Colleges (CJ & COAS) and respective Chairs in both Chemistry and Biology.

**College of Education
Curriculum Report (Fall 2008)**

Department of Educational Leadership and Counseling

Courses to be Added

ASE 678 Building Capacity for Teaching and Learning

This course is designed to present the theory and best practices necessary to teaching and learning and couple it with curriculum development strategies that not only address district level needs, but more importantly, enable the campus principal to manage the curriculum process, to use alignment strategies and to supervise the delivery of quality instruction. The faculty reviewed the TEKS competencies for Texas public schools and aligned the curriculum of this course to teach graduate students preparing to be principals a variety of methods to recognize and facilitate excellent teaching and learning in schools. The changes meet state, NCATE, and UCEA standards for accreditation.

ASE 679 Program Evaluation for School Improvement

Principals must understand how to collect and analyze data to improve their schools and districts. The Administration faculty reviewed the TEKS competencies required for Texas public schools, then the SBEC competencies for principals in Texas, finding the need to update the curriculum related to research and evaluation. The changes meet state, NCATE, and UCEA accreditation standards. The currently used course, ASE 579, does not provide enough application in the use of mixed methods designs and program evaluations. This course will provide the necessary instruction in research concepts and appropriate activities that facilitate program evaluations in school contexts. A program evaluation will be an expected course project.

ASE 685 Culturally Proficient School Leadership

All educational leadership in Texas is faced with changing demographics that require school leaders to be culturally responsive and proficient in interacting with students, faculty, parents, and the community. This course will provide the appropriate content and research activities. In addition, this course meets state, NCATE, and UCEA accreditation standards.

CNE 665 Gerontological Counseling I

Increased life expectancy and the explosion of the population over age 65 greatly impact mental health counseling services for older adults and their families. This course is essential in order to address the counseling needs of the growing numbers of older adults in our society. The addition of this course will allow the program to offer a vital area of specialization for our graduate students. This course will also expand areas of focus for CNE 676 & CNE 686 (Supervised Practice in Counseling & Field Practicum: Internship in Counseling, respectively) courses by enlarging the population that may be served by student interns. It will also prepare interns for expanded opportunities for the existing marriage and family therapy field- practicum sites. Finally, it will allow former graduates the option to return for additional coursework in this content area.

CNE 667 Gerontological Counseling II

Ethical practices and compassionate care dictate that the needs of all persons across the lifespan be adequately addressed. This course provides the opportunity for students to research and develop skills in counseling older adults. Students who have a desire to work with the elderly will have the opportunity to acquire specialized skills in gerontological counseling. The addition of this course will allow the program to offer a vital area of specialization for our graduate students. It will also expand areas of focus for CNE 676 & CNE 686 (Supervised Practice in Counseling & Field Practicum: Internship in Counseling, respectively) courses by enlarging the population that may be

served by student interns. The addition will also prepare interns for expanded opportunities for existing marriage and family therapy field-practicum sites. Finally, it will allow former graduates the option to return for additional coursework in this content area.

EDL 737 Academic Writing and Research

This course will serve as the first course that newly-admitted doctoral students take in Educational Leadership. Because most of our students come from practitioner backgrounds, skills specific to writing for academic purposes and audiences need to be addressed early in the program. This course will benefit students in all subsequent doctoral coursework, including the students' ability to successfully complete the dissertation.

EDL 738 Organizational Behavior and Theory in Education

It is increasingly imperative that students seeking a terminal degree have in-depth knowledge regarding the design and management of successful educational organizations. Students must also be familiar with current literature in this field and be able to utilize effective strategic and operational decision making in educational settings based on this theoretical background. Currently our program lacks this critical component.

Courses to be Deleted

ASE 563 School Support Services

The content of this course has been integrated into three other courses and it is no longer needed as a stand-alone course.

Change in Course Title

ASE 662 Practicum in School Administration (Principal)
TO
Campus Leadership Internship

The new title reflects the current terminology in the field.

ASE 672 Practicum in Supervision
TO
Practicum in Instructional Leadership

The new title reflects the current terminology in the field.

Department of Health and Kinesiology

Courses to be Added

KIN 580 Ethics in Sport Management

The content in the course is aligned with current curriculum standards and guidelines set forth by the North American Society for Sport Management (NASSM) and the National Association of Sport and Physical Education (NASPE). The sport industry now ranks among the largest in North America. Collectively, the industry is a multifaceted and rapidly changing environment which imposes new demands on managers of sport organizations. An increased pressure to address ethical and moral issues is one of the new demands. While there are no simple prescriptions describing how ethical issues should be dealt with, the purpose of this course is to indicate how managers can more effectively address them. This course will provide graduate students essential strategies to utilize when managing ethical dilemmas.

Change in Course Title

HED 574 Research Seminar
TO
Applied Research Methods in Health

The primary reason for this request is to accommodate a revised approach to the course that includes a heavier emphasis on statistical methods and interpreting research. While the general premise of the course will remain the same (i.e., helping students develop appropriate research strategies), the current catalog description focuses the course more on research designs and methods. Little attention is given to interpreting studies and their findings. The course title change will also be accompanied by a slightly revised catalog description (1-2 sentences) to address this need. In addition, the course title has been revised to include the three tracks available to graduate students within the department.

KIN 574 Research Seminar
TO
Applied Research Methods in Kinesiology and Sport Management

The primary reason for this request is to accommodate a revised approach to the course that includes a heavier emphasis on statistical methods and interpreting research. While the general premise of the course will remain the same (i.e., helping students develop appropriate research strategies), the current catalog description focuses the course more on research designs and methods. Little attention is given to interpreting studies and their findings. The course title change will also be accompanied by a slightly revised catalog description (1-2 sentences) to address this need. In addition, the course title has been revised to include the three tracks available to graduate students within the department.

Department of Language, Literacy and Special Populations

Courses to be Added

RDG 765 Literacy Pedagogy for the Adult Learner

This course is designed to meet International Reading Association Standards for the Teacher Educator and address the national standards for preparing highly qualified teachers to teach literacy in PreK – 16 programs.

RDG 770 Curriculum Theory and Literacy Education

This course is designed to meet International Reading Association (IRA) Standards for the Teacher Educator and the IRA standards for Reading Supervisors and Administrators. Candidates will gain information necessary for teaching literacy courses at the university level or serving as a curriculum-level specialist within the school district.

RDG 832 Application of Literacy Research

This course is designed to teach students how to build and write a logical rationale for a research study using the literature, and how to plan, conduct and write up the study. Candidates will have to complete this course prior to beginning the dissertation research project. Currently students do not have a synthesis course to help prepare them for the dissertation proposal process.

Changes in Course Number

SPD 438 TO SPD 338

New certification standards for teachers (EC-6) necessitate having students take the course earlier in the sequence of coursework. The requested new course reflects when the course is taken in the certification sequence.

Change in Course Title

RDG 734 Literacy for Diverse Populations
TO
Sociolinguistics and Discourse Analysis

This course title change is necessary to more adequately describe the course curriculum.

**College of Humanities and Social Sciences
Curriculum Report (Fall 2008)**

Department of Communication Studies

Courses to be Added

COM 371 Conflict, Negotiation, and Resolution

This course is needed for the following reasons. First, conflict is an everyday occurrence. People experience conflict in every type of close relationship, be it friendship, romantic relationship, family relationship, or work relationship. However, no such course on how to manage conflict is offered here on this campus. Second, a few professors in the Department of Communication Studies research interpersonal communication. They have published articles on the topic of interpersonal communication within close relationships. Conflict is one of the most important topics in interpersonal communication. Thus, we can use the expertise of the faculty in the department. Third, this course will benefit students in several departments across the university. Skills to manage interpersonal conflict will be beneficial not only to students of communication studies, but also to students of criminal justice, business, marketing, public relations, and psychology.

COM 390 Human Communication in Virtual Organizations

Scholars are increasingly interested in understanding the characteristics of computer mediated communication and its effects on people, groups and organizations. The first step is the need to heighten self-awareness about communication and what it means to study communication technology in organizational settings. This course is one of the first of its kind to be offered at Sam Houston State University and will provide students the opportunity to study the inter-relationship between human communication, technology, and organizations.

In order to adequately prepare students for the 21st century there is an increased focus in academia on STEM (Science, Technology, Engineering, and Math) course work. This course bridges the span between highly technical course work and the study of human communication. According to the National Communication Association, the fastest growing area of communication is human communication and technology followed by organizational communication. This course provides students with in-depth study of the intersection of the two areas.

The Department of Communication Studies currently offers one course, COM 290 Multimedia Communication, which provides students with an introduction to the area. The COM 390 course would provide the students additional opportunities to study this fast growing field. Additionally, the course was offered as a special topics course during the Spring 2008 semester. The course quickly filled to capacity and received high reviews from the students from a variety of disciplines.

COM 492W Seminar in Communication Studies

The Seminar in Communication Studies is especially needed in order to allay confusion with the Independent Study Course, COM 491. The only way to offer a classroom special topic is with the Independent Study number, which becomes very confusing to students and to the Registrar's office.

The Seminar in Communication Studies would also assist the department in its upper division offerings for its majors and minors while offering non-majors and minors an opportunity to have the advantage of exposure to new and interesting subject matter to support their own curriculum and intellectual interests.

Change in Course Prefix

SCM 532 TO COM 532

The name of the Department of Speech Communication has been changed to the Department of Communication Studies effective 9/1/07. We request that the three-letter course prefixes all be changed from SCM to COM to reflect the new name.

Department of English

Courses to be Added

ENG 480 Advanced Creative Writing: Nonfiction

Within creative writing programs, the area of creative nonfiction is easily the fastest growing genre. At both the undergraduate and graduate levels, programs have been adding workshops as well as form and technique classes to meet the demand, both from students and the world of publishing. Creative nonfiction in general—the memoir in particular—has emerged as a force in the world of publishing and reading. As a program, we currently offer workshops only in fiction and poetry. While some students may encounter aspects of creative nonfiction in Eng 380 (Advanced Composition), this course is designed specifically to meet the interests of students who wish to write memoirs, personal cultural criticism, literary journalism, and personal essays, all of which fit into the broad category of creative nonfiction. Creative nonfiction, broadly defined, utilizes the formal tools most often associated with fiction (narrative, scene, recreated dialogue, plot, etc.) and poetry (a heightened attention to language, imagery, and metaphor) in the telling of nonfiction stories.

ENG 499 Studies in Selected Literary Approaches and Topics

This course is proposed to offer English majors and minors the opportunity to become involved in a more varied and more specialized understanding and appreciation of literature by demonstrating that works of literature contain ideas and beliefs that are critically articulated through a variety of means. As such, the individual course offerings will be multi-faceted; for example, the range of offerings might include such classes as the study of the major works of an individual literary artist, the study of the literature of a specific region, or even the study of contemporary humor.

ENG 570 Studies in Multicultural Literature

In the past forty years, universities and their curricula have become increasingly diverse as institutions of higher education have reevaluated their role in a multicultural society. Notably, beyond a way of simply including underrepresented communities, the study of multicultural literature has been a site of groundbreaking intellectual work, challenging and reformulating traditional areas of study. In recent years, the Department of English at Sam Houston has brought multicultural literature into the curriculum as a modified ENG 539 (Directed Study of Selected Topics in Literature and Language). Because this strategy has developed significant student interest, we feel that the course should become a part of the permanent, regular class rotation.

Change in Course Number

ENG 488 TO ENG 388

Moving this course to the 300-level places it in alignment with the scope of other 300-level courses.

Department of Family and Consumer Sciences

Courses to be Added

FCS 370 Nutritional Pathways

The content of this course is necessary to satisfy accreditation with the American Dietetic Association.

Change in Course Number

FCS 442 TO FCS 472

This change is requested in order to change the course credit from four hours to three hours. The department agrees that this course in Resource Management is more appropriately taught as three hours credit. When it was originally conceived as four hours credit, students taking this course were required to live in the department's home management house. Beginning in the late 1970s, it became less common for departments to have that type of facility. Approval of this change will help programs that require this course to approach the goal of 120 hours.

FCS 443 TO FCS 433

This change is requested in order to change the course credit from four hours to three hours. The department agrees that this course in Child Development is more appropriately taught as three hours credit. When it was originally conceived as four hours credit, students taking this course were required to teach in an on-site child development laboratory preschool. This department has not had such a facility since the mid-1980s when securing a suitable preschool population on a part-time basis became extremely difficult. Meeting this change in number of hours required will be achieved by cutting lab hours (in a community daycare facility). Approval of this change will help programs that require this course to approach the goal of 120 hours.

Department of Foreign Languages

Courses to be Added

ASL 141 Elementary American Sign Language I

The awareness of the needs of hearing impaired persons to have access to social discourse has increased over the last several years. A great demand exists for persons with the knowledge and skills of signing to participate in this social process. This course along with ASL 142, 263, and 264 will provide the knowledge and skills for persons desiring to become a part of this enterprise..

ASL 142 Elementary American Sign Language II

The awareness of the needs of hearing impaired persons to have access to social discourse has increased over the last several years. A great demand exists for persons with the knowledge and skills of signing to participate in this social process. This course along with ASL 141, 263, and 264 will provide the knowledge and skills for persons desiring to become a part of this enterprise.

ASL 263 Intermediate American Sign Language I

The awareness of the needs of hearing impaired persons to have access to social discourse has increased over the last several years. A great demand exists for persons with the knowledge and skills of signing to participate in this social process. This course along with ASL 142, 142, and 264 will provide the knowledge and skills for persons desiring to become a part of this enterprise.

ASL 264 Intermediate American Sign Language II

The awareness of the needs of hearing impaired persons to have access to social discourse has increased over the last several years. A great demand exists for persons with the knowledge and skills of signing to participate in this social process. This course along with ASL 141, 142, and 263 will provide the knowledge and skills for persons desiring to become a part of this enterprise. This course along with ASL 141, 142, and 263 completes the 14-credit hour sequence for the foreign language requirement.

SPN 465W Pablo Picasso and Spanish Art

Becoming proficient in a second language requires an understanding of the culture on which such a language rests. One of the best ways for students to learn about another culture is through its art forms. Pablo Picasso, as the quintessential Spaniard, is an excellent vehicle to analyze Spanish art and culture. Studying Picasso's art in the context of Spanish culture brings learners to a deeper understanding of how Spanish people think and perceive reality. The study of Spanish culture through its art also enhances students' understanding of the connecting threads of Spanish history over time and helps them recognize connections to other European countries. This course will help expand the offerings in Spanish culture available in the Foreign Languages Department, providing a visual perspective to Spanish culture as a whole.

Department of Psychology and Philosophy

Courses to be Added

PHL 472W Theories of Knowledge and Reality

Metaphysics, the theory of reality, and epistemology, the theory of knowledge, are, along with ethics and logic, the core subdisciplines in philosophy. Hitherto, because of the need to focus on courses in the core curriculum (PHL 261, PHL 262, and PHL 263) and courses that supported other majors (PHL 372, PHL 471) we did not have the personnel to offer this course. With the addition of a new tenure-track faculty position in the Fall of 2008 the philosophy program is now better able to expand its course offerings to focus increasingly on courses which will serve philosophy majors.

PSY 777 Emotions

The proposed course is a specific response to explicit feedback from the Council on Accreditation (CoA) of the American Psychological Association, the professional body that accredits our doctoral program. It fills a hole in our offerings that was identified by CoA. Doctoral training in Psychology requires suitable study of the "cognitive and affective bases of behavior," and the proposed course is expressly designed to fulfill that need. It has already been offered on a trial basis as a "Topics" course, and CoA visitors supported that initiative.

Change in Course Title

PHL 371 Philosophy of Self-Awareness
TO
Existentialism and Self-Awareness

The proposed title more accurately reflects the course content which includes the existentialist movement of the 19th and 20th centuries, focusing on the nature and experience of the self.

PSY 588 Introduction to Experimental Design
TO
Experimental Design

The term “introduction” is misleading. All applicants to our Psychology graduate programs are required to have taken at least one course in experimental design and one course in statistics prior to being accepted into our programs. Thus, this graduate course in experimental design is not an introduction. The course title change is requested to better reflect the nature of the course and to alleviate any potential misconceptions by our accrediting bodies (i.e., APA, SACS).

Department of Sociology

Courses to be Added

SOC 537 Seminar in Medical Sociology

This course is proposed in response to the increasing interest in the social aspects of health and medicine in society and to support the reorganization of the graduate program in the Department of Sociology at SHSU. Medical sociology has been one of the major and growing subfields in sociology, and many universities in the U.S. have introduced the course in their graduate programs. However, no courses related to health or medical issues are offered in the graduate program of the Department of Sociology at SHSU. In support of the reorganization, new areas of specialization have been created in response to the needs of students. The proposed course is essential to provide knowledge and skills in medical sociology for graduate students and to support the reorganization of the sociology graduate program curriculum.