

# **SAM HOUSTON STATE UNIVERSITY**

## **CURRICULUM REPORT**

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

**To Become Effective  
Fall 2008**



**SUBMITTED BY  
SAM HOUSTON STATE UNIVERSITY**

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

**FEBRUARY, 2008**

*A Member of the Texas State University System*

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**TO THE**

**BOARD OF REGENTS**

**THE TEXAS STATE UNIVERSITY SYSTEM**

**FEBRUARY, 2008**

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**COLLEGE OF ARTS AND SCIENCES**  
**Curriculum Report (Fall 2008)**  
**Summary by Action**

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

	<u>COMMITTEE</u> <u>RECOMMENDATION</u>	<u>AAC</u> <u>RECOMMENDATION</u>	<u>VPAA</u> <u>RECOMMENDATION</u>
<b><u>A. COURSES TO BE ADDED</u></b>			
AGR 115	A	A	A
AGR 119	A	A	A
AGR 239	A	A	A
AGR 334	D	D	D
AGR 336	D	D	D
AGR 467	A	A	A
AGR 469	A	A	A
AGR 473	A	A	A
AGR 479	A	A	A
AGR 490	A	A	A
AGR 492	A	A	A
AGR 493	A	A	A
AGR 534	A	A	A
AGR 569	D	D	D
AGR 573	D	D	D
AGR 579	D	D	D
AED 469	D	D	D
AED 488W	A	A	A
AED 480W	D	D	D
AED 569	D	D	D
IT 110	A	A	A
IT 469	A	A	A
IT 569	D	D	D
ART 238	D	D	D
ART 262	A	A	A
ART 263	A	A	A
ART 264	D	D	D
ART 360	A	A	A
ART 362W	D	D	D
ART 367	D	D	D
ART 368	D	D	D
ART 369	D	D	D
ART 377	D	D	D
ART 378	D	D	D
ART 379	D	D	D
ART 384	D	D	D
ART 483	D	D	D
BIO 540	A	A	A
CHM 535	A	A	A
CHM 545	A	A	A
CHM 546	A	A	A
GEO 332	A	A	A
GEO 364	A	A	A
GEO 436	A	A	A
GEO 437	A	A	A

GEL	332W	A	A	A
GEL	443	A	A	A
GEL	444	A	A	A
MTH	580	A	A	A
MTH	581	A	A	A
MUS	310X	A	A	A
MUS	311X	A	A	A
MUS	312	A	A	A
MUS	364	A	A	A
MUS	372	A	A	A
MUS	379	A	A	A
MUS	380W	A	A	A
MUS	381	A	A	A
MUS	382	A	A	A
MUS	383W	A	A	A
MUS	410X	A	A	A
MUS	411X	A	A	A
MUS	422	A	A	A
MUS	423	A	A	A
MUS	473	A	A	A
MUS	475	A	A	A
MUS	484	A	A	A
MUS	485	A	A	A
ENS	310	A	A	A
ENS	318	A	A	A
ENS	319	A	A	A

**B. COURSES TO BE DELETED**

AGR	235	A	A	A
AGR	282	A	A	A
AGR	289H	A	A	A
AGR	337W	A	A	A
AGR	366	A	A	A
AGR	382	A	A	A
AGR	465	A	A	A
IT	263H	A	A	A
IT(A)	274	A	A	A
IT	367H	A	A	A
IT(A)	370H	A	A	A
IT(B)	372	A	A	A
IT(B)	372H	A	A	A
IT	439	A	A	A
IT	477	A	A	A
VED(A)	585	A	A	A
BIO	371	A	A	A
GEO	472	A	A	A
MUS	378	A	A	A

**C. CHANGES IN COURSE TITLE**

AGR	110	A	A	A
AGR	331	A	A	A
AGR	412	A	A	A
AGR	491	A	A	A
ART	234	A	A	A
ART	335	A	A	A
ART	336	A	A	A

ART	432			A		A		A
ART	434			A		A		A
GEO	331			A		A		A
GEO	369			A		A		A
GEO	471			A		A		A
MUS	376			A		A		A
MUS	377W			A		A		A
ENS	110			A		A		A

**D. CHANGES IN COURSE NUMBER**

None

**E. CHANGES IN COURSE TITLE AND COURSE NUMBER**

None

**F. CHANGES IN COURSE PREFIX**

CS	583	TO	CST	583	A		A	A
CS	585	TO	CST	585	A		A	A
CS	587	TO	CST	587	A		A	A
CS	589	TO	CST	589	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 2008)**  
**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>			
GBA 367W	A	A	A
GBA 466	A	A	A
MGT 563	A	A	A
MGT 576	A	A	A
MGT 578	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
ACC 233	A	A	A
ACC 432	A	A	A
ACC 468	A	A	A
ACC 484	A	A	A
ACC 486	A	A	A
GBA 260	A	A	A
MKT 464	A	A	A
MKT 372	A	A	A
MKT 571	A	A	A
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
MKT 570	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
ACC 581 TO ACC 599	A	A	A
GBA 461 TO GBA 261	A	A	A
MKT 374 TO MKT 382	A	A	A
MKT 376 TO MKT 383	A	A	A
MKT 466 TO MKT 385	A	A	A
MKT 477 TO MKT 387	A	A	A
MKT 478 TO MKT 389	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>			
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			

**COLLEGE OF CRIMINAL JUSTICE**  
**Curriculum Report (Fall 2008)**  
**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>			
CJ 533	A	A	A
CJ 614	A	A	A
CJ 671	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>			
CJ 537 TO CJ 526	A	A	A
CJ 562 TO CJ 516	A	A	A
CJ 675 TO CJ 622	A	A	A
CJ 676 TO CJ 776	A	A	A
<b><u>E. CHANGES IN COURSE TITLE AND COURSE NUMBER</u></b>			
CJ 561 TO CJ 624	A	A	A
<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			

**COLLEGE OF EDUCATION  
Curriculum Report (Fall 2008)  
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>			
CI 565	A	A	A
EED 233	A	A	A
EED 323	A	A	A
EED 416	A	A	A
EED 417	A	A	A
EED 427	A	A	A
MLE 437	A	A	A
MLE 438	A	A	A
ASE 670	A	A	A
ASE 680	A	A	A
ASE 684	A	A	A
CNE 660	A	A	A
CNE 664	A	A	A
KIN 375	A	A	A
KIN 570	A	A	A
KIN 571	A	A	A
KIN 573	A	A	A
KIN 576	A	A	A
KIN 578	A	A	A
KIN 580	A	A	A
ESL 314	A	A	A
ESL 414	A	A	A
ESL 415	A	A	A
ECE 323	A	A	A
ECE 566	A	A	A
RDG 383	A	A	A
RDG 385	A	A	A
RDG 420	A	A	A
RDG 795	A	A	A
SPD 332	A	A	A
SPD 333	A	A	A
SPD 334	A	A	A
SPD 733	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
ASE 630	A	A	A
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
ECE 273	A	A	A
RDG 471	A	A	A
SPD 698	A	A	A
SPD 699	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
ASE 695 TO ASE 682	A	A	A



KIN	321	TO	KIN	363	A	A	A
KIN	322	TO	KIN	364	A	A	A
SPD	478	TO	SPD	378	A	A	A

**E. CHANGES IN COURSE TITLE AND COURSE NUMBER**

EED	598	TO	CI	598	A	A	A
SED	598	TO	CI	598	A	A	A
EED	599	TO	CI	599	A	A	A
SED	599	TO	CI	599	A	A	A
ASE	664	TO	ASE	681	A	A	A
ASE	673	TO	ASE	683	A	A	A

**F. CHANGE IN COURSE PREFIX**

CI	376	TO	MLE	376	A	A	A
EED	533	TO	CI	533	A	A	A
SED	533	TO	CI	533	A	A	A
SED	560	TO	CI	560	A	A	A
BSL	478	TO	ESL	478	A	A	A

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

None

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

CI	375	TO	MLE	375	A	A	A
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**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
**Curriculum Report (Fall 2008)**  
**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>			
ENG 535	A	A	A
ARB 131	A	A	A
ARB 132	A	A	A
ARB 263	A	A	A
ARB 264	A	A	A
ARB 380	A	A	A
ARB 475	A	A	A
FL 463	A	A	A
FCS 278	A	A	A
FCS 288	A	A	A
FCS 337	A	A	A
FCS 338	A	A	A
FCS 445	A	A	A
HIS 362W	A	A	A
HIS 338	A	A	A
HIS 467	A	A	A
HIS 540	A	A	A
HIS 580	A	A	A
POL 374	A	A	A
POL 386 W	A	A	A
POL 434W	A	A	A
POL 435W	A	A	A
POL 477W	A	A	A
POL 483W	A	A	A
PHL 461W	A	A	A
SOC 438W	A	A	A
SOC 476W	A	A	A
SOC 577	A	A	A
<b><u>B. COURSES TO BE DELETED</u></b>			
POL 410	A	A	A
POL 433	A	A	A
<b><u>C. CHANGES IN COURSE TITLE</u></b>			
FCS 140	A	A	A
FCS 377	A	A	A
FCS 430	A	A	A
FCS 431	A	A	A
HIS 336	A	A	A
<b><u>D. CHANGES IN COURSE NUMBER</u></b>			
FCS 140 TO FCS 130	A	A	A
FCS 342 TO FCS 330	A	A	A
FCS 362 TO FCS 462	A	A	A
FCS 364 TO FCS 264	A	A	A

FCS	432	TO	FCS	332	A	A	A
SOC	383	TO	SOC	343	A	A	A

**E. CHANGES IN COURSE TITLE AND COURSE NUMBER**

None

**F. CHANGE IN COURSE PREFIX**

SCM	131	TO	COM	131	A	A	A
SCM	161	TO	COM	161	A	A	A
SCM	231	TO	COM	231	A	A	A
SCM	233	TO	COM	233	A	A	A
SCM	282	TO	COM	282	A	A	A
SCM	284	TO	COM	284	A	A	A
SCM	290	TO	COM	290	A	A	A
SCM	286	TO	COM	286	A	A	A
SCM	370	TO	COM	370	A	A	A
SCM	380	TO	COM	380	A	A	A
SCM	381	TO	COM	381	A	A	A
SCM	382	TO	COM	382	A	A	A
SCM	383	TO	COM	383	A	A	A
SCM	384	TO	COM	384	A	A	A
SCM	465	TO	COM	465	A	A	A
SCM	481	TO	COM	481	A	A	A
SCM	482	TO	COM	482	A	A	A
SCM	486	TO	COM	486	A	A	A
SCM	490	TO	COM	490	A	A	A
SCM	531	TO	COM	531	A	A	A
SCM	560	TO	COM	560	A	A	A
SCM	561	TO	COM	561	A	A	A
SCM	570	TO	COM	570	A	A	A
SCM	571	TO	COM	571	A	A	A
SCM	580	TO	COM	580	A	A	A
SCM	590	TO	COM	590	A	A	A
SCM	591	TO	COM	591	A	A	A
SCM	698	TO	COM	698	A	A	A
SCM	699	TO	COM	699	A	A	A

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

None

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

SCM	477	TO	COM	477	A	A	A
SCM	478	TO	COM	478	A	A	A
SCM	491	TO	COM	491	A	A	A
SCM	531	TO	COM	531	A	A	A

**UNIVERSITY WIDE  
Curriculum Report (Fall 2008)  
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>			
HON 332	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			

**College of Arts and Sciences  
Curriculum Report (Fall 2008)**

**Department of Agricultural and Industrial Sciences**

**Courses to be Added**

- AGR 115 Plant Science Laboratory  
This course will be a companion class to AGR 165 Plant Science. Currently this class is taught as a 2-2; 2 hours of lecture and 2 hours of laboratory. Making this a traditional 3 credit hours of lecture and 1 credit hour of laboratory will bring this course current with the existing structure at other universities.
- AGR 119 Animal Science Laboratory  
This course will be a companion class to AGR 169 Animal Science. Currently this class is taught as a 2-2; 2 hours of lecture and 2 hours of laboratory. Making this a traditional 3 credit hours of lecture and 1 credit hour of laboratory will bring this course current with the existing structure at other universities.
- AGR 239 Selection and Evaluation of Horses  
This course is necessary for students to understand the value of horses according to breed registry standards. The current Texas equine industry generates approximately \$13 billion per year in equine and equine-related items. To prepare students for a future in the equine industry, it is imperative that they understand the monetary value of a horse. This industry value, can be directly attributed to the concepts of conformation, balance, symmetry, cadence, suppleness, and impulsion which are all intensely studied in this course. Furthermore, this course will allow the student to enhance critical thinking skills, decision making skills, time management skills, as well as oral presentation skills.
- The course will also support the present program curriculum through further enhancement and understanding of the ideal horse. It will complement hands-on courses that are currently in place and provide students a well-rounded equine education. It supports AGR 230, 364 and all production related courses.
- AGR 334 Basic Horsemanship  
This course will provide the necessary hands-on experience for students who intend to pursue a career in the equine industry. This hands-on experience is absolutely necessary for students to learn and understand the training and behavior of horses and to improve the student's own equestrian riding abilities. This course will complement other lecture courses in equine science providing students with a well-rounded awareness of the equine industry, as well as the skills and knowledge needed to succeed.
- AGR 336 Livestock Marketing  
Livestock marketing is a critical aspect of production agriculture for students majoring or minoring in Animal Science or Agricultural Business. Livestock and agriculture markets experience significant price instability. The ability to understand the factors driving that instability and methods of managing the resultant risks are important skills that students in agriculture must master. This course will help assure the professional success of our graduates.
- AGR 467 Equitation  
This course will complement the animal science horse program and the development of the equine science minor. It will also complement other courses currently being taught and provide students skills and knowledge for equine performance events. Support courses include AGR 364, AGR 334 (proposed) and all equine production related courses.

- AGR 469 Special Topics in Agriculture  
Currently, the Department of Agricultural and Industrial Sciences does not offer a course that provides study in specialized areas of agricultural science. The department has been listing special topic courses under the AGR 496 (Directed Studies) course. After addressing concerns and issues from the registrar's office, it was recommended to develop a new course number for these special title courses. This course will allow the department to expand and offer in-depth study in subject areas of emerging technologies/trends/issues, etc. Such a course will also support the present curriculum by capitalizing on scientific knowledge and technical skills required in the agricultural and related industries.
- AGR 473 Equine Reproduction  
Students who intend to participate in the equine industry must understand the fundamentals of equine reproduction. The equine breeding industry is in constant need of people who are trained in equine reproduction. The course will allow students to understand the anatomy and physiology of the breeding stallion and brood mare. This course supports courses like AGR 364, 489 and other production related courses.
- AGR 479 Equine Nutrition  
Students who participate in the equine industry must understand the fundamentals of equine nutrition. The digestive physiology and anatomical makeup of the horse is unique among livestock species. As a result, the horse must be fed and maintained according to these particular intricacies. It is important for the student to understand the nutritional requirements to accomplish maximum performance in the equine athlete, the breeding stallion, the pregnant mare, the lactating mare, and the growing foal. This course will complement AGR 364 and 373, in that it will provide further study in the area of nutrition and more specifically equine nutrition.
- AGR 490 Turf and Cropland Irrigation and Drainage  
According to available statistics, landscaping is a \$40 billion industry and has grown in excess of 10% each year. Landscapes, athletic fields, crops, greenhouses, golf courses, and construction sites are irrigated and drainage is considered in most instances. As the numbers of our uniquely qualified students fill jobs in the landscaping industry, an irrigation/drainage class will help us produce more qualified job candidates.
- AGR 492 GPS Applications in Agriculture and Construction  
This offering is representative of an increased effort to enhance the Agricultural Mechanization curriculum by improving the use of technology and infusing it with additional technical topics. Presently, there exists no course in our department that offers students an opportunity to fully discover and explore the innovative technology of GPS. GPS is a cutting-edge technology utilized by industries that hire our students including construction contractors, landscaping, agriculture operations and custom applicators, navigation, and vehicle tracking. This class supplements our department's desire to provide a technical, hands-on program that prepares our students to lead the industries that will employ them.
- AGR 493 Renewable Energy Sources from Agriculture  
This offering is representative of an increased effort to enhance the Agricultural Mechanization curriculum by improving the use of technology and infusing additional technical topics. It is necessary because it is likely that all SHSU students will be involved in buying, managing, and or trading alternative energies during their careers. It is probable that our students will be deciding whether or not to fuel fleet vehicles and/or personal vehicles with alternative fuels vs. fossil fuels. As is the case in some states, voters will be asked to support or disapprove the expenditure of state funds to pursue alternative energy endeavors. It is imperative that our students have a sound, balanced perspective on the viability of alternative fuels.
- AGR 534 Advanced Animal Growth and Performance  
Traditionally, animal growth and development has been taught from a production and management perspective. This new course will be taught with a physiological perspective on

animal growth and performance. Students will learn advanced principles and concepts of growth and development from birth to maturity for food animals, with special attention to the endocrine, skeletal and muscular systems.

The course will enhance and provide depth to the current curriculum by applying a scientific and physiological perspective to food animal production and will complement current courses which focus on the production and management of food animals with a more applied approach. It provides a more in-depth study of growth and development and complements the undergraduate course AGR 431 Animal Growth and Performance.

- AGR 569 **Special Topics in Agriculture**  
Currently, the Department of Agricultural and Industrial Sciences does not offer a course that provides study in specialized areas of agricultural science. The department has been listing special topic courses under the AGR 564 (Directed Studies) course. After addressing concerns and issues from the registrar's office, it was recommended to develop a new course number for these special title courses. This course will allow the department to expand and offer in-depth study in subject areas of emerging technologies/trends/issues, etc. Such a course will also support the present curriculum by capitalizing on scientific knowledge and technical skills required in the agricultural and related industries.
- AGR 573 **Advanced Equine Reproduction**  
Students who intend to participate in the equine industry must understand the fundamentals of equine reproduction. The equine breeding industry is in constant need of people who are trained in equine reproduction. This course will allow students to understand the anatomy and physiology of the breeding stallion and brood mare. This course provides a more in-depth study of equine reproduction and complements the undergraduate course AGR 473 (proposed) Equine Reproduction.
- AGR 579 **Advanced Equine Nutrition**  
Students who participate in the equine industry must understand the fundamentals of equine nutrition. The digestive physiology and anatomical makeup of the horse is unique among livestock species. As a result, the horse must be fed and maintained according to these particular intricacies. It is important for the student to understand the nutritional requirements to accomplish maximum performance in the equine athlete, the breeding stallion, the pregnant mare, the lactating mare, and the growing foal. This course provides a more in-depth study of equine nutrition and complements the undergraduate course AGR 479 (proposed) Equine Nutrition.
- AED 469 **Special Topics in Agricultural Education**  
Currently, the Department of Agricultural and Industrial Sciences does not offer a course that provides study in specialized areas of agricultural education. The department has been listing special topic courses under the AGR 496 (Directed Studies) course. After addressing concerns and issues from the registrar's office, it was recommended to develop a new course number for these special title courses. This course will allow the department to expand and offer in-depth study in subject areas of emerging technologies/trends/issues, etc. Such a course will also support the present curriculum by capitalizing on scientific knowledge and technical skills required in the agricultural and related industries. This course will not precipitate further changes in the curriculum.
- AED 488W **Agricultural Science and Technology Program Management**  
Currently the Department of Agricultural and Industrial Sciences offers AGR 488 - Principles of Agricultural Leadership and Community Development. This course's curriculum is focused to meet the needs of two diverse groups of students, the first being those seeking teacher certification in Agricultural Science and Technology, and second being students seeking skills in leadership theory and practice. With the department's enrollment increases it has become difficult, if not impossible, to meet the needs of both groups of students in one class section. This new course will allow those students seeking certification to have a course specific to their needs.

- 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 numbers of students seeking Agricultural Science and Technology certification has seen a constant decline. With this in mind, changes in the certification program for the Agricultural Science and Technology certification program are needed. Furthermore, with the change 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 course fees 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 5 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, with the new certification exam for Agricultural Science and Technology certification it is necessary to focus slightly more on the needs specifically. The content of this course will not be changed in any significant way except to meet standards for Agricultural Science and Technology certification.
- AED 569 Special Topics in Agricultural Education  
Currently, the Department of Agricultural and Industrial Sciences does not offer a course that provides study in specialized areas of agricultural education. The department has been listing special topic courses under the AGR 564 (Directed Studies) course. After addressing concerns and issues from the registrar's office, it was recommended to develop a new course number for these special title courses. This course will allow the department to expand and offer in-depth study in subject areas of emerging technologies/trends/issues, etc. Such a course will also support the present curriculum by capitalizing on scientific knowledge and technical skills required in the agricultural and related industries. The addition of this course will not precipitate further changes in the curriculum.
- IT 110 Introduction to Professional Leadership Skills  
The Industrial Sciences program is moving toward accreditation by the National Association of Industrial Technology. All accredited programs have a freshman seminar class that introduces students to professional development, career and internship opportunities, and degree options. This class will include a review of each of the five degree programs available to assist students in finding the best options for their field of study and choice of career. The study skills, professional development, networking, and career information taught in this class are essential for continued program growth through improved recruitment and retention.
- IT 469 Special Topics in Industrial Technology  
Currently, the Department of Agricultural and Industrial Sciences does not offer a course that provides study in specialized areas of industrial technology. The department has been listing special topic courses under the IT 490 (Directed Studies) course. After addressing concerns and issues from the registrar's office, it was recommended to develop a new course number for these special title courses. This course will allow the department to expand and offer in-depth study in subject areas of emerging technologies/trends/issues, etc. Such a course will also support the present curriculum by capitalizing on scientific knowledge and technical skills required in the technology and related industries.



IT 569 Special Topics in Industrial Technology  
 Currently, the Department of Agricultural and Industrial Sciences does not offer a course that provides study in specialized areas of industrial technology. The department has been listing special topic courses under the IT 590 (Directed Studies) course. After addressing concerns and issues from the registrar's office, it was recommended to develop a new course number for these special title courses. This course will allow the department to expand and offer in-depth study in subject areas of emerging technologies/trends/issues, etc. Such a course will also support the present curriculum by capitalizing on scientific knowledge and technical skills required in the technology and related industries.

**Courses to be Deleted**

AGR	235	Horticulture for the Home There has been little demand for this course over the past few years. The content is being met by other courses.
AGR	282	Man, Food, and Nutrition: A Global Concern The content in this course is now included in AGR 464 International Agriculture.
AGR	289H	Agribusiness Financial Analysis-Honors This course is no longer offered as an honors course.
AGR	337W	Management for Horticulture Enterprises This course content is better met through current agricultural business courses.
AGR	366	Crop Science  This course no longer meets the needs of the Agronomy/ Horticulture curriculum and has minimal demand.
AGR	382	Irrigation Engineering A new course, Turf and Cropland Irrigation and Drainage (AGR 490), has been submitted to replace AGR 382.
AGR	465	Agricultural Law This course is no longer part of the Agricultural Business curriculum.
IT	263H	Home Planning Honors This course is no longer offered as an honors course.
IT(A)	274	Problems in Industrial Design This course is no longer part of the Industrial Technology curriculum.
IT	367H	Elements of Metal Tech Honors This course is no longer offered as an honors course.
IT(A)	370H	Construction Tech II Honors This course is no longer offered as an honors course.
IT(B)	372	Construction Drafting Honors This course is no longer offered as an honors course.
IT(B)	372H	Construction Drafting Honors This course is no longer offered as an honors course.

IT	439	Computer-Aided Draft Productivity This course is no longer part of the Industrial Technology curriculum.
IT	477	Computer Numerical Control Programming & Application This course is no longer part of the Industrial Technology curriculum.
VED(A)	585	Planning and Organizing Programs of Vocational Guidance This course is no longer part of the Vocational Education program.

### **Change in Course Title**

AGR	110	Training Requirements for Professional and Managerial Positions in Agriculture TO Introduction to Professional Leadership Skills The new title of this course is much more descriptive of the course content.
AGR	331	Mechanization in Agriculture TO Teaching Ag Technology The new title of this course is much more descriptive of the course content.
AGR	412	Undergraduate Seminar TO Professional Career Skills The new title of this course is much more descriptive of the course content.
AGR	491	Advanced Horse Production and Management TO Equine Behavior and Training The new title of this course is much more descriptive of the course content.

## **Department of Art**

### **Courses to be Added**

ART	238	<b>Photographic Visualization</b> This course is necessary to give beginning students experience in the process of making photographs from their concepts. It will also provide experience in crafting black and white photographs. This experience is vital to the students' success in the field.
ART	262	Foundations in Digital Art This will be one of six core or "gateway" courses in the Department of Art which all students will be required to take before advanced level courses. Those interested in working toward the BFA degree with an emphasis in either Studio Art, Graphic Design, or Photography will apply to the department after satisfactory completion of all six core courses. This course provides a foundation in digital media that is essential for successful completion of upper level courses.
ART	263	Pre-Visualization This is a 2D course that will support the digital classes in the computer animation program. Pre-visualization is a necessary component of the animation production process. This course creates a foundation in solid drawing and rendering skills which are a essential components in the successful completion of upper-level computer animation courses.
ART	264	<b>Photographic Concepts</b> This new course will provide students with the fundamental concepts for other courses taught within the curriculum.

- ART 360 Digital Imaging  
This course is necessary to give advanced students individual experience in complex digital imaging techniques.
- ART 362W Contemporary Issues in Photography  
Photography students currently are not exposed to contemporary art theory. In order to prepare them 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.
- ART 367 Landscape Photography  
Landscape photography is a major genre of the photographic art form. To produce students who are sufficiently aware and knowledgeable, any fine art curriculum in photography must include a thorough treatment of it. This course will prepare photography students to explore the varied meanings that the land holds and produce art that reveals new meaning to the viewer.
- ART 368 Documentary Photography  
This course is necessary to give advanced students expertise in creating finished documentary projects. This expertise is vital to the student's success in the field.
- ART 369 Photographic Narratives  
This course will expose students to concepts of presentation, sequencing and contextual significance, thus providing knowledge that can be utilized in other photography courses. 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.
- ART 377 Photographic Lighting  
This course is needed to provide students with knowledge and experience with lighting environments, both natural and artificial, found in the studio and on location. This study of lighting techniques is important in that it allows students to better understand and control light, an essential component in advanced photographic expression.
- ART 378 Photographing Life  
This course will provide students with the challenge of making social commentary through their photography. It will benefit the program by providing students the ability to explore an additional photographic genre.
- ART 379 The Photographic Digital Print  
At this time there are no courses focused on digital ink jet printing and alternative methods for using this media. Students will gain a better understanding of current technologies as well as advantages to working with ink jet printers.
- ART 384 Human Form: A Photographic Study  
Since the earliest known cave paintings, artists have been studying the human figure. This course will give students the opportunity to photographically study human form and understand how it relates to their specific media. At this time there is no course devoted to figure studies in photography.
- ART 483 Analog Photography  
This course is necessary to give advanced students expertise in creating high quality black & white negatives and photographic prints

### **Change in Course Title**

ART	234	Graphic Design I TO Principles of Graphic Design Better reflects the content of the course.
ART	335	Graphic Design II TO Typography Better reflects the content of the course.
ART	336	Graphic Design III TO Graphic Design in Context Better reflects the content of the course.
ART	432	Graphic Design IV TO Corporate Identity Design Better reflects the content of the course.
ART	434	Graphic Design V TO Senior Studio in Graphic Design Better reflects the content of the course.

### **Department of Biology**

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

BIO	540	Forensic Biology This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS is seeking accreditation from FEPAC this coming year. Forensic biology is considered a core forensic science topic. Creation of this course and including it as part of the core curriculum are necessary for accreditation purposes.  This course will cover the practical biochemical identification and DNA analysis of biological evidence. Special attention is placed on the interpretation of results, biostatistics and quality assurance procedures. Population genetics theory will be included to allow participants to generate a final report. An advanced knowledge of the scientific literature and the ability to integrate molecular biology into practical applications and research is required. During the course students will develop independent learning skills and improve their ability to present complex scientific information orally.
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#### **Courses to be Deleted**

BIO	371	Plant Pathology Course objectives are being met through other course offerings. Course has not been taught since Spring 2002.
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### **Department of Chemistry**

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

CHM	535	Trace Evidence and Microscopic Analysis
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This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS is seeking accreditation from FEPAC this coming year. Microscopy and materials analysis are considered core forensic science topics. Creation of this course and including it as part of the core curriculum are necessary for accreditation purposes.

This is a one semester laboratory course on trace evidence and microscopic analysis. During this course students will become familiar with a wide variety of chromatographic, spectroscopic and microscopic techniques that are routinely used for the analysis of fibers, hair, gun shot residue (GSR), ink, paints, explosives and narcotics.

CHM 545

#### Forensic Instrumental Analysis

This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS is seeking accreditation from FEPAC this coming year. Under the FEPAC guidelines, instrumental methods of analysis is a required course. Creation of this course and including it as part of the core curriculum are necessary for accreditation purposes.

This is a one semester laboratory course on instrumental analytical techniques that are widely used in forensic science. During this course students will apply their knowledge of instrumental analysis to a wide variety of forensic disciplines including but not limited to controlled substances, fire investigation, death investigation and evidential alcohol determination. Interpretation of results, quality assurance issues and forensic laboratory accreditation issues will be addressed. In addition to understanding the theoretical concepts of modern instrumental techniques, students must be able to critically evaluate how these techniques are applied to a particular discipline for screening or confirmatory purposes, forensic defensibility issues, and accepted practice among forensic science laboratories. An advanced knowledge of the scientific literature and the ability to integrate instrumental theory into practical applications and research is required. Students will apply their knowledge of instrumental techniques by completing a formal proficiency test on forensic casework as is required in an accredited forensic laboratory. In doing so, students must integrate knowledge of instrumental analysis with evidence handling, sampling, judgment and decision-making skills regarding the selection of destructive or non-destructive techniques. During the course students will develop independent learning skills and improve their ability to present complex scientific information orally.

CHM 546

#### Forensic Toxicology & Drug Chemistry

This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS is seeking accreditation from FEPAC this coming year. Toxicology and drug chemistry are considered core forensic science topics. Creation of this course and including it as part of the core curriculum are necessary for accreditation purposes.

This is a one semester laboratory course on forensic toxicology and drug chemistry. During this course students will apply their knowledge of the origins, history, forms, physico-chemical characteristics and effects of the most commonly encountered drugs to complex forensic casework. Major drug classes will include central nervous system (CNS) stimulants, CNS depressants, opioids (natural and synthetic narcotic analgesics), cannabinoids and hallucinogens. Discussions will include but not be limited to presumptive and confirmatory drug tests on biological and non-biological evidence. Topics will include sample handling and pre-treatment, isolation of drugs from matrices using solid phase and liquid-liquid extraction, chemical derivatization, donor manipulation, interpretation of results and quality assurance issues. An advanced knowledge of the scientific literature and the ability to integrate toxicological theory into practical applications and research is required. During the course students will develop independent learning skills and improve their ability to present complex scientific information orally.

## Department of Computer Science

### Change in Course Prefix

CS	583	TO	CST	583
CS	585	TO	CST	585
CS	587	TO	CST	587
CS	589	TO	CST	589

The prefix changes allow students to easily distinguish those courses designed to support the M.S. in Mathematics Education and the M.Ed. in Instructional Technology (CST) from those courses sought as part of the graduate degree programs in Computer Information Systems (CS), Digital Forensics (DF) and Information Assurance and Security (CS/DF)

## Department of Geography and Geology

### Courses to be Added

GEO 332 Tourism Geography

Tourism is one of the largest industries in the world. It accounts for billions of dollars spent each year and the movement of millions of people. The tourism industry has the ability to generate awareness and shape ideas about a place before a tourist ever leaves home. The diverse activities of travel and tourism give people the opportunity to experience new places, meet new people, interact with new environments, and learn about their world, all of which will contribute to their geographic literacy and their geographic awareness. The geography of tourism examines a wide range of topics in different geographic contexts, intended to improve understandings of the movement of tourists and tourist dollars, the positive and negative effects of tourism on local communities and national economies, the impact of tourism on the environment, the promotion and experience of tourism, as well as the ways in which we know our world through tourism.

Tourism geography is a sub-discipline of geography that exemplifies the diverse field of geography, taking into consideration both physical and human geographies and, increasingly, geographic techniques as a means of distributing information about places and promoting them as tourist destinations. Tourism geography has the potential to expand students' understanding of the scope of geography, capitalize on students' interest in diverse places of the world, and help them to better understand how geography plays a part in our lives. In addition, students with a background in geography will be well-suited to contribute to the vast tourism industry in several different capacities because of their unique understandings of place.

The emphasis on regional tourism case study examples will complement existing regional courses, including both World Regional Geography courses, Regional Geography: the United States and Canada (Anglo-America), and Texas. The content of this course will bring together components of Cultural Geography, Location & Human Activity, Weather & Climate, and Conservation of Natural Resources in a unique focus on tourism. This will provide students with a means of integrating the diverse components of geography in an activity that is part of their lives outside of the classroom.

GEO 364 Geo-Spatial Technology

A broad based introduction to GIS that is designed for students with a diverse range of backgrounds will provide all students at SHSU the opportunity to learn about GIS and the ways in which it can be used in their own field and others. Given that GIS, GPS and related technologies are becoming an important part of many fields, this course will serve the needs of many students, including those who are not geography majors.

This course will reach a broad audience of students and attract students to take additional related offerings at the 400 level. By exposing students to geospatial technologies prior to their senior year, more students will be encouraged to undertake summer internships and other more advanced

related offerings such as Introduction to GIS (Geography 444) , Applied GIS (Geography 435) and Remote Sensing (Geography 436) which have become increasingly technical in character as the program has grown and evolved.

- GEO 436 Urban Geography  
This course is needed to strengthen and broaden the potential offerings available within the geography program. Many geography majors are interested in upper-level courses which incorporate particular emphasis on systematic dimensions within their field of study. Offering this course would provide such students the opportunity to be exposed to an exciting and important sub-field of geography. Perhaps more importantly, this course will incorporate foci on a number of methodological applications that are increasingly valued in the job market. For example, the course would tie in very well with the department's emphasis in Geospatial Technologies, a field that is currently generating demand for a large number of high-paying jobs that are available within a wide variety of economic sectors. The breadth of the course would make it applicable to students currently enrolled in a wide-variety of programs, such as business, sociology, political science, criminal justice, etc., as all of these fields of study are often related to urban geography. Also, if our proposed Masters Degree in Applied GIS (geographic information science) is approved, this course will constitute a 400-level elective for the graduate students enrolled in this program. In short, offering this course enables the University to serve its mission by offering students the opportunity to attain applied skills that will be beneficial to them once they graduate. Finally, by offering this course, the University would be capitalizing on the specific strengths of the geography faculty.
- GEO 437 Population Geography  
A course in population geography would diversify our undergraduate course offerings and mesh well with our Department's applied focus. This is because population issues are fundamentally related to many other issues, ranging from environmental problems, to urban planning, social issues, and politics. It is for this reason that this course is considered to be of substantial relevance to our students. Also, because the proposed population geography course will consider population data sources available from the Bureau of the Census, it would support Computer Cartography (GEO 363), Introduction to Geographic Information Systems (GEO 444), and Applied Geographic Information Systems (GEO 435) which use these types of demographic databases.
- GEL 332W Forensic Geology  
This course is designed to (1) give geology and geography students examples of the practical application of geologic principles in resolving real-life situations, and (2) fill a critical gap in the criminal justice curriculum by offering students an opportunity to not only see how forensic geology can provide them with a powerful analytical tool, but to also introduce them to some of the technologies (e.g., optical mineralogy, x-ray diffraction, particle size analysis, ground-penetrating radar, scanning electron microscopy) that are being used to solve crimes.
- GEL 443 Methods in Applied Geophysics  
This course will fill an important gap in the curriculum by addressing topics in geophysics and related subjects that are not currently offered in either geology or geography. It encompasses diverse applications in geological mapping, petroleum exploration, reservoir characterization, groundwater location, environmental remediation, geo-techniques, and archaeology. The topic is relevant to students who plan to work in fields related to environmental studies, energy exploration, engineering, municipal development, archaeology, surveying and civil engineering. It is particularly useful for those who will be employed on a consulting basis.
- GEL 444 Sea Level Change and the Geological Record  
Sequence stratigraphic models and concepts now form the basic time/space framework of the oil and gas industries. Practical field experience beyond an essentially "potted" introduction to the subject area that is possible in GEL 440 (Sedimentology and Stratigraphy) is important for students who wish to work in these industries or who will go on to graduate work on the stratigraphic side of soft rock geology.

### Courses to be Deleted

GEO 472 Ethnic Texas: A Multicultural Geography  
This course is no longer required of Education majors and there is very little demand for it. In addition, the individual who taught this course retired at the end of the spring, 2006 semester; so, we have no one to teach it. Finally, we are proposing additional courses that we feel better meet the needs and interests of our students.

### Change in Course Title

GEO 331 Location and Human Activity  
TO  
Economic Geography  
This name, "Economic Geography" more accurately and succinctly conveys the course content. The proposed name is consistent with the name of this course at other universities.

GEO 369 Anglo-America  
TO  
Regional Geography: United States and Canada  
Anglo America is an outdated term used to reflect the influence of British Protestants on the early stages of settlement and development of the United States and Canada. The 2000 U.S. census recorded that descendants of this population now make up less than a fifth of the population. The course description states that GEO 369 is intended to provide "a general overview of the land and people of the United States and Canada." Furthermore, one of the specific topics covered is the "cultural differences" of the people that live in this geographic region. The term, Anglo America, does not accurately describe the people that make up the population of the United States and Canada. In effect, it conceals the considerable cultural differences that have shaped the region in the past and are continuing to do so in the present.

GEO 471 Texas  
TO  
Geography of Texas  
The name "Texas" is ambiguous and does not adequately indicate the nature of the course, which consists of a study of the geography of Texas. The proposed change more accurately reflects the nature of the course.

## **Department of Mathematics and Statistics**

### Courses to be Added

MTH 580 Research Project in Mathematics Education  
In the past, the department has offered this course as a MTH 560: Special Topics course. This has been done more than three times and needs to be a stand-alone course. This course is designed as a capstone project which all students must complete to receive the MA in Mathematics degree.

MTH 581 Algebra: Structure and Applications  
According to the recommendations of national organizations such as the National Council of Teachers of Mathematics (2000), instructional programs for students in the middle grades should include the study of algebra, including representing, analyzing, and generalizing patterns and modeling and solving contextualized problems. These recommendations are echoed in the Texas Essential Knowledge and Skills for Mathematics, Grades 6-8 (2006, 30 TexReg 4479, Chapter 111, Subchapter B). Individuals who teach middle grades mathematics courses must, therefore, have a solid understanding of algebra and its applications, so as to provide instruction that falls in line with the Texas state standards and national recommendations. The foundation for a solid understanding of algebra is a knowledge of the structure of the number systems and operations on



those systems. Additionally, as noted by the Conference Board on Mathematical Sciences (2001), middle grades mathematics teachers must have a deep understanding of the various roles of algebra, variables, functions, and their representations.

This course will complete a curriculum for the M.Ed. degree that includes courses in geometry, mathematical thought, and number theory. None of these courses address algebra in the manner of this proposed course.

### **School of Music**

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

- |     |      |   |
|-----|------|---|
| MUS | 310X | <p>Practicum in Music Therapy I</p> <p>The National Association of Schools of Music/American Music Therapy Association require students to have supervised pre-internship clinical experiences in community settings with at least three different populations. The School of Music currently meets this requirement with four semesters of MUS 210X. By deleting MUS 210X and adding specific course numbers for each semester of experience, instructors and supervisors will be able to specify and vary course assignments for each semester. Since the four semesters of experience already differ from each other in many ways, specific course numbers will more appropriately reflect the nature of the courses. Assigning upper-level numbers will bring consistency to the numbering system, since students must be enrolled in upper-level courses concurrent with each of the practicum courses.</p>  |
| MUS | 311X | <p>Practicum in Music Therapy II</p> <p>The National Association of Schools of Music/American Music Therapy Association require students to have supervised pre-internship clinical experiences in community settings with at least three different populations. The School of Music currently meets this requirement with four semesters of MUS 210X. By deleting MUS 210X and adding specific course numbers for each semester of experience, instructors and supervisors will be able to specify and vary course assignments for each semester. Since the four semesters of experience already differ from each other in many ways, specific course numbers will more appropriately reflect the nature of the courses. Assigning upper-level numbers will bring consistency to the numbering system, since students must be enrolled in upper-level courses concurrent with each of the practicum courses.</p> |
| MUS | 312  | <p>Instrumental Techniques for Vocalists</p> <p>The National Association of Schools of Music (NASM) no longer requires the Bachelor of Music Teacher Certification Track with choral emphasis student to complete four separate method courses (MUS 313/316, The Study of Strings; MUS 113/116 The Study of Woodwinds; MUS 213/216 Study of Brasses; MUS 310 Study of Percussion). The proposed class would condense the information into a one-semester course providing valuable information regarding instrumental performance and pedagogy to vocal education majors. Also, the information is often included on the Texas State music education certification exams.</p>   |
| MUS | 364  | <p>Improvisation</p> <p>The National Association of Schools of Music (NASM) requires students to acquire the ability to compose, improvise or both at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulation of common elements in non-traditional ways. This course is designed to introduce the theoretical and practical applications of improvisation. It will satisfy an upper-level theory elective, which is required of all performance and composition majors. This course is currently being taught under MUS 468 Seminar in Research and Creative Activities and now requires an independent number.</p>   |
| MUS | 372  | <p>Advanced Orchestration</p> <p>The National Association of Schools of Music (NASM) requires students to acquire the ability to compose, improvise or both at a basic level in one or more musical languages, for example, the</p>   |

imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulation of common elements in non-traditional ways. This course is designed to introduce the theoretical and practical applications of improvisation. It will satisfy an upper-level theory elective, which is required of all performance and composition majors. This course is currently being taught under MUS 468 Seminar in Research and Creative Activities and now requires an independent number.

- MUS 379 A Survey of World Music  
The National Association of Schools of Music (NASM) requires students to have a basic knowledge of music history through the present time. Our current music history sequence does not address music outside of Europe. Students need exposure to western forms such as Japanese, African and South American music. The course would satisfy an upper-level elective required of all performance and composition majors and provide valuable information required on music education certification exams. The course has been taught in the past under MUS 468 Seminar in Research and Creative Activities and now requires an independent number.
- MUS 380W Opera Literature  
The National Association of Schools of Music (NASM) requires students to have a basic knowledge of music history through the present time. Our current music history sequence does not address music outside of Europe. Students need exposure to western forms such as Japanese, African and South American music. The course would satisfy an upper-level elective required of all performance and composition majors and provide valuable information required on music education certification exams. The course has been taught in the past under MUS 468 Seminar in Research and Creative Activities and now requires an independent number.
- MUS 381 Song History & Literature  
The National Association of Schools of Music (NASM) requires our students to possess an understanding of the repertoire in the student's major performance area and the ability to perform a cross-section of that repertoire. Song History and Literature would provide further exploration and understanding of the vast repertoire of vocal music. This class is a requirement for the revised Bachelor of Music, Vocal Performance Track and would also be an excellent upper-level elective for all music majors, especially vocal concentration students.
- MUS 382 Survey of Keyboard Literature  
The National Association of Schools of Music (NASM) requires the School of Music to provide an understanding of the repertoire in the student's major performance area, the ability to perform a cross-section of that repertoire, and knowledge of applicable solo and ensemble literature. MUS 482 Survey of Piano Literature will introduce the standard piano repertoire from the Baroque Era to the 20<sup>th</sup> Century. Piano majors would be required to study, discuss and perform this repertoire and thus fulfill the NASM requirement.
- MUS 383W Advanced Keyboard Literature  
This course will be part of a two-course sequence, continuing the study presented in MUS 482 Survey of Keyboard Literature. The course will examine in greater detail keyboard composers and their literature and the methods for research in the field. Offering two semesters of keyboard literature is compatible with other institutions' degree plans. MUS 483W Advanced Keyboard Literature will enhance the ideals suggested by the National Association of Schools of Music (NASM).
- MUS 410X Practicum in Music Therapy III  
The National Association of Schools of Music/American Music Therapy Association require students to have supervised pre-internship clinical experiences in community settings with at least three different populations. The School of Music currently meets this requirement with four semesters of MUS 210X. By deleting MUS 210X and adding specific course numbers for each semester of experience, instructors and supervisors will be able to specify and vary course assignments for each semester. Since the four semesters of experience already differ from each

other in many ways, specific course numbers will more appropriately reflect the nature of the courses. Assigning upper-level numbers will bring consistency to the numbering system, since students must be enrolled in upper-level courses concurrent with each of the practicum courses.

- MUS 411X Practicum in Music Therapy IV  
The National Association of Schools of Music/American Music Therapy Association require students to have supervised pre-internship clinical experiences in community settings with at least three different populations. The School of Music currently meets this requirement with four semesters of MUS 210X. By deleting MUS 210X and adding specific course numbers for each semester of experience, instructors and supervisors will be able to specify and vary course assignments for each semester. Since the four semesters of experience already differ from each other in many ways, specific course numbers will more appropriately reflect the nature of the courses. Assigning upper-level numbers will bring consistency to the numbering system, since students must be enrolled in upper-level courses concurrent with each of the practicum courses.
- MUS 422 Keyboard Pedagogy I  
The National Association of Schools of Music (NASM) requires an orientation to and experience with the fundamentals of pedagogy. NASM also strongly recommends the School of Music to provide opportunities for students to develop teaching skills, particularly as related to their major area of study. MUS 492 Piano Pedagogy I meets these requirements for piano majors. Offering Piano Pedagogy would be compatible with other institutions' degree plans as well. This course is currently being taught under MUS 468 Seminar in Research and Creative Activities and now requires an independent number.
- MUS 423 Keyboard Pedagogy II  
MUS 423 Piano Pedagogy II would be part of a two-course sequence and continue the concepts presented in Pedagogy I. MUS 422 Piano Pedagogy I concentrates on individual piano instruction while MUS 423 addresses group piano instruction. Many music schools such as Texas Tech University and Stephen F. Austin State University offer two semesters of pedagogy for their piano students. The course would further enhance the suggestions directed by the National Association of Schools of Music (NASM).
- MUS 473 Electronic Music  
The National Association of Schools of Music (NASM) requires students to gain an understanding of the relationships between theory and composition. This includes original and imitative work in composition, experience with acoustic and electronic media and a basic understanding of the relationships among musical structures. Electronic Music focuses on the theoretical and practical applications of composing music for electronic media. This course also prepares students to gain entry into graduate school and/or to enter the professional field of composing. Offering Electronic Music is compatible with offerings at other respected music schools such as The University of North Texas and the University of Texas at Austin.
- MUS 475 Film Scoring  
The National Association of Schools of Music (NASM) requests students have opportunities to explore areas of individual interest related to music in general or to the major. Film Scoring is a fast growing and legitimate career choice for composers and is of a strong interest to our composition students. Knowledge in this field will create versatile composers and provide greater opportunities for our graduates.
- MUS 484 Advanced Keyboard Sightreading  
The National Association of Schools of Music (NASM) requires the ability to read at sight with fluency from our music students. The objective of MUS 484 Advanced Keyboard Sightreading is to help each student understand the multi-faceted aspect that reading entails and isolate these aspects. Exercises are designed to improve individual weaknesses and help improve efficiency in reading music at sight. In doing this, students make musical and technical progress for

advancement in the art of music making. Ultimately, the course is designed to equip the student to excel in this fundamental and critical element in a successful career in the profession.

- MUS 485      **Advanced Keyboard Harmony**  
Piano majors and concentrators need to experience a broader keyboard harmony training, encounter new musical challenges and reach new heights of music making. The Advanced Keyboard Harmony Course is a necessary part of the training of pianists as artistic collaborators and soloists and will enhance the student's overall musicianship.
- ENS 310      **Collaborative Piano Chamber Music**  
The National Association of Schools 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. Ensembles should be varied both in size and nature and participation must continue throughout the baccalaureate program. The SHSU School of Music does not currently offer an upper-level ensemble for piano majors. ENS 310 Collaborative Keyboard Chamber Music is the upper-level ensemble required for the revised Bachelor of Music: Piano Performance Track as well as piano concentration students in other degree tracks. It is designed to further enhance the student's exposure to collaborative music, concentrating on sightreading skills, rhythmic control and the artistry required to perform with vocalists and instrumentalists.
- ENS 318      **Chamber Music**  
The National Association of Schools of Music (NASM) requires students to participate in ensembles that are varied both in size and nature. Ensemble participation should continue throughout the bachelor degree. While the SHSU School of Music offers several large ensemble opportunities, we do not currently offer any upper level small ensemble classes. ENS 318 Chamber Music will provide the necessary small ensemble experience upper level for the Bachelor of Music, Instrumental Performance Track; Bachelor of Music, Piano Performance Track; Bachelor of Music, Teacher Certification (instrumental emphasis) Track. ENS 318 Chamber Music will be an excellent elective for the Bachelor of Music in Music Therapy and the Bachelor of Music, Theory/Composition Track.
- ENS 319      **Opera Workshop**  
The National Association of Schools of Music (NASM) requires students to participate in ensembles that are varied both in size and nature. Even the SHSU School of Music has several large ensembles, we do not currently offer any upper level small ensemble classes for vocalists. ENS 319 Opera Workshop would provide a small ensemble experience for all vocalists. ENS 319 Opera Workshop would be a requirement for the revised Bachelor of Music, Vocal Performance Track and would provide a small ensemble experience for all upper level vocalists.

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

- MUS 378      **History of Music (Beethoven to the present)**  
Our current music history sequence is contained within four semesters: MUS 138W Survey of Music Literature, MUS 376 History of Music (Antiquity through Renaissance), MUS 377W History of Music (Monteverdi to Beethoven) and MUS 378W History of Music (Beethoven to the Present). In order to reduce the number of hours on all music degrees, the music history sequence will be condensed to a total of three courses. The fourth component in the sequence, MUS 378W History of Music (Beethoven to the present), would be no longer required and therefore need to be deleted.

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

- MUS 376      **History of Music (Antiquity through Renaissance)**  
TO  
**History of Music (Antiquity to J. S. Bach)**

- MUS 377W History of Music (Monteverdi to Beethoven)  
TO  
History of Music (J.S. Bach to the Present)  
Our current music history sequence is contained within four semesters: MUS 138W Survey of Music Literature, MUS 376 History of Music (Antiquity through Renaissance), MUS 377W History of Music (Monteverdi to Beethoven) and MUS 378W History of Music (Beethoven to the Present). In order to reduce the number of hours on all music degrees, the music history sequence will be condensed to a total of three courses. The reduction of courses will also allow other music history courses such as the proposed Introduction to World Music Cultures course to be offered without adversely impacting workload.
- ENS 110 Accompanying Class  
TO  
Keyboard Skills and Collaborative Techniques  
The current title implies only one topic is addressed: accompanying. The course is actually designed to discuss multiple issues such as reading at sight, keyboard harmony and rhythmic training in addition to accompanying skills. Also, “collaborative” is current terminology and has replaced “accompanying.” The proposed title is an accurate description of the course material.

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

**Department of Accounting**

**Courses to be Deleted**

- ACC 233 Basic Tax Concepts and Procedures  
The Department of Accounting offered this course as a service to the Entrepreneur minor and it became a required course in that minor. However, this requirement was dropped several years ago. Therefore, the course is no longer needed.
- ACC 432 Financial Statement Analysis
- ACC 468 Governmental and Not-for-Profit Accounting
- ACC 484 Advanced Income Tax
- ACC 486 Professional Ethics and Responsibilities  
The Department of Accounting recently received permission to offer a Master of Science in Accounting beginning in Fall 2008. As part of that new program, these four classes will be offered at the graduate level (ACC 533, ACC 568, ACC 584, ACC 586). In fact, a major reason for proposing the new MS in Accounting was the fact that many of the topics taught at the senior-level in the undergraduate program were better suited for graduate study. Therefore, the Department of Accounting wishes to delete these classes from the undergraduate inventory.

**Change in Course Number**

- ACC 581 TO ACC 599  
This course will serve as the Capstone class in the new MS in Accounting degree. The renumbering of this class will signal its position as the Capstone by giving it a number larger than any other course in the department.

**Department of General Business and Finance**

**Courses to be Added**

- GBA 367W Entrepreneurial Law  
No single activity is more important to the health of a small business or entrepreneurial firm than successfully coping with the legal issues such businesses face. Although we currently offer courses in legal environment and business law, the content of those courses does not expose students to actual legal strategies, procedures and documents dealing with the formation and operations of a new business. This course will provide expanded coverage of legal topics for the entrepreneurship minor and an additional elective for others seeking information on legal topics.
- GBA 466 Entrepreneurial Systems  
By focusing on the goals of increasing a firm's performance and ultimate value when offered for sale, this course offers content that is not present in the existing inventory of courses. The course deals with methods firms use to organize systems to increase their intellectual capital. The addition of this course will significantly strengthen our minor in entrepreneurship by addressing issues related to the traditional entrepreneurial business startup as well as the small family-owned business. Students will learn to structure, organize, and manage a firm that has the potential for extraordinary growth and extraordinary profitability whether the long-term strategy is for continued ownership or to attract outside buyers.

### **Change in Course Number**

GBA 461 TO GBA 261

- a. Presentation assignments are common in undergraduate business courses. Offering a course in business presentations at the 200 level would give students the opportunity to acquire fundamental skills in business speaking early in their program. Subsequently, they could apply their speaking skills to presentation assignments in other advanced business courses. These later speaking experiences would allow students to reinforce the principles and further develop their communication competency.
- b. A primary learning objective for COBA is to make our graduates “capable communicators” (AACSB International Fifth Year Maintenance Report 2000-2005, p.22). This goal implies the importance of oral communication competency. Thus, it makes sense to introduce principles of business and professional speaking early in the undergraduate business course of study.
- c. Taking this course at the 200 level would give students more flexibility later in their course of study, making it easier to fulfill subject-area graduation requirements and achieve career goals.
- d. Offering this course at the 200 level would provide an additional business course option for first- and second-year students.

### **Courses to be Deleted**

GBA 260 Word Processing

Relevant subject matter from this course has been included in GBA 180. The remaining material is no longer needed at the college level.

## **Department of Management and Marketing**

### **Courses to be Added**

MGT 563 Operations Planning and Control

Manufacturing planning and control (MPC) systems are essential to competitive success for companies in a rapidly evolving environment. The current curriculum does not provide a course that prepares the students to understand the interrelationships among planning and control activities in a manufacturing, service or project environment. The current curriculum does not address the planning and control of the inputs into the MPC system and the use of its outputs, nor how MPC systems align with company strategies as well as the implementation issues. The addition of this course will better prepare students for careers in operations management.

MGT 576 Staffing Organizations

This course will support a concentration in Human Resource Management (HRM) at the MBA level. This course is an integral part of HRM and, therefore, should be a part of the graduate-level concentration. At a recent meeting of Houston area Human Resource professionals, desire was expressed for a Human Resource Management concentration at the MBA level.

MGT 578 Seminar in Compensation Management

This course will support offering a concentration in Human Resource Management (HRM) at the MBA level. Currently, a major in HRM at the undergraduate level is offered, and includes MGT 472 Compensation as a required course. Such a course is an integral part of any HRM curriculum. Hence it should be a part of the graduate level concentration. At a recent meeting of Houston area Human Resource professionals, desire was expressed for a Human Resource Management concentration at the MBA level.

**Courses to be Deleted**

MKT 464 Internet Marketing  
MKT 571 Marketing Research  
There is no demand for these courses.

MKT 372 Advertising Principles  
The Marketing faculty believes that advertising is sufficiently covered in MKT 478; Marketing Communication and Promotional Strategy.

**Change in Course Title**

MKT 570 Marketing Seminar  
TO  
Marketing Management  
The title change is a more accurate description of the course content. Also, the emphasis on marketing management is more appropriate for the MBA program since the course covers managerial issues in addition to marketing content.

**Change in Course Number**

MKT 374 TO MKT 382  
MKT 376 TO MKT 383  
MKT 466 TO MKT 385  
MKT 477 TO MKT 387  
MKT 478 TO MKT 389

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.



## College of Criminal Justice Curriculum Report (Fall 2008)

### Courses to be Added

- CJ 533 Forensic Anthropology  
Forensic anthropology is an essential part of many forensic cases. Examining the human skeleton and producing a biological profile support law enforcement agencies in solving crimes. The MSFS is seeking accreditation from the Forensic Science Education Programs Accreditation Commission (FEPAC) this coming year. In addition to course offerings that cover the core forensic science topics, FEPAC specifies the need for graduate-level courses in specialized areas. Master's students in the forensic science program at SHSU are exposed to forensic anthropology as an elective course. They can utilize their acquired skills in anthropology as they pursue careers in the forensic science field.
- CJ 614 Forensic Science Capstone Course  
This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS is seeking accreditation from FEPAC this coming year. A formal, objective tool, comprehensive examination, thesis or research project is required. The MSFS is a non-thesis degree program involving 44-graduate credit hours. Creation of this capstone course will fulfill the research requirement necessary for accreditation purposes.
- The capstone course will be taken after the completion of the forensic science internship. Students must identify a project, submit a research proposal, complete interim and final reports, submit an abstract, and present the work orally in an open public forum in compliance with the guidelines of the American Academy of Forensic Sciences.
- CJ 671 Forensic Science Internship  
This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS is seeking accreditation from FEPAC this coming year. FEPAC requires all accredited programs to provide service to the forensic science profession and community through some form of communication or collaboration such as an internship. The program is required to demonstrate formal, regular interaction with at least one operational forensic science laboratory. Currently the MSFS collaborates with over two dozen forensic science laboratories both in and out-of-state. In the past, this activity has been conducted as part of CJ 670 (Internship in Criminal Justice). However, the laboratory-based internship in forensic science has unique scientific requirements and should retain a syllabus and course designation that distinguishes it from the criminal justice counterpart.
- Under normal circumstances students complete their internship during the summer between the first and second year in a crime laboratory, medical examiner's office, or independent forensic science laboratory.
- A faculty member of the College of Criminal Justice facilitates the internship process. This involves the identification of suitable laboratories, placement of students according to their discipline of interest, geographical location or other preferences, overseeing the screening process, criminal background check and facilitating the background investigation and necessary documentation required by each respective agency. Students must submit a preliminary report within two weeks of their official start date. Weekly reports are submitted thereafter, and a final report, summarizing their activities, project, research, and overall accomplishments is due at the close of the semester.

**Change in Course Number**

CJ 537 TO CJ 526

This course is taught as a two credit course. The course number change reflects the fact that it is a two credit courses and not a three credit course.

CJ 562 TO CJ 516

These courses are taught as one credit courses. The course number change reflects the fact that they are one credit courses and not three credit courses.

CJ 675 TO CJ 622

This course is taught as a two credit course. The course number change reflects the fact that it is a two credit courses and not a three credit course.

CJ 676 TO CJ 776

The justification for the change in course number is that the current course number creates a conflict with the faculty's FTE distribution and thus an inaccurate reporting of the faculty workload. Faculty is currently given .25 FTE for teaching course, but being that only doctoral students are allowed to register for the course faculty should be given .50 FTE. The course is designed to develop and train doctoral students for college teaching.

**Change in Course Title and Course Number**

CJ 561 Principles of Quality Assurance in Forensic Science

TO TO

CJ 624 Quality Assurance and Ethical Conduct in Forensic Science

This course is required to meet minimum graduate program standards established by the National Institute of Justice and the Forensic Science Education Programs Accreditation Commission (FEPAC). The MSFS is seeking accreditation from FEPAC this coming year. Ethics in forensic science is a required topic for the graduate curriculum. It can be incorporated into the quality assurance course with relative ease. The total number of credits for the course is two. The course number change is necessary to reflect the course credits.

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

**Department of Curriculum and Instruction**

**Courses to be Added**

CI	565	<p>Technology and Cognition</p> <p>The newly-approved Masters of Education in Instructional Technology Program prepares future technology liaisons in the business sector as well as the classroom, to effectively implement technology into best-practice instructional techniques, affording all learners the opportunity for academic success. Aligned with the International Society for Technology in Education (a Specialized Program Area for the National Council for Accreditation of Teacher Education), this course addresses standards required in the Technology Facilitator Program. The preliminary outline of the content for this course was included in the 2006-07 proposal for the Program.</p> <p>Technology and Cognition unites the theories on technology mindtools and cognitive styles, constructivist learning and technology, information processing and technology in education, and research on anchored instruction, a major paradigm for technology-based learning. The course also equips candidates with the essential knowledge, skills, dispositions, and ethics to be technology leaders in their businesses or school districts.</p>
EED	233	<p>Becoming a Teacher</p> <p>The course structure provides a framework for teacher candidates to make sense of what it means to teach and helps them to think in a more informed way about issues that affect initial concerns when making the decision to become a teacher. In addition, a framework for career-long professional development is provided. Emphasis is placed on the impact teachers have in the lives of students and their families; thus, the decision to become a teacher requires thoughtful, informed consideration. The concept of making choices as a teacher and taking responsibility for the consequences of those choices is a central theme. This course is designed to meet the TExES standards for teacher certification.</p>
EED	323	<p>Curriculum in Middle Grades</p> <p>Research indicates that teaching in grades 4-6 requires knowledge of curriculum relevant to upper elementary school settings and practice in planning interdisciplinary units and lessons for this age group. Candidates will become more effective through knowledge of curriculum planning, specific instructional strategies and assessment appropriate to the learners in grades 4-6. Horizontal and vertical alignment to state standards (TEKS) will be integral to the process. This course will be taken concurrently with ECE 323, which focuses on curriculum for grades EC-3</p>
EED	416	<p>Integrating Technology II</p> <p>This purpose of this course is to help candidates plan, organize, deliver, assess, and evaluate instruction for diverse learners in a public school, incorporating the effective use of technology at each level of the instructional cycle. This course is designed to meet the Texas standards for EC-6 and 4-8 certification, and national, state, and institutional standards for technology in education. The course will be taken during the Student Teaching semester concurrently with EED 491, EED 492 and other required courses.</p>
EED	417	<p>Assessment</p> <p>The focus of the EC-6 program is to help candidates be effective teachers by assessing the knowledge and skills of the children with whom they are working. Candidates will become more effective as they prepare to teach in EC-6 grades by having knowledge of planning assessment strategies to guide instruction and to use the assessment to make data-driven decisions. Emphasis will be placed on the integration of assessment with technology and working with diverse learners in student teaching. The course will be taken during the student teaching semester concurrently with EED 491, EED 492, EED 416 and ESL 415.</p>

- EED 427 Integrating Technology I  
This course will apply technology and computers to support instruction in various content areas in the EC-6 and 4-8 levels. Candidates will explore, evaluate, and utilize computer/technology resources to design and deliver instruction as well to assess student learning. Content is designed to meet the Texas standards for EC-6 and 4-8 certifications, and national, state, and institutional standards for technology in education.
- MLE 437 Integrating Literacy and Social Studies  
This course will help those candidates currently seeking 4-8 English-Language Arts-Reading/Social Studies certification connect theory and practice as they participate in field experiences working with children of this age group and continue in classroom practice after graduation. Current trends in Texas public schools reflect an increased demand for dual certifications in the middle grades and this course will help prepare candidates to integrate curriculum and instruction, whether they are teaching both subjects or working as part of a team. It is designed to meet the Texas standards for 4-8 certification. The course will be taken during the student teaching semester concurrently with EED 491, EED 492, and ESL 478 to provide practical application of knowledge and skills previously learned.
- MLE 438 Integrating Math and Science  
This course will help those candidates currently seeking 4-8 Math/Science 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. Current trends in Texas public schools reflect an increased demand for this dual certification in the middle grades and this course will help prepare candidates to integrate curriculum and instruction, whether they are teaching both subjects or working as part of a team. This course is designed to meet the Texas standards for 4-8 certification.

**Change in Course Prefix**

- CI 376 TO MLE 376  
SHSU students seeking certification in the Texas public schools in grades 4-8 take courses specifically designed to prepare them to teach in the middle grades. Having the prefix MLE (Middle Level Education) allows the course to be unique to the middle grades program and separates it from elementary (EED) and secondary (SED) programs. The only other courses with the CI prefix at this time are in the graduate programs, and having the MLE prefix will help avoid confusion on the part of students in distinguishing between the two programs.
- EED 533 TO CI 533  
SED 533 TO CI 533  
The recent change from the Master of Education in Secondary Education to Master of Education in Curriculum and Instruction dictates a need to change the course prefix from SED to CI to align the course titles with the degree.
- SED 560 TO CI 560  
The recent change from the Master of Education in Secondary Education to Master of Education in Curriculum and Instruction dictates a need to change the course prefix from SED to CI to align the course titles with the degree.

**Change in Course Title and Prefix**

- CI 375 Middle Level Education  
TO TO  
MLE 375 The Middle Level Child  
SHSU students seeking certification in the Texas public schools in grades 4-8 take courses specifically designed to prepare them to teach in the middle grades. Having the prefix MLE

(Middle Level Education) allows the course to be unique to the middle grades program and separates it from elementary (EED) and secondary (SED) programs. The only other courses with the CI prefix at this time are in the graduate programs, and having the MLE prefix will help avoid confusion on the part of students in distinguishing between the two programs. The new title more accurately reflects the content of the course.

EED 598 Internship in Elementary Teaching  
 TO TO  
 CI 598 Internship in Classroom Instruction

SED 598 Internship in Secondary Teaching  
 TO TO  
 CI 598 Internship in Classroom Instruction

EED 599 Internship in Elementary Teaching  
 TO TO  
 CI 599 Internship in Classroom Instruction

SED 599 Internship in Secondary Teaching  
 TO TO  
 CI 599 Internship in Classroom Instruction

These internship courses are no longer focused on either elementary or secondary instruction, but are instead focused on effective instruction at all levels. Therefore, the course prefixes and titles are being changed from the elementary focus EED 598/EED 599 and secondary focus SED 598/599 to an all-level focus on effective instruction represented by CI 598, Internship in Classroom Instruction and CI 599, Internship in Classroom Instruction.

Thus, the original four courses EED 598, EED 599, SED 598, and SED 599 are being collapsed into two courses, CI 598 and CI 599, to more accurately describe the focus of the internship courses.

### **Department of Educational Leadership and Counseling**

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

CNE 660 Student Services in Higher Education  
 This course will offer concepts of leadership and successful management of student services/student affairs in higher education which is currently not offered to masters or doctoral students. This will broaden program options to prepare candidates for student service positions in higher education. This course may be used as an elective for candidates in the Community Counseling (master's) and Counselor Education (doctoral) program.

CNE 664 Counseling for Addictions  
 The M.A. in Counseling program (Community Counseling specialization) is accredited by the Commission on Accreditation for Counseling and Related Education Programs (CACREP). A course focusing on addiction studies addresses standards for training in the area of mental health and dysfunction. This course will prepare candidates in the Community Counseling, School Counseling, and Marriage and Family Therapy specializations for successful field experience and employment in community mental health agencies and schools.

ASE 670 Campus Business Management  
 Since the decentralization of budgetary functions of public schools to the campus level, coursework is demanded that enables the principal to understand basic accounting and budgetary functions as well as the management of the school facility/plant. Included in this course is the management of the campus plant, campus budget and activity funds, personnel accounting,

instructional budgetary functions, translating student needs into the budget, state and federal funding, as well as the budget compilation process. This course update is needed for Texas State Board of Educator Certification accreditation and the National Council for the Accreditation of Teacher Education accreditation.

- ASE 680 Executive Leadership for Superintendents  
The Educational Administration program requires a quality superintendency certification program that enables candidates to assume the role of the contemporary superintendent or head of schools. This course consists of topics, content, and independent inquiry that address the specific and unique leadership needs of districts within the service area of the University. Additionally, this course is aligned with standards for Texas State Board of Educator Certification Superintendent Certification, the national standards of the National Council for the Accreditation of Teacher Education and Educational Leadership Constituency Council District Level accreditation, as well as standards for the Southern Association of Colleges and Schools accreditation.
- ASE 684 Practicum for Superintendents II  
To meet the suggestions of practicing exemplary superintendents in the SHSU Educational Leadership service area who have served on a departmental Advisory Board, a second course for the superintendency practicum was developed. This course provides specific opportunities, independent inquiry, and experiences that are necessary for the dispositional and affective elements of the superintendency as candidates learn to manage organizational behavior and district performance. Additionally, this course is aligned with standards for Texas State Board of Educator Certification Superintendent Certification, the national standards of the National Council for the Accreditation of Teacher Education and Educational Leadership Constituency Council District Level accreditation, as well as standards for the Southern Association of Colleges and Schools accreditation.

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

- ASE 630 Public Information and Community Relations  
To meet the suggestions of practicing exemplary superintendents in the SHSU Educational Leadership service area who have served on a departmental Advisory Board, a second course for the superintendency practicum was developed. This course provides specific opportunities, independent inquiry, and experiences that are necessary for the dispositional and affective elements of the superintendency as candidates learn to manage organizational behavior and district performance. Additionally, this course is aligned with standards for Texas State Board of Educator Certification Superintendent Certification, the national standards of the National Council for the Accreditation of Teacher Education and Educational Leadership Constituency Council District Level accreditation, as well as standards for the Southern Association of Colleges and Schools accreditation.

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

- ASE 695 TO ASE 682  
Course number will be changed to better reflect the sequence of courses that pertain to the superintendency certification program.

#### **Change in Course Title and Course Number**

- ASE 664 Finance  
TO  
ASE 681 District Business and Financial Management  
The content of this course remains basically the same; however, the name has been changed to accurately reflect the intended audience and to match the course sequence for the superintendency program. This course is available to only candidates moving through the superintendency cohorts.

ASE	673	Practicum in School Administration (Superintendency)
TO		TO
ASE	683	Practicum for Superintendents I

The content of the course will remain the same; however, the course name was changed to reflect the actual course intention and to reduce confusion for the candidates. Additionally, the number was changed to reflect the sequence of numbers related to the superintendency certification program.

### **Department of Health and Kinesiology**

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

KIN	375	Teaching Secondary Physical Education This course will require pre-service teachers to participate in observation and teaching of physical education in diverse settings within partner schools. Pre-service teachers will learn, analyze, and implement contemporary physical education programs to assist secondary learners in becoming life-long physically-active individuals. Candidates will apply knowledge and skills to assist learners in developing fitness and skills, will learn to organize large groups, will assess student performance, and will work with individuals with disabilities in a physically-active setting.
KIN	570	Sport Marketing: Theory and Practice Marketing is one of the most complex and important functions of sport organizations. The sport industry, itself, has a unique marketing structure that focuses on a number of theoretically based concepts and strategic practices. This course is needed to prepare students to gain an enhanced understanding of current sport marketing concepts, including market definition, consumer analysis, market segmentation, product positioning, promotion, and marketing communication. 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). In addition, regional needs of professional and collegiate sport organizations will be better met by preparing students for internships and professional experiences.
KIN	571	Sport Finance and Sales In recent years, while salaries and costs have escalated astronomically in professional and intercollegiate sports, many traditional sources of revenue have failed to match these increases. For the sport manager, this has created great pressure to identify new and larger sources of revenue. This course will provide students a general overview of many of the traditional and innovative revenue acquisition methods available for sport managers. 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). In addition, regional needs of professional and collegiate sport organizations will be better met by preparing students for internships and professional experiences.
KIN	573	Event and Facility Management Sport facilities are often comprehensive multi-purpose structures that require specific tactics and strategies for successful operation. Consequently, topics such as security, concessions, design considerations, and facility maintenance are all key concerns with which students should be familiar. This course will focus on discussion of these and other facility-related operational topics. In addition, sport event production, sport event revenue streams, and sport event promotion will be addressed. 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). In addition, regional needs of professional and collegiate sport organizations will be better met by preparing students for internships and professional experiences.

- KIN 576 Instructional Models of PE and Health  
This course is proposed for addition to the M.Ed. in Curriculum and Instruction with emphasis in EC-12 Physical or Health Education. It will expand competencies of pre-service and in-service teachers in the field. Content focuses on principles for effective teaching of EC-12 learners through examination and development of instructional models obtained from current research, inquiry, and practical field experiences. This course has been previously offered as a special topics course.
- KIN 578 Applied Motor Development in PE  
This course is being proposed for addition to the M.Ed. in Curriculum and Instruction and M. Ed. in Instructional Leadership. This course is needed to meet the needs of pre-service and in-service teachers in the field and will focus on principles that will enable graduates to effectively teach students in EC-12 physical education programs. Students will have an opportunity to apply current research and theory in the field of applied motor development in Physical Education.
- KIN 580 Standards of a Physical Educator  
This course prepares candidates for the challenges of teaching physical education. Emphasis is placed on qualitative and quantitative research through literature review and case study of a public school physical education program. It will provide students with a general overview of the knowledge and skills that are necessary to be a successful physical educator as stipulated by the National Association of Sport and Physical Education (NASPE) and the National Council for the Accreditation of Teacher Education (NCATE).

**Change in Course Number**

KIN 321 TO KIN 363

The proposed change in course number and credit hours is to accommodate an expanded version of KIN 321. With the state and national concerns about evaluation and accountability in education, physical educators are being required to document students' achievements in motor skills and various components of fitness. Therefore, greater depth and expansion of assessment-related material is needed.

KIN 322 TO KIN 364

The proposed change in course number and credit hours is to accommodate an expanded version of KIN 322. This will allow instructors to incorporate more laboratory experiences to enhance students' knowledge of the content. Also, this will provide the pre-service teacher candidates with improved ability to instruct others in acquisition of motor skills when teaching in the public and private school physical education settings.

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

**Courses to be Added**

ESL 314 Integration of English Language Learning I

This course is designed to prepare EC-6 Grades certification candidates to address the language and academic needs of English Language Learners (ELL) in public schools as applied to literacy learning and instruction. Many current practicing teachers have limited English proficiency students in their classrooms and school district administrators are increasingly requiring all teachers to be certified in English as a Second Language (ESL). This 1-hour course, along with ESL 414 -Integration of English Language Learning II and ESL 415 Integration of English Language Learning III, will prepare teacher candidates to take the additional Texas certification examination for an ESL supplement. Specifically, this course addresses language and literacy acquisition for ELL students and appropriate literacy methods, strategies and techniques for English Language Learners. Field-based instruction in public schools will permit candidates to apply their knowledge with English Language Learners.



- ESL 414 Integration of English Language Learning II  
This course is designed to prepare EC-6 Grades certification candidates to address the content learning needs of English Language Learners (ELL) in public schools. Increasingly principals are requiring teachers to be ESL certified before hiring. This 1-hour course, along with ESL 314 - Integration of English Language Learning I and ESL 415- Integration of English Language Learning III, will prepare teacher candidates to take the additional Texas certification examination for an ESL supplement. Specifically this course addresses differentiated instruction and content area (math, science, health, and social studies) adaptations for English Language Learners. Field-based instruction in public schools will permit our candidates to apply their knowledge with English Language Learners.
- ESL 415 Integration of English Language Learning III  
This course is the third one-hour course in the sequence designed to prepare EC-6 Grades certification candidates to address the content learning needs of English Language Learners (ELL) in public schools. This final course addresses the selection, modification, and/or development of appropriate assessments for English Language Learners. Candidates learn to interpret the results of standardized tests used in Texas ESL programs and classrooms. Field-based instruction in public schools will permit candidates to apply their knowledge with English Language Learners.
- ECE 323 Curriculum for Early Childhood  
Research indicates that teaching in Early Childhood through Grade 3 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 EC-3 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. This course will be taken concurrently with EED 323, which focuses on curriculum for the 4-6 grades. It will be required of all EC-6 certification candidates and is an essential component of the new restructuring of the teacher preparation program to meet current state standards for the Early Childhood through Grade 6 certification.
- ECE 566 Development of the Young Child  
This course in the study of infant, toddler, and young child development addresses the National Association for the Education of Young Children (NAEYC) standards of Quality Early Childhood Teacher Education Programs. It will expand the student's knowledge base to the early years of child development. The class was previously offered as an Early Childhood course when SHSU offered a Masters in Early Childhood Development. The course was dropped in the Fall of 2002. The early childhood courses are now a minor area of study in the Master's of Curriculum and Instruction 12/12/12 plan.
- RDG 383 Content Area Reading in the Middle Grades  
Teachers in grades 4-8 are responsible for students' proficiency in reading in their content disciplines. Mandated standards and assessments in science, math, social studies, and language arts emphasize the need for students to learn from content area materials and to connect reading across all content areas. This course is designed to prepare candidates in these areas of specialization to teach reading across the disciplines.  
  
Certification requirements are changing for candidates who especially wish to teach in grades 4-8. Candidates will now be certified to teach either in the composite areas of Reading/Language Arts and Social Studies or Science and Math. This course is part of the design of the curriculum to meet the requirements in these new certification areas as well as the Math 4-8 certification.
- RDG 385 Vocabulary and Word Study in the Middle Grades  
Teachers of grades 4-8 are responsible for helping students learn the vocabulary specific to their discipline. At this time, candidates seeking middle school certification receive only 2-3 class sessions related to general word study. This course is designed to provide these candidates the

extended study of research-based best practices in vocabulary assessment and instruction essential to adequately addressing middle school students' needs. RDG 385 will be a required course for all candidates seeking middle school teaching certification.

- RDG 420 **Content Literacy in EC-6**  
 Every teacher in grades K-12 is responsible for all students achieving high levels of literacy. Mandated standards and assessments in science, math, and social studies emphasize the need for students to read and write effectively in these areas. EC-6 teachers must deliberately connect reading and writing and the content areas. This course is designed to present theory and pedagogy for candidates seeking EC-6 certification in order that they may effectively use reading and writing across the curriculum. Through this course, candidates will be prepared to meet the literacy needs of students in all disciplines.
- RDG 795 **Advanced Studies in Literacy Research**  
 This course will allow doctoral students to learn and apply mixed-methods models to their research agendas. It will extend their research experiences beyond the limits of strictly qualitative or quantitative and allow for more applicability of their future research efforts. Social Science research continues to stress the importance of analyzing data from a variety of perspectives. Expertise in the mixed methods model will encourage doctoral students to examine data from multiple perspectives.
- SPD 332 **Behavioral Principles**  
 Applied Behavior Analysis is the intervention strategy with the strongest scientific base to address the needs of children with Autism Spectrum Disorders. Autism is a disability that is growing, as shown by a 2007 Center for Disease Control estimate that 1 in 150 children have Autism Spectrum Disorders. For this reason, there is a high demand for individuals trained to work with children with Autism. The International Behavior Analysis Certification Board requires three courses for certification as an Associate Behavior Analyst. This course is the first in a sequence of three courses that provide the academic foundations for Board Certification as Associate Behavior Analyst. The proposed course would increase the professional opportunities of individuals who are currently minoring in Special Education, but who do not desire to work in a school setting.
- SPD 333 **Behavioral Assessment, Intervention, and Evaluation**  
 Applied Behavior Analysis uses distinct intervention methodologies, assessment, and data analysis. This proposed course is the second in a series of three that are required for International Certification as an Associate Behavior Analyst (BCABA). The Behavior Analysis Certification Board requires the content that is addressed in this course. Associate Behavior Analysts need specific training in assessment, intervention, and evaluation in order to implement research-based methodologies for children with Autism and related disabilities.
- SPD 334 **Behavior Intervention and Research Methods**  
 This course is the third in the required sequence for certification from the International Behavior Analysis Certification Board. There is a strong demand for research-based methodologies for children with autism and related disabilities, and this proposed course will prepare students to conduct and evaluate applied behavior analytic methodology, as well as implement research-based interventions for children with disabilities.
- SPD 733 **Instructional Practices in Special Education**  
 This would be a new course beyond the existing graduate programs in Special Education. This Ph. D level course would expand and enhance graduate learning experiences enabling doctoral students to pursue research interests in the field of special populations and disabilities. Students in Reading, Educational Leadership, Counseling, and Psychology doctoral programs could choose this course as an elective.

**Changes in Course Title**

- ECE 273 Curriculum in the Public Schools  
TO  
Early Childhood Cognition  
The content of the course as it currently exists includes an examination of 1) curriculum development, standards, and evaluation for preschool and primary grades, 2) early childhood theories, 3) models, and 4) developmentally appropriate instructional practices. The curriculum portion (1 above) is being moved to the proposed new ECE 323 Curriculum in Early Childhood course. The remaining content of ECE 273 (2-4 above) will be augmented by the addition of early childhood state and federal laws, regulations and programs. This title change more accurately reflects the course content that was recently revised to prepare students for new EC-6 certification.
- RDG 471 Reading in the Middle Grades  
TO  
Reading and Language Arts in the Middle Grades  
This change in title to encompass both language arts as well as reading more accurately reflects the content of the course and more clearly matches the middle school standards and certification exams established by the state of Texas.
- SPD 698 Research Methods in Behavior Analysis  
TO  
Thesis I—Research Methods in Behavior Analysis  
The requested change in the title makes the course sequence consistent with what was approved by the International Behavior Analysis Certification Board, the accrediting agency for the Low Incidence Disabilities and Autism (LIDA) program area. Students study various research methods appropriate to the Behavior Analysis field and prepare a literature review and thesis proposal in this course.
- SPD 699 Thesis  
TO  
Thesis II  
This proposed title change is consistent with certification standards for the International Behavior Analysis Certification Board, the accrediting agency for the Low Incidence Disabilities and Autism (LIDA) program area, and differentiates this course from the Thesis I course. Students collect and analyze their research data and write their research thesis in this course.

**Changes in Course Number**

- SPD 478 TO SPD 378  
The new Early Childhood through Grade 6 certification standards for teachers necessitates candidates taking the course earlier in their sequence of coursework. Changing the number from senior-level to junior-level reflects more accurately when candidates should take this course.

**Change in Course Prefix**

- BSL 478 TO ESL 478  
This course will be required in the new EC-6 certification program leading to supplemental certification in English as a Second Language (ESL). Changing the course prefix will make clear that the intent and the content of this course are directed toward ESL and not bilingual education (BSL).

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

**Department of English**

**Courses to be Added**

ENG 535 Workshop in Teaching Writing  
In 2006, SHSU was awarded a grant by the National Writing Project to establish the Sam Houston Writing Project with a continuation grant in 2007. The SHWP is a collaborative venture with the Department of Language, Literacy, and Special Populations (in the College of Education). We enroll up to 16 graduate students primarily in two graduate courses of study--(1) English and (2) Language, Literacy, and Special Populations. These students are either already teaching in the public schools or plan to do so; thus, this intensive workshop in writing and in the language arts supports their work as teachers. Students may apply the full six hours (three in English and three in Reading) to their master's degree requirements.

**Department of Foreign Languages**

**Courses to be Added**

ARB 131 Elementary Arabic I  
Arabic is spoken by more than 260 million people in the Middle East and is today of great political and cultural importance. Since 9/11 the demand for Arabic instruction in the United States has increased dramatically. This is true at SHSU as it has been elsewhere. In the fall of 2005, 12 students signed up for first-semester Arabic (offered as FL 261Y). In the fall of 2006, 38 students signed up for the same class. This is an increase of more than 200 percent. Students who have taken the Arabic course or expressed an interest in the course come from the departments of Criminal Justice, Political Science, History, Foreign Languages, and English.

ARB 132 Elementary Arabic II  
Arabic is spoken by more than 260 million people in the Middle East and is today of great political and cultural importance. Since 9/11 the demand for Arabic instruction in the United States has increased dramatically. This is true at SHSU as it has been elsewhere. In the fall of 2005, 12 students signed up for first-semester Arabic (offered as FL 261Y). In the fall of 2006, 38 students signed up for the same class. This is an increase of more than 200 percent. Students who have taken this course come from the areas of Criminal Justice, Political Science, History, Foreign Languages, and English. This course expands the language options for students and will support the proposed Middle Eastern Studies minor.

ARB 263 Intermediate Arabic I  
Arabic is spoken by more than 260 million people in the Middle East and is today of great political and cultural importance. Since 9/11 the demand for Arabic instruction in the United States has increased dramatically. It is true at SHSU as it is elsewhere. Enrollment between the fall semesters of 2005 and 2006 increased by 200 percent. Students who have been taking Arabic come from the areas of Criminal Justice, Political Science, History, Foreign Languages, and English. The second year of language study is essential for obtaining fluency. This course expands the language options for students and will support the proposed Middle Eastern Studies minor.

ARB 264 Intermediate Arabic II  
Arabic is spoken by more than 260 million people in the Middle East and is today of great political and cultural importance. Since 9/11 the demand for Arabic instruction in the United States has increased dramatically. This is true at SHSU as it is elsewhere. Enrollment between the fall semesters of 2005 and 2006 increased by 200 percent. Students who have been taking Arabic come from the areas of Criminal Justice, Political Science, History, Foreign Languages, and

English. The second year of language study is essential for obtaining fluency. This course expands the language options for students and will support the proposed Middle Eastern Studies minor.

- ARB 380 The Contemporary Arab World  
Many students have expressed strong interest in learning more about the Arab world. This is particularly the case with students who have been taking Arabic-language courses. Since 9/11 the demand for Arabic instruction in the United States has increased dramatically. This is true at SHSU as it is elsewhere. In the fall of 2005, 12 students enrolled for first-semester Arabic (offered as FL 261 Y). In the fall of 2006, 38 students enrolled for the same class. This is an increase of more than 200 percent. This course will provide deeper knowledge of the culture through language. This course will support the proposed Middle Eastern Studies minor.
- ARB 475 Individual Readings in Arabic  
Arabic is becoming a part of the regular language offering of the Department of Foreign Languages. As in other language studies, a 475 class for Arabic allows students to work independently with an instructor on topics of interest. Furthermore, several students are expressing interest in doing extra work on language, literature, or culture.
- FL 463 Methods of Teaching Secondary Foreign Languages  
Methods of Teaching Secondary Foreign Languages is designed as a methods course in second language acquisition. This course will present information and materials for Second Language Teachers that will enhance their teaching. Currently, SHSU does not offer this course, either in the Department of Foreign Languages or in the College of Education.

### **Department of Family and Consumer Sciences**

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

- FCS 278 Special Topics in Family and Consumer Sciences  
Students sometimes need to take freshman-and sophomore-level courses through the Family and Consumer Sciences Alliance. The only present option for registration is a senior-level research problems course. Using a sophomore-level number will more accurately record level of course material and will avoid giving upper-level credit for lower-level course content. The FCS Distance Education Alliance (informally known as the FCS Alliance) is a consortium of all the public universities in the State of Texas that offer teacher certification in Family and Consumer Sciences. Several years ago, this certification was suffering not only from a lack of qualified graduates to fill openings state-wide but also from a lack of students wanting to pursue this degree/certification. One of the hindrances to pursuing this degree was that often on a single campus there were not enough FCS teacher certification majors to make the required classes. Based on the model developed by the Great Plains Distance Education Alliance for FCS, and working through the office of the Texas Education Agency, nine universities in the State of Texas formed a distance education alliance of their own.
- FCS 288 Building Systems for Interiors  
The purpose of this course is to incorporate understanding of building systems into the design program. Discussion of building systems has been introduced in other courses taken by interior design majors (FCS 364 and IT 263). FCS 364, which is proposed to be moved to a 200 level, will still give students an introduction, but that class heavily focuses on design theory and materials. This course allows the student to understand the complexity of each system and how systems are integrated into the completed building. Students will be able to develop a broad range of drawings to communicate design solutions which will benefit them as they progress to upper level design courses and then into the interior design industry. This course will also assist the program's accreditation process. This course aligns with standards for accreditation from the Council for Interior Design Accreditation (CIDA).

- FCS 337 Design Process  
 After working through the self study process for the interior design program's accreditation, it was determined that an additional transitional course is needed between the sophomore architectural graphic course and the senior applications course. This course will enhance the students' design process and application of 3-dimensional (volumetric) study of space.
- This course will provide the students opportunity to investigate development of design ideas as well as link architectural drawing skills (FCS 287) to project implementations.
- This course aligns with standards for accreditation from the Council for Interior Design Accreditation (CIDA).
- FCS 338 Residential Design  
 The purpose of this course is to separate residential design from commercial and enhance it with greater emphasis on breadth of projects. Residential design has been covered in part through FCS 430 & FCS 431 Design Applications I & II along with commercial design. As a course devoted to residential design, the student will gain experiences in residential design of various sizes and types, as well as practice in the technical forms of communicating design ideas.
- This course aligns with standards for accreditation from the Council for Interior Design Accreditation (CIDA).
- This change to the interior design curriculum will additionally provide an opportunity to expand the focus of FCS 430 and FCS 431 commercial design in Interior Design Applications I and II with greater breadth of projects, as well as the opportunity for sustainability and green design to be applied within projects developed by students.
- FCS 445 Middle and Far Eastern Foods and Culture  
 This course is needed for the upper-level electives in the Dept. of Family and Consumer Sciences and could be an elective for the proposed minor in the Middle Eastern Studies. Also students majoring in Food Science and Nutrition or Family and Consumer Sciences are in need of an elective that relates to their field. This course will enhance the understanding of the food patterns and religious diversity of the US population.

**Change in Course Title**

- FCS 140 Introductory Construction  
 TO  
 Introductory Soft Textiles Construction  
 The recommendation for title change for this course is to avoid confusion between soft textiles construction and building construction as taught in the interior design and construction management programs.
- FCS 377 Design Problems, Codes and Standards  
 TO  
 Codes, Standards and Facility Maintenance  
 This course covers building codes and standards, both in regard to construction and in regard to maintenance of commercial spaces. The largest population of students for this course is within the interior design program, and with the addition of the two junior-level studio courses, the design problems aspect of the course will be reassigned to those courses. Therefore, a portion of the course will be re-focused on facility maintenance for commercial spaces, and the new title reflects that re-focus. The catalog description also will be updated in the on-line catalog and in the hard copy of the catalog at the next publication date.

- FCS 430 Interior Design App. I  
TO  
Commercial Design I  
The recommendation for title change for this course is to update the title to better reflect the content of the course as other course content is to be moved to two new junior level courses, FCS 337 and FCS 338.
- FCS 431 Interior Design App. II  
TO  
Commercial Design II  
The recommendation for title change for this course is to update the title to better reflect the content of the course as other course content is to be moved to two new junior level courses, FCS 337 and 338. This course will incorporate the addition of design solutions using sustainability and green design.

**Change in Course Number**

- FCS 140 TO FCS 130  
The reason for the request to move this course from a four-hour to a three-hour course is to better meet the needs of a reduced-hour curriculum. By reducing laboratory project assignments, the course would be structured as having two hours of lecture per week (as it is currently) and two hours of laboratory per week (as opposed to four hours per week as it is currently).
- FCS 342 TO FCS 330  
The reason for the request to move this course from a four-hour to a three-hour course is to better meet the needs of a reduced-hour curriculum. By reducing laboratory project assignments and allowing students to complete work started in the laboratory before the next assigned laboratory time, the course would be structured as having two hours of lecture per week (as it is currently) and two hours of laboratory per week (as opposed to four hours per week as it is currently).
- FCS 362 TO FCS 462  
The request to move this course from a junior-level course to a senior-level course is that the course covers presenting oneself on paper or in an electronic format, including resume writing, writing of cover letters, and preparation of a portfolio, all of which are preparatory to presenting oneself to prospective internship supervisors, employers, etc. These activities are more appropriate during the senior year because the student will have had a chance to complete the kinds of projects and activities that should be included in an electronic portfolio.
- FCS 364 TO FCS 264  
The reason for the request to move this course to the sophomore level is to better structure the interior design curriculum's sequence of content. As students gain knowledge of interior design theory and materials at this stage, they will be better prepared to enter the new junior-level design courses that focus on application of theory to the design process and development of residential design. This move will also assist with aligning the courses in relation to the accreditation process. The reduction of this course from a junior to a sophomore level will have minimal impact on the students' ability to gain the 42 advanced credit hours needed to graduate since two new interior design courses are being requested, and the FCS teacher certification students take several four-hour 300 and 400- level courses.
- FCS 432 TO FCS 332  
The reason for the request to move this course is to strengthen the interior design curriculum at the junior level and to increase application of lighting in senior design projects. Currently, this course is taken in conjunction with senior year and projects are developed separately. As a junior course, students will understand the basic principles of lighting and be able to apply them to smaller scope projects, and then move toward applying them to larger scope commercial projects in the senior

year. This move will have no impact on the number of advanced hours. This recommendation also will assist the program's efforts in achieving accreditation and meeting national standards.

### **Department of History**

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

- |     |      |   |
|-----|------|---|
| HIS | 362W | <p>The Middle East, 500-1700</p> <p>This course will provide another non-Western component to the history curriculum and will afford students the opportunity to study the history of one of the major civilizations of the world. While the area we know today as the Middle East was the center of gravity of Islamic Civilization, Islam radiated well beyond that region. Islam was the first world civilization which encompassed much of the old world (Africa, Asia and Europe). From China to Spain, from Russia to Indonesia, from the Sudan to the Balkans, Islam interacted with and influenced other civilizations. World history cannot be fully understood without an understanding of the history of the Classical Middle East.</p>  |
| HIS | 338  | <p>Economic History: Industrial Revolution to the Present</p> <p>This course will provide students with exposure to central events in history not covered by, but fully supplemental to, the current curriculum. The course is consistent with the Department's commitment to American history and at the same time has a distinct global aspect. Professors in the College of Business have informed the History Department that this course would also make for a valid elective for their students.</p>  |
| HIS | 467  | <p>The American South</p> <p>This course provides an advanced examination of the development of the American South with an emphasis on the critical role of race in shaping southern identity among the peoples of the region. Southern culture will be combined with political and economic history to provide a multi-faceted portrait. This course provides students the opportunity to grasp the importance of the South in shaping American identity before and after the Civil War.</p>   |
| HIS | 540  | <p>Recent African-American History</p> <p>Currently, the Department of History has no graduate course that underscores the African American experience in United States history. Covering the last 142 years of United States history, the course gives cursory depiction of African American life and culture since the conclusion of the Civil War. Defining African Americans as actors and doers, and not merely individuals, families, and sub-groups acted upon, the course gives students as educators and future scholars a unique and critical analysis of African Americans in the United States, American history, race relations and ethnicity, and socioeconomic indicators. It complements the department's diverse faculty, student body, and important mission of teaching. The course especially bolsters the department's developing emphasis on social history, particularly as more faculty write and research African American, women's, immigration and ethnic, civil rights, and cultural history.</p> |
| HIS | 580  | <p>American Historiography</p> <p>This course is an intensive readings course for graduate students in the major topics of interest among historians of the United States. Students will develop knowledge of the major works of American historians (historiography) to refine their research and analytical skills. This course links the current topically focused graduate courses through a historiographical approach fundamental to this discipline and the professional skills expected of historians at the Master's level.</p>  |



### Change in Course Title

HIS 336 Modern Middle East  
TO  
Middle East Since 1700  
To be done in conjunction with HIS 335 (see above New Courses) as part of effort to expand SHSU course offerings as part of potential inter-disciplinary Middle East minor. The Middle East has become such an important topic that increased study across two separate courses is necessary.

### **Department of Political Science**

#### Courses to be Added

- POL 374 Quantitative Methods for Political Science  
This course is crucial for supporting the current and future Political Science curriculum by providing students more sophisticated techniques for understanding, studying, and practicing the discipline. This course will benefit students by giving them tools to better understand their other courses—particularly those in which advanced methodology is employed. Additionally, this course will better prepare students for top graduate schools in the field of Political Science—the majority of which offer quantitative analysis as a field of emphasis. This course was initiated and developed after discussion with graduate-level administrators and professionals in the discipline. We have two semesters of experience teaching this course as a special topic, and we find that teaching statistics in the context of the discipline gives our students better understanding and appreciation of the techniques related to understanding their discipline.
- POL 386 W International Political Economy  
This course is important in that it will help students to understand the global markets, the political decisions made nationally and internationally, and the impact of the global economy on the human condition and the environment. This topic is a sub-field of political science and is a common offering in political science departments.  
  
Program Compatibility: This course fits well with our current International Relations and Comparative Politics courses and is also compatible with the Public Administration/Public Policy focus.
- POL 434W Constitutional Law I: Civil Rights and Liberties  
Pedagogically, it makes sense to teach constitutional law in two separate courses as proposed above. The two component areas of the law -- 1) civil rights and liberties; and 2) governmental powers and state-federal relations -- need to be taught as they are articulated by the courts and studied by scholars. The scope (as well as volume of case law) on constitutional law is too broad to be taught in a one-semester course. Students would benefit greatly by turning the one-semester course (POL 433 to be dropped) into a two-course sequence. Today, constitutional law is taught in this manner in most universities and colleges.
- POL 435W Constitutional Law II: Governmental Powers/State-Federal Relations  
Pedagogically, it makes sense to teach constitutional law in two separate courses as proposed above. The two component areas of the law -- 1) civil rights and liberties; and 2) governmental powers and state-federal relations -- need to be taught as they are articulated by the courts and studied by scholars. The scope (as well as volume of case law) on constitutional law is too broad to be taught in a one-semester course. Students would benefit greatly by turning the one-semester course (POL 433 to be dropped) into a two-course sequence. Today, constitutional law is taught in this manner in most universities and colleges.
- POL 477W Gender and Political Theory  
This course adds to the curriculum of the Political Science Department by introducing new content. Currently, Political Science courses do not examine Political Theory through the perspective of gender. While on the one hand, this new course will contribute to diversity of

perspectives across our campus, on the other hand, it will also create a significant addition to electives. The current Political Philosophy survey course (POL 377) is an elective only as part of the Social Science Composite, and it is a requirement for Political Science majors. The only other current course in Political Theory proper is American Political Thought (POL 378). Adding a new course will strengthen the offerings in Political Theory and Political Philosophy.

- POL 483W International Human Rights  
 Currently, offerings in the field of International Relations and Comparative Politics do not include a course dedicated to the study of human rights. This is an important sub-field in political science and is relevant to issues facing the international community and the United States. Most political science programs include a basic course in human rights, which is generally quite popular with the students. Given the current political climate, the issues of torture and human rights violations are of concern to many students. This course would enhance the students' understanding and knowledge of human rights, what constitutes a human rights violation, including what responsibility states have to their citizenry, and what role international institutions play in pursuing the realization of human rights. It is also important for students to recognize that human rights violations go beyond the obvious violations against the person to include the right to basic human needs. This is important in that recent research indicates that issues, such as poverty, are indeed linked to terrorist activity.

**Program Compatibility:**

This course would support our current offerings and offer the student an in-depth analysis of one particular area of International Relations.

**Courses to be Deleted**

- POL 410 Seminar in Political Science  
 This one-hour course is no longer required. We are accomplishing its goals in other classes. Eliminating it moves us closer to meeting the 120-hour mandate.
- POL 433 Constitutional Law (if POL 434 and 435 are approved)  
 We are dividing the course into two parts; see above. If that is approved, the course would be unnecessary.

**Department of Psychology and Philosophy**

**Courses to be Added**

- PHL 461W Philosophy of Mind & Consciousness  
 There is a several part reply to this question:  
 (1) A course like Philosophy of Mind is a standard component of the Philosophy curriculum and thus is needed to strengthen the Philosophy Major. For evidence of how standard this course is, one can consult the undergraduate catalogs of some of our sister institutions. There one will find these courses listed:
- TAMU  
 PHIL 320 Philosophy of Mind  
 Relation of mind to body, nature of thought and knowing, the free will problem, death, and immortality.
- UT Austin  
 PHL 323M Philosophy of Mind  
 This course examines the place of mind in nature. Topics covered include whether a machine could think, the Turing Test, the reduction of the mind to the brain, whether consciousness can be captured materialistically, the nature of personal identity, and mental imagery.

University of Houston

PHIL 3334: Philosophy of Mind

Prerequisite: six semester hours in philosophy or consent of instructor. The mind body problem, perception, personal identity, consciousness, and freedom.

(2) The reason that Philosophy Program did not incorporate this course into the curriculum many years ago is simply that the Program was extremely short-handed. But now with the addition of Dr. Neisser, we can expand our offerings.

(3) Furthermore, this course is squarely in Dr. Neisser's area of expertise, an area in which he has a continuing stream of published research, and the Philosophy Program hired Dr. Neisser with the explicit understanding that he was to develop and offer a new course in his area of specialization.

(4) Finally, the Philosophy Program is part of a Department of Psychology and Philosophy. It is hard to imagine a Philosophy course with more immediate relevance to a Psychology major or minor, and we expect that this course will be well-subscribed on that account alone.

### Department of Sociology

#### Courses to be Added

- SOC 438W Sociology of Disaster  
The Sociology of Disaster is a strong addition to the current curriculum because it offers advanced students empirical investigation of natural, technological and human-initiated events and how they differentially impact societies and groups within societies. An exploration of how race, ethnicity, gender, age, class, power and culture shape disasters and the response to and recovery from them will provide students with the opportunity to use sociological concepts to understand how disasters happen and how they affect people through in-depth analysis of case studies.
- SOC 476W Sociology of Demography and Migration  
This course will support the present Sociology department focus on globalization through the study of population by first addressing population issues (mortality, fertility and migration) setting the background for the study of migration. Globally population movement is the most significant force in rapid population change. The United States receives the most immigrants globally, and Texas is experiencing dramatic migration so that within the next 25 years Texas will have a majority of residents who are Hispanic. The study of globalization and society must therefore address population and migration issues.  
This course is further justified as it is taught in other undergraduate sociology programs:
- At Texas A&M University SOC 312. Population and Society.
  - At the University of Houston SOC 3352: Population Analysis.
  - University of Texas SOC 319. Introduction to Social Demography.
- SOC 577 Social Impact Assessment and Program Evaluation  
This course will support one of the three specialized areas in the Sociology Department: Sociology of the Environment and Development. Because this course focuses on hands-on and practical experience in the field, it will also enhance the Sociology Graduate Program which has an emphasis on applied sociology. Students who complete this course will acquire essential knowledge and technical skills that will enhance their professionalism and ability to effectively compete in the job market. This course can benefit students from other programs such as Business Administration, Criminal Justice, Educational Leadership, Geography and Geology, Health and Kinesiology, Political Science and Psychology.

**Change in Course Number**

SOC 383 TO SOC 343

This course is designed to provide students with both fundamental knowledge in social statistics and computer applications of statistical techniques. The inclusion of a one-hour lab session will provide students hands-on experience with various statistical packages such as SPSS and SAS. This addition is needed to ensure adequate training and acquire experience in actual data manipulation and analysis.

**Department of Communication Studies**

**Change in Course Prefix**

SCM 131 TO COM 131  
SCM 161 TO COM 161  
SCM 231 TO COM 231  
SCM 233 TO COM 233  
SCM 282 TO COM 282  
SCM 284 TO COM 284  
SCM 290 TO COM 290  
SCM 286 TO COM 286  
SCM 370 TO COM 370  
SCM 380 TO COM 380  
SCM 381 TO COM 381  
SCM 382 TO COM 382  
SCM 383 TO COM 383  
SCM 384 TO COM 384  
SCM 465 TO COM 465  
SCM 481 TO COM 481  
SCM 482 TO COM 482  
SCM 486 TO COM 486  
SCM 490 TO COM 490  
SCM 531 TO COM 531  
SCM 560 TO COM 560  
SCM 561 TO COM 561  
SCM 570 TO COM 570  
SCM 571 TO COM 571  
SCM 580 TO COM 580  
SCM 590 TO COM 590  
SCM 591 TO COM 591  
SCM 698 TO COM 698  
SCM 699 TO COM 699

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

**Change in Course Title and Course Prefix**

SCM 477 Mentorship in Speech Communication  
TO TO  
COM 477 Mentorship in Communication Studies

SCM 478 Internship in Speech Communication  
TO TO  
COM 478 Internship in Communication Studies

SCM 491 Undergraduate Seminar in Speech Communication  
TO  
COM 491 Undergraduate Seminar in Communication Studies

SCM 531 Speech Communication Methods and Research  
TO  
COM 531 Communication Studies Methods and Research

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

**University Wide  
Curriculum Report (Fall 2008)**

**Honors Program**

**Courses to be Added**

HON	332	<p>Honors Seminar in the Humanities</p> <p>The Honors program is dedicated to providing cross-disciplinary seminars to participating students. Such seminars give honors students an enhanced experience of classroom contact with instructors, as well as introducing them to new and challenging material not largely found in regular courses. Moreover, honors seminar students practice crossing disciplinary bounds in their exploration and explication of the seminar material. The seminar fulfills these goals for the general fields of the humanities. Instructors will lead students through a seminar-level examination of the humanities by means of social and scientific history as well as contemporary intellectual and cultural issues. This course will add an important and necessary dimension to the Honors seminar offerings.</p>
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