VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
November 12, 2018

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
October 15, 2018

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 15, 2018. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Kwanza Thomas, Ms. Catherine Bowers, Ms. Amy Chew (Proxy Dr. Bobbie Ticknor), Dr. Gary Futrell, Dr. Colette Drouillard (Proxy Dr. Diane Wright, Mr. Joe Mason, Mr. Craig Hawkins, Mr. Craig Hawkins (Proxy Dr. Nicole Cox), Dr. Eric Chambers, Dr. Gary Futrell (Proxy Dr. Ray Elson), Dr. Ellis Heath, Ms. Kwanza Thomas (Proxy Dr. Eugene Asola), Dr. Colette Drouillard, Ms. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Corey Anderson, Dr. Bobbie Ticknor, Dr. Diane Wright, Dr. Nicole Cox, Mr. Brian Nelson, Dr. Fred Knowles, Dr. Ben Wescoatt, Dr. Ray Elson, Dr. Eugene Asola, Ms. Sarah Fretti, and Mr. Russ Hoff.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Tameka Hobbs, and Dr. Ofelia Nikolova.

The Minutes of the September 10, 2018 meeting were approved by email on September 19th. (pages 1-3).

A. College of Humanities and Social Sciences

1. Revised AP, IB, and CLEP credit for the Foreign Languages was noted – Information Item - (pages 4-8).

2. Revised requirements for the minor in African American Studies was approved with the effective date changed to Fall Semester 2019. (pages 9-11).

B. College of Science and Mathematics

1. Revised requirements for the BS in Physics was TABLED (pages 12-15).

2. Revised prerequisites, Geography (GEOG) 3052, "Advanced Geographic Information Systems", (ADV GEOG INFO SYSTEMS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2019. (pages 16-17).

3. Revised grading mode, and course description, Geography (GEOG) 4860, "Senior Thesis I", (SENIOR THESIS I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2019 with the description changed to read ..."Unsatisfactory". Exploration and selection of which option of experiential learning students will pursue as a senior. Each.... . (pages 18-19).

4. Revised course title, Geology (GEOL) 3102, "Petrology", (ADV GEOG INFO SYSTEMS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2019. (pages 20-21).

5. Revised grading mode, and course description, Geology (GEOL) 4860, "Senior Thesis I", (SENIOR THESIS I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hours), was approved effective Spring Semester 2019 with the description changed to read ..."Unsatisfactory". Exploration and selection of which option of experiential learning students will pursue as a senior. Each.... . (pages 22-23).

C. College of Education and Human Services

1. Revised course description, Coaching Health & Physical Education (CHPE) 3301, "Contemporary Issues in Health", (COMP ISSUES IN HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 24-29).

2. Revised course description, Coaching Health & Physical Education (CHPE) 3450, "Comprehensive Health Education", (COMP HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 30-35).

3. Revised prerequisites, Kinesiology/Physical Education (KSPE) 6401, "Instructional Planning and Evaluation", (INSTRUCT PLAN AND EVAL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved

effective Summer Semester 2019. (pages 36-37).

4. Revised Selected Educational Outcomes, Examples of Outcome Assessments, and degree requirements for the MED in Counselor Education was approved effective Fall Semester 2019. (pages 38-41).

5. New concentration for the MED in Counselor Education – Clinical Mental Health Counseling was approved effective Fall Semester 2019. (pages 42-44).

6. Revised Admission deadlines and requirements for the MED in Counselor Education was approved effective Fall Semester 2019. (pages 45-49).

7. Revised course description, Kinesiology/Physical Education (KSPE) 3301, "Contemporary Issues in Health", (COMP ISSUES IN HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 114-115).

8. Revised course description, Kinesiology/Physical Education (KSPE) 3450, "Comprehensive Health Education", (COMP HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 114-115).

D. **College of Nursing and Health Sciences**

1. Revised admission deadlines, and requirements for the MS in Exercise Physiology was approved effective Fall Semester 2019. (pages 50-53).

2. Revised degree requirements for the MS in Exercise Physiology was approved effective Fall Semester 2019. (pages 54-56).

3. Revised course description, Health Science Exercise Physiology (HSEP) 7400, "Exercise Physiology Seminar", (EXERCISE PHSIOLOGY SEMINAR – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2019. (pages 57-58).

4. Revised course description and credit hours, Health Science Exercise Physiology (HSEP) 7950, "Exercise Physiology Internship", (EXERCISE PHSIOLOGY INTERNSHIP – 3-6 credit hours, 0 lecture hours, 3-6 lab hours, and 3-6 contact hours), was approved effective Spring Semester 2019 with the description changed to read – Required completion of 100 or 200.... (pages 59-60).

5. Revised course description, prerequisites, and credit hours, Health Science Exercise Physiology (HSEP) 7999, "Thesis", (THESIS – 1-6 credit hours, 0 lecture hours, 1-6 lab hours, and 1-6 contact hours), was approved effective Spring Semester 2019 with the description changed to read ...thesis advisor. Original research towards the thesis. Students.... (pages 61-62).

6. New course, Health Science Exercise Physiology (HSEP) 6050, "Applied Resistance Training for Specific Populations", (RESIST TRAIN SPECIFIC POPS – 3 credit hours, 3 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the description changed to read ...instructor. Specific program design and facilitation for sport, occupation, and health including the tactical athlete. The course emphasizes needs analysis, periodization, energy balance, and injury prevention based on ACSM and NSCA certifications. (pages 63-67).

7. New course, Health Science Exercise Physiology (HSEP) 7990, "Directed Study in Exercise Physiology", (DIRECTED STUDY IN EXERC PHYSIOLGY – 1-3 credit hours, 1-3 lecture hours, 1-3 lab hours, and 1-3 contact hours), was approved effective Spring Semester. (pages 67-71).

E. **College of Business Administration**

1. Revised curriculum for the BBA in Economics was approved effective Fall Semester 2019 – with the MBA and MACC choices removed. (pages 72-74).

2. Revised prerequisites, Economics (ECON) 3001, "Mathematics for Economists", (MATH FOR ECONOMISTS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 75-76).

3. Revised prerequisites, Economics (ECON) 3400, "Public Finance and Fiscal Policy", (PUBLIC FINANCE/FISCAL POLICY – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 77-78).

4. Revised prerequisites, Economics (ECON) 3450, "Sports Economics", (SPORT ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 79-80).

5. Revised prerequisites, Economics (ECON) 3600, "International Economics", (INTERNATIONAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 81-82).

6. Revised prerequisites, Economics (ECON) 3710, "Urban and Regional Economics", (URBAN&REGIONAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 83-84).

7. Revised prerequisites, Economics (ECON) 3750, "Money and Banking", (MONEY AND BANKING – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 85-86).

8. Revised prerequisites, Economics (ECON) 3800, "Environmental Economics", (ENVIRONMENTAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 87-88).

9. Revised prerequisites, Economics (ECON) 3810, "Health Economics", (HEALTH ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 89-90).

10. Revised prerequisites, Economics (ECON) 3820, "Experimental Economics", (EXPERIMENTAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 91-92).

11. Revised prerequisites, Economics (ECON) 3860, "Labor Economics and Labor Relations", (LABOR ECONOMICS/LABOR RELATION – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 93-94).

12. Revised prerequisites, Economics (ECON) 4000, "Introduction to Econometrics", (INTRODUCTION TO ECONOMETRICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 95-96).

13. Revised prerequisites, Economics (ECON) 4100, "Managerial Economics", (MANAGERIAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 97-98).

14. Revised prerequisites, Economics (ECON) 4500, "Intermediate Macroeconomics", (INTERMEDIATE MACROECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 99-100).

15. Revised prerequisites, Economics (ECON) 4640, "International Macroeconomics", (INTERNATIONAL MACROECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 101-102).

16. Revised prerequisites, Economics (ECON) 4800, "Current Issues in Economics", (CURRENT ISSUES IN ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 103-104).

17. Revised prerequisites, Economics (ECON) 4980, "Economics Internship", (ECONOMICS INTERNSHIP – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 105-106).

18. Revised requirements for the BBA in Finance was approved effective Fall Semester 2019 with the reference to MBA and MACC courses removed. (pages 107-109).

19. Revised prerequisites, Finance (FIN) 3350, "Financial Management", (FINANCIAL MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 110-111).

20. Revised prerequisites, Finance (FIN) 3360, "Capital Budgeting & Advanced Financial Management", (CAP BUDGET ADV FINCL MGNT – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 112-113).

Respectfully submitted,

Stanley Jones
Registrar

Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

	Date of Submission:	

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	Graduate School	**Dept. Initiating Request:**	Graduate School
Requestor's Name:		**Requestor's Role:**	

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*		
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☐Undergraduate ☒ Graduate	☐ Core ☐Major Requirement ☐Elective	☐Fall ☒ Spring ☐Summer	2019	
Degree/Program Name:	All Graduate Programs			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-school/application-procedures/			

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
2. Official Transcripts Applicants must submit an official transcript from each previously attended institution (including transfer credit). Applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment. If an applicant attended school outside the United States, an evaluation of the transcripts from outside the U.S. is required. Please note: the M.A.T. in Special Education requires two transcripts from each institution attended.	2. Official Transcripts Applicants seeking a Master's degree must submit an official transcript from each previously attended institution (including transfer credit). Applicants seeking Education Specialist or Doctoral degrees must submit an official transcript from each graduate institution previously attended. For Ed.S. and doctoral applicants, transcripts from undergraduate institutions are not needed. For non-degree certification only programs, please consult the program admissions information page for the required transcripts. All applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment. If an applicant attended school outside the United States, a course-by-course evaluation of all transcripts from outside the U.S. is required. Please note: the M.A.T. in Special Education requires two transcripts from each institution attended.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field   ☒ Other –

Streamlining the admissions process for applicants and business processes for the Graduate School. This change will reduce the amount of cumulative GPAs that must be calculated for programs where the undergraduate GPA is not a primary factor in department consideration.

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☒ Other Data Source Descriptions –

Number of applications completed

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. du Cruz	10-25-18
Academic Committee			

*Will this change impact another college/department?	☐ No ☐ Yes *[select college & indicate department(s)]*
College: *Select One.*	**Department(s):**

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Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission:	09/6/2018

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Mark McQuade	Requestor's Role:	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	MUSC	NEW Course Number: (Consult #s in the catalog)	3800
Proposed NEW Course Title:	Musical Union		
NEW Course Title Abbreviation: (Limit to 30 character spaces)			
Prerequisite(s):	None		

Lecture Hours:	0	Lab Hours:	2	Credit Hours:	1

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*

A choral ensemble emphasizing the performance of choral masterworks often performed with orchestra. The Musical Union chorus is designed to enhance the musical, creative and expressive qualities of all students. Open to community members, VSU students, faculty, and staff. Performances occur several times annually. Ensemble commitment follows the regular student semester class schedule.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2019	Every Semester

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field   ☒ Other –

- Help students connect to VSU (aid retention)
- Help Community connect with VSU (aid support)
- Provide a musical outlet and community-building opportunity for VSU students, faculty, and staff.
- Creation of a large mass choir enables the exploration and performance of larger choral works that would not otherwise be possible. This broadens and deepens the student educational experience.
- Music/Voice faculty supports and endorses this new course as a positive/viable option for the entire community.

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OCT 31 2018

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

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Source of Data to Support Change *(select one or more of the following)*:
☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☒ Other Data Source Descriptions –

- **Concert Performances**

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Valdosta State University – NEW COURSE Form
- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Doug Farwell	*signature*	6/25/18
College/Division Executive Committee	Michael T Schmidt	*signature*	10.25.18
Dean/Director	A. Blake Pearce	*signature*	10-28-18
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: Select One.	**Department(s):**

Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	09/12/2018

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	**Dept. Initiating Request:**	Middle, Secondary, Reading and Deaf Education
Requestor's Name:	Nanci A. Scheetz	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core ☒ Major Requirement ☐ Elective	Fall ☐ Spring X☐ Summer	2019	Once per Year

Degree/Program Name:	Special Education: Deaf/Hard-of-Hearing
Current Catalog URL:	

Present Requirements:

Core Curriculum Areas A-E (42 Hours):
COE Health & Physical Educ Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3
ISCI 2001	Exploring or Ecosphere OR	3
ISCI 2002	Physical Sci for Early Childhd Edu Teachers	3

Junior Curriculum (28 Hours):
    Fall Semester (14 Hours)

ELES 3010	Planning, Instruction, and Developmentally Approp Practices	3
LITR 3110	Emergent Literacy	3
LITR 3120	Early Literacy	3
SPEC 3000	Serving Students with Diverse Needs	3
ELED 3190	Elementary Education Practicum and Seminar: Pre-K - K	2

Proposed Requirements: *(hover over for instructions)*

Core Curriculum Areas A-E (42 Hours):
COE Health & Physical Educ Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3
ISCI 2001	Exploring or Ecosphere OR	3
ISCI 2002	Physical Sci for Early Childhd Edu Teachers	3

Junior Curriculum (28 Hours):
    Professional Courses (61 Hours)
        Fall Semester (14 Hours)

ELES 3010	Planning, Instruction, and Developmentally Approp Practices	3
LITR 3110	Emergent Literacy	3
LITR 3120	Early Literacy	3
SPEC 3000	Serving Students with Diverse Needs	3
ELED 3190	Elementary Education Practicum and Seminar: Pre-K - K	2

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	Spring Semester (14 Hours)	
ELES 3020	Intermediate Assessment, Planning and Instruction	3
ELES 3210	Introduction to the Management of Learning Environments	3
ELED 4500	Science and Technology in Elementary Education	3
LITR 3130	Developing Literacy	3
ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2

Senior Curriculum (33 Hours):
Fall Semester (18 Hours)

ASLS 3170	American Sign Language III	3
DEAF 3100	Orientation to Deaf Education and Language Learning	3
DEAF 4050	Manual Communication	3
MGED 3220	Reading and Writing in the Content Area for Middle Grades	3
SPEC 3020	Applied Behavior Analysis for Teachers	3
MATH 2008	Foundations of Numbers and Operations	3

Spring Semester (15 Hours)

ASLS 3180	American Sign Language IV	3
DEAF 3120	Classroom Management and Social Development in Deaf Children	3
DEAF 3040	Legal & Ethical Issues for Special Educators	3
MGED 3991	Differentiated Classroom for Middle Grades	3
MATH 3161	Mathematics for Early Childhood Teachers I	3

	Spring Semester (14 Hours)	
ELES 3020	Intermediate Assessment, Planning and Instruction	3
ELES 3210	*Introduction to the Management of Learning Environments*	*3*
ELED 4500	Science and Technology in Elementary Education	3
LITR 3130	Developing Literacy	3
ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2

Senior Curriculum (33 Hours):
Fall Semester (18 Hours)

ASLS 3170	American Sign Language III	3
DEAF 3100	*Orientation to Deaf Education and Language Learning*	*3*
DEAF 3130	Orientation to Deaf Education: Communication, Culture & Language	3
DEAF 4050	Manual Communication	3
MGED 3220	Reading and Writing in the Content Area for Middle Grades	3
SPEC 3020	Applied Behavior Analysis for Teachers	3
MATH 2008	Foundations of Numbers and Operations	3

Spring Semester (15 Hours)

ASLS 3180	American Sign Language IV	3
DEAF 3120	*Classroom Management and Social Development in Deaf Children*	*3*
ASLS 3210	American Sign Language V	3
DEAF 3040	Legal & Ethical Issues for Special Educators	3
MGED 3991	Differentiated Classroom for Middle Grades	3
MATH 3161	Mathematics for Early Childhood Teachers I	3
ASLS 3220	American Sign Language VI	3

Total Hours Required for the Degree   127

Justification: *(select one or more of the following and provide appropriate narrative below:)*

X☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their ASL sequence. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for this evaluation. They, in turn, have a much higher success rate.

In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V and ASL VI become required courses in both majors.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

X☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

X☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

The ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		10/25/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	10/29/18
Dean/Director	Bernard Oliver	Bernard Oliver	10/29/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: *Select One.*	**Department(s):**

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Valdosta State University Curriculum Form

• CURRICULUM CHANGE or REVISED CATALOG COPY

		Date of Submission:	09/12/2018

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Middle, Secondary, Reading & Deaf Education
Requestor's Name:	Nanci A. Scheetz	Requestor's Role:	Faculty

Check One Option:	☐X Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core ☒ Major Requirement ☐ Elective	Fall ☐ Spring X☐ Summer	2019	Once per Year

Degree/Program Name:	American Sign Language/English Interpreting
Current Catalog URL:	

Present Requirements:	Proposed Requirements: *(hover over for instructions)*

Present Requirements:

Core Curriculum Areas A-E (42 Hours):

COE Health & Physical Education Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3
_____	Elective	3

Junior Curriculum (30 Hours):
Fall Semester (15 Hours)

ASLS 3170	American Sign Language III	3
DEAF 3100	Orientation to Deaf Education & Language Learning	3
INTP 3010	Intro to ASL/English Interpreting	3
SPEC 3000	Serving Students with Diverse Needs	3
ASLS 3190	Fingerspelling, Numbers, and Classifiers	3

Proposed Requirements:

Core Curriculum Areas A-E (42 Hours):

COE Health & Physical Education Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I (summer only)	3
ASLS 2120	American Sign Language II (summer only)	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3
ASLS 3170	American Sign Language III (to be taken in fall with start of junior curriculum)	3

Junior Curriculum (28 Hours):
Fall Semester (12 Hours)
Professional Courses 60 hours

ASLS 3170	*American Sign Language III*	*3*
DEAF 3100	*Orientation to Deaf Education & Language Learning*	*3*
DEAF 3130	Orientation to Deaf Education: Communication, Culture	

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Spring Semester (15 Hours)

ASLS 3180	American Sign Language IV	3
DEAF 3150	Deaf Community, Culture, & History	3
DEAF 3120	Learning Cognition & Social Dev. In Deaf Children	3
DEAF 3140	Linguistics of American Sign Language	3
INTP 3150	English/ASL Translation	3

Senior Curriculum (30 Hours):

Fall Semester (15 Hours)

INTP 4010	Consecutive English/ASL Interpreting	4
INTP 4020	Consecutive ASL/English Interpreting	4
INTP 4030	Consecutive Transliterating: English to a Manually Coded English Sign System	3
INTP 4040	Practicum for Educational Interpreters	4

Spring Semester (15 Hours)

INTP 4050	Simultaneous English/ASL Interpreting	3
INTP 4060	Simultaneous ASL/English Interpreting	3
INTP 4070	Simultaneous Transliterating: English to English Sign System	3
INTP 4080	Educational Interpreting Internship	6

	& Language	3
INTP 3010	Intro to ASL/English Interpreting	3
SPEC 3000	Serving Students with Diverse Needs	3
ASLS 3190	Fingerspelling, Numbers, and Classifiers	3

Spring Semester (15 Hours)

ASLS 3180	American Sign Language IV	3
DEAF 3120	*Learning Cognition & Social Dev. In Deaf Children*	*3*
DEAF 3150	Deaf Community, Culture, & History	3
ASLS 3210	American Sign Language V	3
DEAF 3140	Linguistics of American Sign Language	3
INTP 3150	English/ASL Translation	3
ASLS 3220	American Sign Language VI	3

Senior Curriculum (30 Hours):

Fall Semester (15 Hours)

INTP 4010	Consecutive English/ASL Interpreting	4
INTP 4020	Consecutive ASL/English Interpreting	4
INTP 4030	Consecutive Transliterating: English to a Manually Coded English Sign System	3
INTP 4040	Practicum for Educational Interpreters	4

Spring Semester (15 Hours)

INTP 4050	Simultaneous English/ASL Interpreting	3
INTP 4060	Simultaneous ASL/English Interpreting	3
INTP 4070	Simultaneous Transliterating: English to English Sign System	3
INTP 4080	Educational Interpreting Internship	6

Total Hours Required for the Degree	126

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Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐X Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field   ☐ Other –

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their ASL sequence. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for this evaluation. They, in turn, have a much higher success rate.

In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V and ASL VI become required courses in both majors.

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐X Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

X☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

The ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		10/25/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	10/25/18
Dean/Director	Bernard Oliver	Bernard Oliver	10/25/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	X☐ No ☐ Yes *[select college & indicate department(s)]*
College: Select One.	**Department(s):**

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Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission:	09/12/2018

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.			
College:	College of Education and Human Services	**Dept. Initiating Request:**	MSRD
Requestor's Name:	Nanci A. Scheetz	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ASLS	**NEW Course Number:** *(Consult #s in the catalog)*	3210
Proposed NEW Course Title:	American Sign Language V		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	American Sign Language V		
Prerequisite(s):	ASLS 3180		

Lecture Hours:	3	**Lab Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Prerequisite: ASLS 3180. The fifth in a series of courses based on American Sign Language concepts and principles. Emphasis is placed on the production of non-voiced, conversational, spontaneous signed sentences and dialogues, with specific reference to syntax and the role of non-manual markers and idioms.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core ☒ Major Requirement ☐ Elective	☐ Fall Spring "X Summer	2019	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field   ☐ Other –

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their current sequence of four ASL courses. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for the ASLPI. They, in turn, have a much higher success rate.

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In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V become a required course in both majors.

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Source of Data to Support Change *(select one or more of the following):*

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

The ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Valdosta State University – NEW COURSE Form
- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		10/25/18
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	
Dean/Director	Bernard Oliver	Bernard Oliver	10/28/28
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: *Select One.*	**Department(s):**

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Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

ASLS 3210
American Sign Language V
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COLLEGIAGE COMMISSION ON INTERPRETER EDUCATION LEARNING OUTCOMES*

CCIE1. LIBERAL ARTS CONTENT
    a. Superior oral and/or written communication skills.
    b. Logical thinking, critical analysis, problem solving, and creativity.
    c. Knowledge and appreciation of multicultural features of society.
    d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
    e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT
    a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
    b. Minority group dynamics, prejudice, class, power, oppression, and social change.
    c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

CCIE3. PROFESSIONAL KNOWLEDGE CONTENT:
    a. Theories of interpretation, translation, and historical foundations of the profession.
    b. Interpreter role, responsibilities and professional ethics.
    c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.

d. Human services and community resources.
e. Certification, licensure, business practices and state and federal legislation.
f. Continuing professional development.
g. Stress management and personal health.

CCIE4. PROFESSIONAL EDUCATION COMPETENCIES
a. LANGUAGE
i. Ability to understand the source language in all its nuances.
ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
b. MESSAGE TRANSFER
i. Ability to understand the articulation of meaning in the source language discourse.
ii. Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
iii. Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.
c. METHODOLOGY
i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.
d. SUBJECT MATTER
i. Breadth of knowledge allowing interpretation of general discourse within several fields.
ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
III. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.
e. RESEARCH
i. Necessity for and values of research on interpretation and interpreter education.
ii. Essential components of a research protocol.
iii. Analysis of studies related to interpretation.
iv. Application of research results to interpretation practice.

*Collegiate Commission on Interpreter Education (2010). *CCIE Accreditation Standards.* Retrieved from http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf

INSTRUCTOR

Name:
Office Phone:
Video Phone:
E-mail address:
Office hours:

COURSE DESCRIPTION *(must match the current catalog description)*

Prerequisite: ASLS 3180 and INTP 2998 or DEAF 2999. The fifth in a series of courses based on American Sign Language concepts and principles. Emphasis is placed on the production of non-voiced, conversational, spontaneous signed sentences and dialogues, with specific reference to syntax and the role of non-manual markers and idioms.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Baker, C. & Cokely, D. (1991). American Sign Language: a teacher's resource text on grammar
 and culture Washington, DC: Gallaudet University Press.

In addition to the textbook listed above, students are required to purchase a GoREACT account associated with this course for the submission of video assignments. A link to sign up is available in the BlazeVIEW course shell.

COURSE OBJECTIVES *(Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.)*

COURSE OBJECTIVE	ALIGNED WITH InTASC STANDARDS	ALIGNED WITH CCIE LEARNING OUTCOMES
CO1. Develop expressive and receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language functions: narrative skills for presentation; language skills needed to explain ideas, concepts, or explain how things work and why things are a certain way; relaying information heard about or read about; translating or explaining facts; discussing rules lived by, games played, and cultural behaviors and customs.	Standard #4	CCIE1.B CCIE1.C CCIE1.D CCIE1.E CCIE2.A CCIE2.B CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO2. When presented with fluent conversational interchanges between two native signers or narratives via video, students will demonstrate understanding by	Standard #4	CCIE1.B CCIE4.A.i CCIE4.B.i

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answering questions designed to focus students' attention on specific grammatical and cultural aspects embedded in the signing.		
CO3. When presented with narrative prompts demonstrate ability to express self-generated narration of 8 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. Narrative topics include anecdotes, sharing facts, instructions, incidents using perspectives, health issues and illnesses role-shifting, classifiers, comparisons, and sequencing.	Standard #4	CCIE1.B CCIE4.A.ii CCIE4.B.ii CCIE4.D.ii
CO4. Effectively engage in one-to-one conversation and present narratives demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL.	Standard #4	CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO5. Demonstrate knowledge of American Sign Language literature and cultural information in relation to the history and culture of the Deaf community.	Standard #4	CCIE1.E CCIE2.A CCIE2.B CCIE3.C CCIE2.C
CO6. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live demonstration of classmates' ASL narration, students will provide supportive feedback. When viewing videoed samples of student's own signed narratives, student will self-evaluate providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of correctness for ASL expression.	Standard #10	CCIE1.A CCIE1.B CCIE1.D CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will complete expressive assessments demonstrating their ASL proficiency. (CO 1, 3, 5)
2. Students will give conduct formal and informal self-assessments. (CO 1-4; 6)
3. Students engage in interaction with members of the Deaf community and complete written analyses of their learning while in attendance. (CO 1-5)

COURSE EVALUATION

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Assignment	Points
3 Expressive Self/Instructor Assessments	30%
Deaf Community Event Attendance and Write-up (3 @ 3.33% each)	10%
3 Receptive Self/Instructor Assessments	30%
Summative Expressive/ Receptive Assessments	30%
TOTAL	100%

Final Grading Scale

A = 100-93
B = 92-85
C = 84-72
D = 71-65
F = 64 and below

STUDENT RESPONSIBILITIES

THE BLAZER CREED

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

Additional Information

I have posted a tentative schedule in BlazeVIEW. You are responsible for adhering to the dates therein (without reminders) and completing all work on time and per course policies. Make sure you plan ahead and submit your work early so that you do not miss an assignment due date. As much as possible, I encourage you to complete and submit work before the due date. This will account for any technical, personal, health, or family issues and leaves plenty of time to communicate with me and get any issues resolved so that you can complete your work on time.

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Read and understand the entire syllabus during the first two days of class. This is your responsibility as a student enrolled in this course. If you have questions about the syllabus, please ask me within the first 1-2 days of class. If you have questions about an assignment, it is your responsibility to ask for clarification *before* the due date.

Purchase the required text books and materials as soon as possible.

Complete homework daily. The homework prepares you for in-class learning and also highlights areas you may not completely comprehend and need to clarify in class. Complete all homework assignments according to the course schedule.

Submit assignments in the correct and format (BlazeVIEW, GoREACT, etc., but never email), and on time. As a general rule, no make-up or late work will be accepted, nor will work submitted in the wrong location or format. Extreme, verifiable circumstances will be evaluated on a case-by-case basis and may be accepted at the instructor's discretion. Make-up of in-class quizzes or graded assignments will only be permitted in instances of absences deemed "excused" by the instructor. Students should complete all work well before deadlines to account for any potential computer, internet, or other technical issues. You are encouraged to use the "Configuration Test" activity immediately before attempting work in GoREACT to ensure that your computer, connection, browser, and camera are up to date and will work when you attempt your assignment. Failure to do so, resulting in inability to submit the required assignment in a timely manner, will *not* be considered excusable technical difficulty and will result in a grade of zero. In addition, slow uploads or crashed computers will not be accepted as legitimate excuses for late work. Always have a "back-up" plan (i.e. go to the library, friend's house, café) in the event that you run into technical issues when work is due. Be aware that Friday at 12pm (noon) is the last time I am guaranteed to check email before the work week resumes on Monday. Think and work ahead as much as possible.

For videos, dress professionally, as you would for an actual interpreting assignment, and record in a low-distraction area (contrasting clothing, neutral background). Video assignments should be recorded with adequate light and camera quality so that they can be easily viewed for assessment and evaluation. Videos in which students are wearing patterned or otherwise inappropriate clothing, with cluttered or inadequate backgrounds, that are highly pixilated, have trails, are too dark, or are otherwise unclear will not be graded and students will receive a zero for these assignments. Check your videos prior to submission and follow GoREACT's recommendations for high-quality recording: http://community.goreact.com/entries/23259967-Video-recording-checklist. After doing so, it is highly recommended that you post a sample video in the course activity called the "Configuration Test." This should help to verify that your current setup and connection will work optimally with the GoREACT interface. Again, waiting until it is too late to come up with an alternative should your settings not work is not recommended, and work that is late due to such issues will not be accepted.

Technical
To access the course documents, calendar, and other important features, log into BlazeVIEW D2L via myVSU at https://myvsu.valdosta.edu/portals/

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Check BlazeView and your VSU email on a daily basis. I encourage you to have your VSU email forwarded to your mobile device. If you have questions about this, contact the Help Desk http://www.valdosta.edu/helpdesk/.

Everyone, especially those new to BlazeView, should review these resources and tips on taking Distance Learning (DL) courses: http://www.valdosta.edu/vista/online_success.shtml

You must have access to create Word/Word compatible documents (.doc, .docx, .rtf). No other document file types will be accepted. (Note: You can download a free PDF converter to your personal computer by going to www.cutepdf.com)

You must have a GoREACT account prior to the first video submission. GoREACT assignments will not be submitted in any other formats. Follow their recommendations for video uploads, found here: http://community.goreact.com/entries/23259967-Video-recording-checklist. If you need assistance, do not contact the instructor—rather use the "HELP" link on the GoREACT website and **copy** the instructor on this submission.

If you have technical problems or a question on how to use BlazeView, call the their 24/7 helpline toll free at 1-855-772-0423. If you have general technical issues (not related to D2L), you may wish to contact the IT helpdesk at 229-245-4357. Use the "Help" tool in GoREACT to report difficulties and request support for that application. *Do not contact the instructor with technical difficulties.* If you cannot resolve the issue, go to a campus computer lab. It is your responsibility to understand how to use your resources..

ATTENDANCE POLICY

Students who are absent or tardy not only miss valuable information themselves, but also impact in-class group activities, which are vital to second language learning and interpreting skill development. Students who are absent for more than 20% of the course (6 classes) will be subject to a failing grade. In addition, 3 tardies (arriving after class has begun) will be counted as an absence. It is the responsibility of students who arrive late to check with the instructor immediately after class to make sure that their attendance was recorded. Failure to do so may result in being marked absent.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Interpreters are professionals guided by ethical commitments to their clients, students, their families and to the communities in which they work. (See: The NAD-RID Code of Professional Conduct for Interpreters at http://www.rid.org/UserFiles/File/NAD_RID_ETHICS.pdfhttp://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that candidates conduct themselves with the professionalism that is required of

professionals in the field. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional as you interact with students, colleagues, administrators, clients, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology, and sociology, as well as academic success workshops. New for fall 2018: 24/7 access to online tutoring through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Langdale Hall.

MENTAL HEALTH AND WELLNESS
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your coursework; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

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In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to you. My intention in doing so is to let you know I am concerned and that help, if needed, is available.

More information and resources are located at The Counseling Center website at http://www.valdosta.edu/student/student-services/counseling-center/. Twenty-four-hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

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Valdosta State University Curriculum Form
• Request for a NEW COURSE

Date of Submission:	09/12/2018

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	**Dept. Initiating Request:**	MSRD
Requestor's Name:	Nanci A. Scheetz	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	ASLS	**NEW Course Number:** *(Consult #s in the catalog)*	3220
Proposed NEW Course Title:	American Sign Language VI		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	American Sign Language VI		
Prerequisite(s):	ASLS 3210		

Lecture Hours:	3	**Lab Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Prerequisite: ASLS 3210. The sixth in a series of courses based on American Sign Language concepts and principles. Emphasis is placed on the production of non-voiced, conversational, spontaneous signed sentences and dialogues.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core ☒ Major Requirement ☐ Elective	☐ Fall ☒ Spring ☐ Summer	2018-2019	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field   ☐ Other –

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their ASL sequence. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for this evaluation. They, in turn, have a much higher success rate.

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In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL VI become a required course in both majors.

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

The ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes.

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Valdosta State University – NEW COURSE Form
- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	*(signature)*	10/25/18
College/Division Executive Committee	Bernard Olive	*(signature)*	
Dean/Director	Bernard Olive.	*(signature)*	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: Select One.	**Department(s):**

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Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

ASLS 3220
American Sign Language VI
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COLLEGIAGE COMMISSION ON INTERPRETER EDUCATION LEARNING OUTCOMES*

CCIE1. LIBERAL ARTS CONTENT
   a. Superior oral and/or written communication skills.
   b. Logical thinking, critical analysis, problem solving, and creativity.
   c. Knowledge and appreciation of multicultural features of society.
   d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
   e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.

CCIE2. SOCIAL AND BEHAVIORAL SCIENCES CONTENT
   a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
   b. Minority group dynamics, prejudice, class, power, oppression, and social change.
   c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.

CCIE3. PROFESSIONAL KNOWLEDGE CONTENT:
   a. Theories of interpretation, translation, and historical foundations of the profession.
   b. Interpreter role, responsibilities and professional ethics.
   c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.

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d. Human services and community resources.
e. Certification, licensure, business practices and state and federal legislation.
f. Continuing professional development.
g. Stress management and personal health.

CCIE4. PROFESSIONAL EDUCATION COMPETENCIES
a. LANGUAGE
   i. Ability to understand the source language in all its nuances.
   ii. Ability to express oneself correctly, fluently, clearly, and with poise in the target language.
b. MESSAGE TRANSFER
   i. Ability to understand the articulation of meaning in the source language discourse.
   ii. Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
   iii. Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.
c. METHODOLOGY
   i. Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
   ii. Ability to use different target language forms and ability to choose the appropriate form according to audience preference.
d. SUBJECT MATTER
   i. Breadth of knowledge allowing interpretation of general discourse within several fields.
   ii. Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
   III. Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.
e. RESEARCH
   i. Necessity for and values of research on interpretation and interpreter education.
   ii. Essential components of a research protocol.
   iii. Analysis of studies related to interpretation.
   iv. Application of research results to interpretation practice.

*Collegiate Commission on Interpreter Education (2010). *CCIE Accreditation Standards.* Retrieved from http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf

INSTRUCTOR

Name:
Office Phone:
Video Phone:
E-mail address:
Office hours:

COURSE DESCRIPTION *(must match the current catalog description)*

Prerequisite: ASLS 3210 and INTP 2998 or DEAF 2999. The sixth in a series of courses based on American Sign Language concepts and principles. Emphasis is placed on the production of non-voiced, conversational, spontaneous signed sentences and dialogues.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Baker, C. & Cokely, D. (1991). American Sign Language: a teacher's resource text on grammar and culture Washington, DC: Gallaudet University Press.

In addition to the textbook listed above, students are required to purchase a GoREACT account associated with this course for the submission of video assignments. A link to sign up is available in the BlazeVIEW course shell.

COURSE OBJECTIVES *(Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.)*

COURSE OBJECTIVE	ALIGNED WITH InTASC STANDARDS	ALIGNED WITH CCIE LEARNING OUTCOMES
CO1. Develop expressive and receptive mastery of vocabulary, grammar, and communication behaviors associated with the following language functions: narrative skills for presentation; language skills needed to explain ideas, concepts, or explain how things work and why things are a certain way; relaying information heard about or read about; translating or explaining facts; discussing rules lived by, games played, and cultural behaviors and customs.	Standard #4	CCIE1.B CCIE1.C CCIE1.D CCIE1.E CCIE2.A CCIE2.B CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO2. When presented with fluent conversational interchanges between two native signers or narratives via video, students will demonstrate understanding by answering questions designed to focus students' attention on specific grammatical and cultural aspects embedded in	Standard #4	CCIE1.B CCIE4.A.i CCIE4.B.i

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the signing.

CO3. When presented with narrative prompts demonstrate ability to express self-generated narration of 8 or more sentences using accurate grammar, vocabulary, and language functions using ASL discourse structure. Narrative topics include anecdotes, sharing facts, instructions, incidents using perspectives, health issues and illnesses role-shifting, classifiers, comparisons, and sequencing.	Standard #4	CCIE1.B CCIE4.A.ii CCIE4.B.ii CCIE4.D.ii
CO4. Effectively engage in one-to-one conversation and present narratives demonstrating his/her ability to generate questions and responses while incorporating appropriate grammatical features and conversational behaviors in ASL.	Standard #4	CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii
CO5. Demonstrate knowledge of American Sign Language literature and cultural information in relation to the history and culture of the Deaf community.	Standard #4	CCIE1.E CCIE2.A CCIE2.B CCIE3.C CCIE2.C
CO6. Demonstrate ability to critically evaluate self and classmates' ASL skills. When viewing live demonstration of classmates' ASL narration, students will provide supportive feedback. When viewing videoed samples of student's own signed narratives, student will self-evaluate providing substantive analysis of strengths and areas needing improvement based on student's own developing sense of correctness for ASL expression.	Standard #10	CCIE1.A CCIE1.B CCIE1.D CCIE2.C CCIE3.C CCIE4.A.i CCIE4.A.ii CCIE4.B.i CCIE4.B.ii

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Students will complete expressive assessments demonstrating their ASL proficiency. (CO 1, 3, 5)
2. Students will give conduct formal and informal self-assessments. (CO 1-4; 6)
3. Students engage in interaction with members of the Deaf community and complete written analyses of their learning while in attendance. (CO 1-5)

COURSE EVALUATION

Assignment	Points

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3 Expressive Self/Instructor Assessments	30%
Deaf Community Event Attendance and Write-up (3 @ 3.33% each)	10%
3 Receptive Self/Instructor Assessments	30%
Summative Expressive/ Receptive Assessments	30%
TOTAL	100%

<u>Final Grading Scale</u>

A = 100-93
B = 92-85
C = 84-72
D = 71-65
F = 64 and below

STUDENT RESPONSIBILITIES

THE BLAZER CREED

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.
- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

Additional Information

I have posted a tentative schedule in BlazeVIEW. You are responsible for adhering to the dates therein (without reminders) and completing all work on time and per course policies. Make sure you plan ahead and submit your work early so that you do not miss an assignment due date. As much as possible, I encourage you to complete and submit work before the due date. This will account for any technical, personal, health, or family issues and leaves plenty of time to communicate with me and get any issues resolved so that you can complete your work on time.

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Read and understand the entire syllabus during the first two days of class. This is your responsibility as a student enrolled in this course. If you have questions about the syllabus, please ask me within the first 1-2 days of class. If you have questions about an assignment, it is your responsibility to ask for clarification *before* the due date.

Purchase the required text books and materials as soon as possible.

Complete homework daily. The homework prepares you for in-class learning and also highlights areas you may not completely comprehend and need to clarify in class. Complete all homework assignments according to the course schedule.

Submit assignments in the correct and format (BlazeVIEW, GoREACT, etc., but never email), and on time. As a general rule, no make-up or late work will be accepted, nor will work submitted in the wrong location or format. Extreme, verifiable circumstances will be evaluated on a case-by-case basis and may be accepted at the instructor's discretion. Make-up of in-class quizzes or graded assignments will only be permitted in instances of absences deemed "excused" by the instructor. Students should complete all work well before deadlines to account for any potential computer, internet, or other technical issues. You are encouraged to use the "Configuration Test" activity immediately before attempting work in GoREACT to ensure that your computer, connection, browser, and camera are up to date and will work when you attempt your assignment. Failure to do so, resulting in inability to submit the required assignment in a timely manner, will *not* be considered excusable technical difficulty and will result in a grade of zero. In addition, slow uploads or crashed computers will not be accepted as legitimate excuses for late work. Always have a "back-up" plan (i.e. go to the library, friend's house, café) in the event that you run into technical issues when work is due. Be aware that Friday at 12pm (noon) is the last time I am guaranteed to check email before the work week resumes on Monday. Think and work ahead as much as possible.

For videos, dress professionally, as you would for an actual interpreting assignment, and record in a low-distraction area (contrasting clothing, neutral background). Video assignments should be recorded with adequate light and camera quality so that they can be easily viewed for assessment and evaluation. Videos in which students are wearing patterned or otherwise inappropriate clothing, with cluttered or inadequate backgrounds, that are highly pixilated, have trails, are too dark, or are otherwise unclear will not be graded and students will receive a zero for these assignments. Check your videos prior to submission and follow GoREACT's recommendations for high-quality recording: http://community.goreact.com/entries/23259967-Video-recording-checklist. After doing so, it is highly recommended that you post a sample video in the course activity called the "Configuration Test." This should help to verify that your current setup and connection will work optimally with the GoREACT interface. Again, waiting until it is too late to come up with an alternative should your settings not work is not recommended, and work that is late due to such issues will not be accepted.

Technical
To access the course documents, calendar, and other important features, log into BlazeVIEW D2L via myVSU at https://myvsu.valdosta.edu/portals/

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Check BlazeView and your VSU email on a daily basis. I encourage you to have your VSU email forwarded to your mobile device. If you have questions about this, contact the Help Desk http://www.valdosta.edu/helpdesk/.

Everyone, especially those new to BlazeView, should review these resources and tips on taking Distance Learning (DL) courses: http://www.valdosta.edu/vista/online_success.shtml

You must have access to create Word/Word compatible documents (.doc, .docx, .rtf). No other document file types will be accepted. (Note: You can download a free PDF converter to your personal computer by going to www.cutepdf.com)

You must have a GoREACT account prior to the first video submission. GoREACT assignments will not be submitted in any other formats. Follow their recommendations for video uploads, found here: http://community.goreact.com/entries/23259967-Video-recording-checklist. If you need assistance, do not contact the instructor—rather use the "HELP" link on the GoREACT website and **copy** the instructor on this submission.

If you have technical problems or a question on how to use BlazeView, call the their 24/7 helpline toll free at 1-855-772-0423. If you have general technical issues (not related to D2L), you may wish to contact the IT helpdesk at 229-245-4357. Use the "Help" tool in GoREACT to report difficulties and request support for that application. *Do not contact the instructor with technical difficulties.* If you cannot resolve the issue, go to a campus computer lab. It is your responsibility to understand how to use your resources..

ATTENDANCE POLICY

Students who are absent or tardy not only miss valuable information themselves, but also impact in-class group activities, which are vital to second language learning and interpreting skill development. Students who are absent for more than 20% of the course (6 classes) will be subject to a failing grade. In addition, 3 tardies (arriving after class has begun) will be counted as an absence. It is the responsibility of students who arrive late to check with the instructor immediately after class to make sure that their attendance was recorded. Failure to do so may result in being marked absent.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Interpreters are professionals guided by ethical commitments to their clients, students, their families and to the communities in which they work. (See: The NAD-RID Code of Professional Conduct for Interpreters at http://www.rid.org/UserFiles/File/NAD_RID_ETHICS.pdfhttp://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that candidates conduct themselves with the professionalism that is required of

professionals in the field. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional as you interact with students, colleagues, administrators, clients, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using <u>APA style</u> – name(s) of author(s); date of publication; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

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- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology, and sociology, as well as academic success workshops. New for fall 2018: 24/7 access to online tutoring through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Langdale Hall.

MENTAL HEALTH AND WELLNESS
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your coursework; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to you. My intention in doing so is to let you know I am concerned and that help, if needed, is available.

More information and resources are located at The Counseling Center website at http://www.valdosta.edu/student/student-services/counseling-center/. Twenty-four-hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

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![logo] VALDOSTA STATE	**Valdosta State University Curriculum Form** • Request for a NEW COURSE	**Date of Submission:**	08/29/2018

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	**Dept. Initiating Request:**	Biology
Requestor's Name:	Jonghoon Kang	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	BIOL	**NEW Course Number:** *(Consult #s in the catalog)*	4560
Proposed NEW Course Title:	Quantum Biology		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Quantum Biology		
Prerequisite(s):	MATH 2261, BIOL 1107, BIOL 1107L, BIOL 1108, BIOL 1108L, BIOL 3200, CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and either PHYS 1111K or PHYS 2211K or consent of the instructor.		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Prerequisites: MATH 2261, BIOL 1107K or BIOL 1107 and BIOL 1107L, BIOL 1108K or BIOL 1108 and BIOL 1108L, BIOL 3200, CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and either PHYS 1111K or PHYS 2211K or consent of the instructor. Focuses on the role of quantum mechanics in biological and biochemical phenomena. Basic concepts in quantum aspects of nature will be reviewed and their implications in biology will be examined.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Every other Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field   ☐ Other –

This course is associated with Educational outcomes 2, 3, and 4 for the Department of Biology. Quantum biology is a rapidly emerging science at the interface of quantum mechanics and biology.

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VALDOSTA STATE UNIVERSITY

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

46

Source of Data to Support Change *(select one or more of the following):*
☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

The followings are some comments from students who took the course as a special topic: "This class expanded my knowledge of quantum perspective.", "Dr Kang has made this subject extremely enjoyable and easier to learn than I expected. I studied harder for this class than I ever have and I think it's paid off.", "It was different, and very interesting.", and "He was very knowledgeable about the topic and could derive everything so we could see where certain ideas were coming from.".

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Valdosta State University – NEW COURSE Form
- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	ROBERT GANNON	*[signature]*	10-12-18
College/Division Executive Committee	James T. LaPlant	*[signature]* T. LaPlant	10-15-18
Dean/Director	James T. LaPlant	*[signature]* T. LaPlant	10-15-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: *Select One.*	**Department(s):**

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Valdosta State University Curriculum Form

● Request for a NEW COURSE

Date of Submission:	08/29/2018

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	Dept. Initiating Request:	Biology
Requestor's Name:	Jonghoon Kang	Requestor's Role:	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	BIOL	NEW Course Number: (Consult #s in the catalog)	6560
Proposed NEW Course Title:	Quantum Biology		
NEW Course Title Abbreviation: (Limit to 30 character spaces)	Quantum Biology		
Prerequisite(s):	Admission to the graduate program or permission of the instructor.		

Lecture Hours:	3	Lab/Contact Hours:	0	Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*

Pre-requisite: Admission to the graduate program or permission of the instructor. Focuses on the role of quantum mechanics in biological and biochemical phenomena. Basic concepts in quantum aspects of nature will be reviewed and their implications in biology will be examined.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Every other Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes

☒ Adopting current best practice(s) in field

☐ Mandate of State/Federal/Accrediting Agency

☐ Other –

This course will contribute to the achievement of the educational outcome of the Department of Biology graduate program. Quantum biology is a rapidly emerging science at the interface of quantum mechanics and biology.

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OFFICE OF THE REGIS:

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

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Source of Data to Support Change *(select one or more of the following)*:

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

The following is a comment from a student who took the course as a special topic: "The new found knowledge of how molecular systems work in the quantum realm.".

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	ROBERT GANNON	*[signature]*	10-12-18
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	10-15-18
Dean/Director	James T. LaPlant	J. T. LaPlant	10-15-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: Select One.	**Department(s):**

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BIOL 4560/6560: Quantum Biology (Fall, 2019)

Course Information
- Course number and section: BIOL 4560/BIOL 6560
- Course name: Quantum Biology
- Hours of credit: 3
- Pre-requisites or co-requisites as listed in university catalogue (BIOL 4560): MATH 2261, BIOL 1107K, BIOL 1108K, BIOL 3200, CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and either PHYS 1111K or PHYS 2211K or consent of the instructor.
- Pre-requisites or co-requisites as listed in university catalogue (BIOL 6560): Admission to the graduate program or permission of the instructor.

Instructor Information
- Instructor name: Dr. Jonghoon Kang
- Instructor contact: BC 2217, 229-333-7140, jkang@valdosta.edu

Required texts, resources, and materials
No textbooks are required. All required materials including research papers will be posted on the Blazeview.

Course Description
The course focuses on how quantum mechanics plays a role in biological and biochemical phenomena. Basic concepts in quantum aspects of nature will be reviewed and their implications in biology will be examined.

Course Description in Detail
With the recent development of experimental techniques and theoretical advancement, it is now manifested that the quantum aspect of nature plays a critical role in some biological phenomena including consciousness. This course is ambitious and exciting in that we are going to explore those phenomena at the interface between biology and the quantum world to learn how quantum mechanics manifests itself in biology. I will teach biology, mathematics, physics, and chemistry relevant to this course. The use of mathematics will be limited to the level of calculus 1 as this course is mainly targeted for biology students.

Specific Outcomes
➤ Comprehend basic (quantum) physics
➤ Recognize the necessity of quantum physics in explaining some biological phenomena
➤ Describe those biological phenomena with quantum mechanics
➤ Demonstrate literature analysis capability in quantum biology
➤ Demonstrate competency for the basic quantum physics and chemistry in standard tests such as MFT, GRE, MCAT, and DAT.

Assessment Policy
For undergraduates
    Total Score = 200 (Two Exams) + 200 (Final) + 20 (Homework assignments) = 420
For graduates

Total Score = 200 (Two Exams) + 100 (Presentation) + 200 (Final) + 20 (Homework assignments)= 520

Each graduate student will be assigned a paper to present in the beginning of the semester.
Grade will be assigned based on your total score:
A >= 90%, B >= 80%, C >= 70%, D >= 60%, F < 60%

Schedule

Week	Topics
1-2	Introduction to Quantum Physics.
3	Chemical Bonding Quantum Biology of Reactive Oxygen Species
4	Molecular Structure and Absorption Spectra Particle in a Box; Quantum Mechanics on the Color of Carrots
5	Quantum Mitochondrion Minimum Biological Energy Quantum **EXAM 1**
6	Matter Waves – Is a virus a particle or a wave?
7	Transition-State Theory and Quantum Tunneling in Catalysis
8	Quantum Tunneling in DNA and Adaptive Mutation
9	Harmonic Oscillators in Biology
10	Energy Equivalence of Information Quantum Interference and Selectivity through Biological Ion Channels **EXAM 2**
11	Photosynthesis
12	Vision
13	Olfaction
14	Avian Migrations
15	Consciousness
16	Graduate Student Presentation **FINAL EXAM**

Some Examples of Articles
General
Quantum physics meets biology (Arndt)
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2839811/
Physics of life: The dawn of quantum biology.
https://www.ncbi.nlm.nih.gov/pubmed/21677723
The Physics of Life and Quantum Complex Matter: A Case of Cross-Fertilization
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4187125/
Bridging the Gap between the Technological Singularity and Medicine: Highlighting a Course on Technology and the Future of Medicine
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4776857/

Quantum Biology on the Edge of Quantum Chaos
https://www.ncbi.nlm.nih.gov/pubmed/24603620
Quantum biology
https://www.nature.com/nphys/journal/v9/n1/full/nphys2474.html
Objective properties from subjective quantum states: environment as a witness.
https://journals.aps.org/prl/abstract/10.1103/PhysRevLett.93.220401
Natural selection acts on the quantum world ·
http://www.nature.com/news/2004/041223/full/news041220-12.html

Quantum Tunneling in Catalysis
Quantum Tunnelling to the Origin and Evolution of Life
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3768233/
Quantum tunneling observed without its characteristic large kinetic isotope effects (very good)
http://www.pnas.org/content/112/24/7438.full

Matter waves
De Broglie's meter stick: Making measurements with matter waves (Arndt)
http://physicstoday.scitation.org/doi/10.1063/PT.3.2381
Absolute Absorption Cross Sections from Photon Recoil in a Matter-Wave Interferometer (Arndt)
https://journals.aps.org/prl/pdf/10.1103/PhysRevLett.112.250402

Quantum Tunneling in DNA and Adaptive Mutation
Quantum Tunneling in DNA
http://www.physics.drexel.edu/~bob/Term_Reports/Megan_Wolfe.pdf
A quantum mechanical model of adaptive mutation
https://www.ncbi.nlm.nih.gov/pubmed/10400270
A quantum of natural selection
http://www.nature.com/nphys/journal/v5/n3/full/nphys1208.html?foxtrotcallback=true

Harmonic Oscillators in Biology
Harmonic oscillators: the quantization of simple systems in the old quantum theory and their functional roles in biology
http://link.springer.com/article/10.1007%2Fs11010-007-9662-8

Biological Ion Channels
Quantum Interference and Selectivity through Biological Ion Channels.
https://www.ncbi.nlm.nih.gov/pubmed/28134331

Photosynthesis
Quantum chemistry as a tool in bioenergetics
http://www.sciencedirect.com/science/article/pii/S0005272809002692?via%3Dihub
Quantum Coherence in Photosynthesis for Efficient Solar Energy Conversion
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4746732/
A single residue controls electron transfer gating in photosynthetic reaction centers
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5353731/
Direct evidence of quantum transport in photosynthetic light-harvesting complexes
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3248508/
Theoretical examination of quantum coherence in a photosynthetic system at physiological temperature
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2762676/
Coherence dynamics in photosynthesis: protein protection of excitonic coherence.
https://www.ncbi.nlm.nih.gov/pubmed/17556580
Two-dimensional spectroscopy of electronic couplings in photosynthesis.
https://www.ncbi.nlm.nih.gov/pubmed/15800619

Evidence for wavelike energy transfer through quantum coherence in photosynthetic systems. (ILL)
https://www.ncbi.nlm.nih.gov/pubmed/17429397

Vision & Olfaction

Blue light regenerates functional visual pigments in mammals through a retinyl-phospholipid intermediate.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5432035/

Quantum biology of the retina
http://onlinelibrary.wiley.com/doi/10.1111/ceo.12373/full

Quantum effects in biology: golden rule in enzymes, olfaction, photosynthesis and magnetodetection.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5454345/

Avian Migration

Magnetic Compass of Birds Is Based on a Molecule with Optimal Directional Sensitivity
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2718301/

Avian magnetic compass can be tuned to anomalously low magnetic intensities
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3774234/

Sustained Quantum Coherence and Entanglement in the Avian Compass
https://journals.aps.org/prl/abstract/10.1103/PhysRevLett.106.040503

Consciousness

CONSCIOUSNESS IN THE UNIVERSE: AN UPDATED REVIEW OF THE "ORCH OR" THEORY (Hameroff)
http://www.sciencedirect.com/science/article/pii/S1571064513001188

The Quantum Origin of life: How the Brain Evolved to Feel Good (Hameroff)
https://arizona.pure.elsevier.com/en/publications/the-quantum-origin-of-life-how-the-brain-evolved-to-feel-good

https://www.interaliamag.org/articles/stuart-hameroff-is-your-brain-really-a-computer-or-is-it-a-quantum-orchestra-tuned-to-the-universe/

http://www.huffingtonpost.com/stuart-hameroff/darwin-versus-deepak-whic_b_7481048.html

http://www.neuropsychotherapist.com/change-the-music-psychotherapy-and-brain-vibrations/

Quantum cognition: The possibility of processing with nuclear spins in the brain.
https://arxiv.org/pdf/1508.05929.pdf

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	*Select Date.*

Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	Dept. Initiating Request:	Mathematics
Requestor's Name:	Shaun V. Ault	**Requestor's Role:**	Department Head

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MATH 2620	**Course Prefix and Number:**	MATH 1401
Course Title:	Statistical Methods	**Course Title:**	Elementary Statistics
Credit Hours:		*Credit Hours:*	
Lecture Hours:		*Lecture Hours:*	
Lab Hours:		*Lab Hours:*	
Pre-requisites:		**Pre-requisites:**	
CURRENT Course Description:		**NEW Course Description:** *(hover over for instructions)*	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☒ Core ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field   ☒ Other –

Upon recommendation from the ACMS (Advisory Council for the Mathematical Sciences), a USG committee.

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Source of Data to Support Change *(select one or more of the following):*
☒   Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐   Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☒   Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐   Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐   Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Shaun Ault	*(signature)*	9/18/18
College/Division Executive Committee	James T. LaPlat	T. LaPlat	10-15-18
Dean/Director	James T. LaPlat	T. LaPlat	10-15-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**	☒ No ☐ Yes *[select college & indicate department(s)]*
College: *Select One.*	**Department(s):**

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Valdosta State University Curriculum Form	**Date of Submission:**	10/5/2018
• Request for a NEW COURSE		

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	**Dept. Initiating Request:**	Mathematics
Requestor's Name:	Dr. Jin Wang	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: (Consult abbreviations in the catalog)	Math	**NEW Course Number:** (Consult #s in the catalog)	3700
Proposed NEW Course Title:	Statistical Computing		
NEW Course Title Abbreviation: (Limit to 30 character spaces)			
Prerequisite(s):	Math 2261 and MATH 3600 or permission of instructor		

Lecture Hours:	3	**Lab/Contact Hours:**		**Credit Hours:**	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Pre-requisite: Math 2261 and MATH 3600 or permission of instructor.
This course covers a wide range of basic tools for statistical computing. Topics include: Generating Random Variates; Monte Carlo Integration; Monte Carlo Methods for Estimation and Hypothesis Tests; Bootstrap Confidence Interval; Kernel Density Estimation; Numerical Methods for Root-finding, Integration, Optimization; Regression, EM Algorithm; and other modern topics.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field ☐ Other –

** Attach General Course Syllabus/Support documents with course outcomes/assessments **
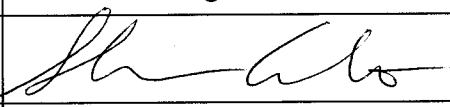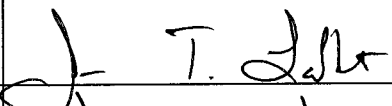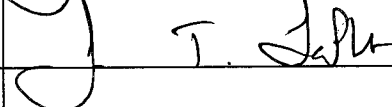
56

Source of Data to Support Change *(select one or more of the following)*:
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Shaun Ault	*[signature]*	10/9/18
College/Division Executive Committee	James T. LePlat	T. LePlat	10-15-18
Dean/Director	James T. LePlat	T. LePlat	10-15-18
Graduate Executive Committee *(for graduate course)*			
Graduate Dean *(for graduate course)*			
Academic Committee			

*Will this change impact another college/department?	☐ No ☐ Yes *[select college & indicate department(s)]*
College: Select One.	**Department(s):**

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Math 3700 (A) -- Statistical Computing

Fall 2019   10:00 am – 10:50 am, MWF   NH 1121   3-Credit

Instructor: Dr. Jin Wang, Math, A&S, VSU

          Office: NH 1114   Phone: 333-5779   E-mail: jwang@valdosta.edu

Office Hours: M-F: 9:00 am – 10:00 am; or by appointment
7 hours for email office hours weekly

Prerequisites: Math 3600

Textbook: Statistical Computing with R
By Maria L. Rizzo
Chapman & Hall/CRC, November 15, 2007
ISBN-13: 978-1584885450

Course Description:
This course covers a wide range of basic tools for statistical computing. Topics include: Generating Random Variates; Monte Carlo Integration; Monte Carlo Methods for Estimation and Hypothesis Tests; Bootstrap Confidence Interval; Kernel Density Estimation; Numerical Methods for Root-finding, Integration, Optimization; Regression, EM Algorithm; and other modern topics.

Coverage: Topics will be selected from the following chapters:
Chapter 1: Introduction
Chapter 2: Probability and Statistics Review
Chapter 3: Methods for Generating Random Variables
Chapter 6: Monte Carlo Methods in Inference
Chapter 7: Bootstrap and Jackknife
Chapter 10: Probability Density Estimation
Chapter 11: Numerical Methods in R

Computing: Students will be required to use R in this course.

Learning Objectives:

- To learn how to write computer programs for fitting statistical methods
- To learn Monte Carlo methods for integration, estimation, and hypothesis tests
- To learn Bootstrap methods for confidence interval
- To learn Kernel density estimation
- To learn numerical algorithms for root-finding, optimization, and integration
- To learn the EM algorithm

Evaluation:

Test 1 (50 min)	20%	
Test 2 (50 min)	20%	
Final (120 min)	30%	
Final Project	30%	

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Grades: The approximate conversion scale follows, although the instructor reserves the right to make some small final adjustments.

A: 90 -- 100%, B: 80 -- 89%, C: 70 -- 79%, D: 60 -- 69%, F: 0 -- 59%

Student Responsibilities

1. You are responsible to check our BlazeVIEW class page and your VSU email for our class information.
2. You are expected to complete all assignments in a timely fashion. These assignments are for your benefit. Completing these exercises should greatly enhance your performance on tests, the final, and the final project.
3. Attendance is taken daily. You are expected to come on time and stay for the full class period. It will be counted as an absence if you leave in the middle of a class. A final grade of F will be given for missing more than 20% of classes.

Number of class missed	≤ 3	4	5	6	7	8	9 or more
Final average deduction	-0	-5	-10	-15	-20	-30	-40

4. Please turn off ALL electronic devices (IPods, cell phones, laptops ...) during class. No food and drink are permitted in class.
5. No make-up exams will be given. If you miss a test with a valid reason (notification prior to the test required), the score on your final exam will be used to fill in for the missed test. If you miss more than one test, a score of zero will be recorded for that test.
6. Cheating on tests and the final can result in total dismissal from VSU. Note that any talking during tests and the final exam will be considered a form of cheating.
7. Please read the university's policy about withdrawing from a course. Last day to Web Withdraw for the Fall 2019 is Thursday, October 11, 2019.

Title IX Statement:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement:

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

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Valdosta State University Curriculum Form
- **Request for a REVISED COURSE**

Date of Submission:	10/5/2018

Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Science and Mathematics	**Dept. Initiating Request:**	Mathematics
Requestor's Name:	Dr. Jin Wang	**Requestor's Role:**	Faculty

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MATH 4901	**Course Prefix and Number:**	
Course Title:	Operations Research I	**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:	MATH 2150 or MATH 4150 with a grade of "C" or higher.	**Pre-requisites:**	MATH 2150 or MATH 4150 with a grade of "C" or higher, or by permission of instructor.

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Once per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field   ☒ Other –

Relaxing the pre-requisites of MATH 4901 so that it can be used as an elective by students in the (proposed) Statistics Minor.

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Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Shaun Ault	*(signature)*	10/9/18
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	10-15-18
Dean/Director	James T. LaPlant	J. T. LaPlant	10-15-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: *Select One.*	**Department(s):**

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Valdosta State University Curriculum Form
- **Request for a REVISED COURSE**

| Date of Submission: | 10/1/2018 |

Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

| **College:** | Academic Division | **Dept. Initiating Request:** | Honors College |
| **Requestor's Name:** | Michael Savoie | **Requestor's Role:** | Dean |

CURRENT: *(list only items to be changed)*	**REQUESTED:** *(list only items to be changed)*
Course Prefix and Number:	**Course Prefix and Number:**
Course Title:	**Course Title:**
Lecture Hours:	*Lecture Hours:*
Lab/Contact Hours:	*Lab/Contact Hours:*
Credit Hours:	*Credit Hours:*
Pre-requisites:	**Pre-requisites:**

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
HONS 1990. Honors Introductory Seminar. 2 Hours. Prerequisite: Admission to the Honors Program. An interdisciplinary seminar, designed for students entering the Honors College. In the course, Honors students learn the foundations of honors, explore methods of critical inquiry, participate in academic discussions, and create presentations.	HONS 1990. Honors Introductory Seminar. 2 Hours. Prerequisite: Admission to the Honors Program. An introduction to research including an understanding of inquiry, research design, formulating research questions, developing critical thinking skills and creating research presentations. Students are expected to complete and present a research project in this seminar course.

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Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☐ Other –

As a selected-topic seminar course, it is important to note specific expectations regarding the course description and outcomes. In particular, the required research project presentation. In working with the

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Honors faculty, we have decided to embed signature assignments and materials that build student knowledge of undergraduate research.

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Source of Data to Support Change *(select one or more of the following):*
☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

HONS 1990 student research presentations will be assessed as part of the Honors Institutional Effectiveness plan.

Valdosta State University - REVISED COURSE Form
- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee		*Mike Savoie*	10-30-18
Dean/Director	MIKE SAVOIE	*Mike Savoie*	10-30-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: *Select One.*	**Department(s):**

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Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	10/1/2018

Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	Academic Division	**Dept. Initiating Request:**	Honors College
Requestor's Name:	Michael Savoie	**Requestor's Role:**	Dean

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:		**Course Prefix and Number:**	
Course Title:		**Course Title:**	
Lecture Hours:		*Lecture Hours:*	
Lab/Contact Hours:		*Lab/Contact Hours:*	
Credit Hours:		*Credit Hours:*	
Pre-requisites:		**Pre-requisites:**	HONS 1990

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
HONS 2010. Honors Colloquium. 2 Hours. Corequisite: HONS 1990. A series of lectures and discussion sessions offered on particular themes, leading to extended work in one particular area of research.	HONS 2010. Honors Colloquium. 2 Hours. Prerequisite HONS 1990. Extended work in an area of academic research and exploration of the materials covered in HONS 1990. Course materials address the processes, protocols, and formats of academic research presentations.

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Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Every Semester*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☒ Improving student learning outcomes   ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field   ☐ Other –

The new course description aligns with the Honors portfolio standard and was a recommendation by the CELT Honors Learning Community.

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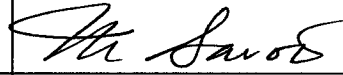| Source of Data to Support Change *(select one or more of the following)*: |
| --- |
| ☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

HONS 2010 student research presentations will be assessed as part of the Honors Institutional Effectiveness plan.

Valdosta State University - REVISED COURSE Form
- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee		*Mh. Savoy*	*10-30-18*
Dean/Director	*MIKE SAVOIE*	*Mh. Savoy*	*10-30-18*
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**

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	Valdosta State University Curriculum Form	Date of Submission:	Select Date.
	• Request for a REVISED COURSE		

Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	Academic Division	Dept. Initiating Request:	Honors College
Requestor's Name:	Michael Savoie	Requestor's Role:	Dean

CURRENT: *(list only items to be changed)*		REQUESTED: *(list only items to be changed)*	
Course Prefix and Number:	HONS 4990	Course Prefix and Number:	
Course Title:	Honors Senior Portfolio	Course Title:	
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:		Pre-requisites:	

CURRENT Course Description:

Prerequisite: HONS 1991, 2010, and twenty hours in the Honors Program. Development, assembly, and presentation of an extended research project or portfolio geared along interdisciplinary lines.

NEW Course Description: *(hover over for instructions)*

Graded as "Satisfactory" or "Unsatisfactory" Prerequisite: HONS 1991, 2010, and twenty hours in the Honors Program. Development, assembly, and presentation of an extended research project or portfolio geared along interdisciplinary lines.

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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2019	*Twice per Year*

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes 　　　　☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field 　　☐ Other –

Students taking the senior portfolio have successfully completed most of the requirements for graduation with university honors. The portfolio course is the third course in the Honors capstone experience along with HONS 3990 and HONS 3999. Students who have successfully completed these sections complete the portfolio to

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reflect on previous learning and academic achievement. Changing the grade scale to S and U corresponds to a review of past accomplishments. The S or U is an indication if the portfolio was completed.

Source of Data to Support Change *(select one or more of the following):*
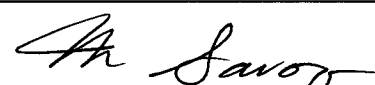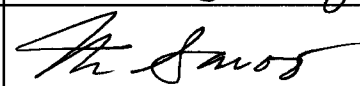
☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Exit survey data from the Honors graduation application suggest that the value of the portfolio provides students with a reflective understanding of Honors accomplishments. The student portfolios also serve as records of student accomplishments and Honors program assessment artifacts.

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee		*Th Savoy*	10-30-18
Dean/Director	MIKE SAVOIE	*Th Savoy*	10-30-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**	☐ No ☐ Yes *[select college & indicate department(s)]*
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form
- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	10/1/2018	

Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	Academic Division	**Dept. Initiating Request:**	Honors College
Requestor's Name:	Michael Savoie	**Requestor's Role:**	Dean

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2019 **RECEIVED**

Degree/Program Name:	University Honors College
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/interdisciplinary-multidisciplinary-studies/university-honors-college/

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Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*

Present Requirements	Proposed Requirements
Requirements for Graduation with the Certificate in University Honors	Requirements for Graduation with the Certificate in University Honors
22-26 hours in the Honors Curriculum as designated below	25-28 hours in the Honors Curriculum as designated below
3.5 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College.	3.5 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College.

Present Requirements:

Code	Title	Hours
First Year		
HONS 1990	Honors Introductory Seminar	2
Two core Honors courses		5-8
Second Year		
HONS 2010	Honors Colloquium	2
One core Honors course or one Honors major course		3-4
HONS 2990	Experiential Activity	0
Third Year		
HONS 3999	Introduction to Honors Research	3
or HONS 3990	Honors Capstone Seminar	
Two Honors major courses		6

Proposed Requirements:

Code	Title	Hours
First Year		
HONS 1990	Honors Introductory Seminar	2
Two core Honors courses		5-8
Second Year		
HONS 2010	Honors Colloquium	2
One core Honors course or one Honors major course		3-4
HONS 2990	Experiential Activity	0
Third Year		
HONS 3999	Introduction to Honors Research *Remove the word or.*	3
or HONS 3990	Honors Capstone Seminar	3

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Fourth Year			Two Honors major courses		6
HONS 4990	Honors Senior Portfolio	1-3	Fourth Year		
Total Hours		22-26	HONS 4990	Honors Senior Portfolio	1-3
Course List			Total Hours		25-28
			Course List		

HONS 3990 may be taken to satisfy one of the Honors major requirements, with the approval of the major department and the Dean of the Honors College, and may satisfy elective credit for some majors. In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Dean of the Honors College).

HONS 3990 and 3999 may be taken to satisfy one of the Honors major requirements, with the approval of the major department and the Dean of the Honors College, and may satisfy elective credit for some majors. In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Dean of the Honors College). All students in the Honors College must complete a capstone project that will be presented at an interdisciplinary forum.

Justification: *(select one or more of the following and provide appropriate narrative below:)*

☐ Improving student learning outcomes

☒ Adopting current best practice(s) in field

☐ Mandate of State/Federal/Accrediting Agency

☐ Other –

In adhering to LEAP standards established by the AAC&U, the inclusion of a capstone course/project integrates and applies what students have learned. The project might be a research paper, performance, portfolio, presentation, or exhibition. As Honors no longer requires a thesis project, the senior capstone serves to fulfill this high-impact practice.

Source of Data to Support Change *(select one or more of the following):*

☒ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

☐ Other Data Source Descriptions –

Capstone projects are assessed as part of the Honors Institutional Effectiveness Plan.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form
- **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee		*H Savoie*	10-30-18
Dean/Director	*MIKE SAVOIE*	*H Savoie*	10-30-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?	☒ No ☐ Yes *[select college & indicate department(s)]*
College: Select One.	**Department(s):**

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate	
Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 1/1/2018

Degree and Program Name: MA in English

Present Requirements: Emphasis in Literature	Proposed Requirements: (highlight changes after printing) Emphasis in Literature
Code Title Hours	Code Title Hours
Required Courses	Required Courses
ENGL 7000	ENGL 7000
Approaches to Graduate Study 3	Approaches to Graduate Study 3
ENGL 7010	ENGL 7010
Approaches to Critical Theory 3	Approaches to Critical Theory 3
Semeinars (8000-level) 12	Seminars (8000-level) 12
Guided Electives	Guided Electives
Select eighteen hours from the following options: 18	Select eighteen hours from the following options: 18
Studies Courses (7000-level ENGL) 0-18	Studies Courses (7000-level ENGL) 0-18
Seminars (8000-level ENGL) 0-18	Seminars (8000-level ENGL) 0-18
Graduate Option (ENGL 6000 and/or course from other departments) 1	Graduate Option (ENGL 6000 and/or course from other departments) 1
0-9	0-9
Thesis Hours (under thesis option) 6	Comprehensive Exam Hours (ENGL 8995 under exam option) 3
Total Required for the Degree 36	Thesis Hours (ENGL 8999 under thesis option) 6
Course List	Total Required for the Degree 36
1 In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefies ENGL, LING, CWCL, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department.	Course List
	1 In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, CWCL, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department.
Emphasis in Rhetoric and Composition	
Code Title Hours	
The Rhetoric and Composition Emphasis	
Required Courses:	

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ENGL 7000
Approaches to Graduate Study   3
ENGL 7010
Approaches to Critical Theory   3
Required, if not taken as an undergraduate
ENGL 4620
Survey of the History of Rhetoric 2   3
Select one of the following: 3-6
ENGL 7600
Studies in Rhetoric and Composition
ENGL 8600
Seminar in Rhetoric and Composition
ENGL 7600
& ENGL 8600
Studies in Rhetoric and Composition
and Seminar in Rhetoric and Composition
Select one of the following: 3-6
ENGL 7600
Studies in Rhetoric and Composition
ENGL 8600
Seminar in Rhetoric and Composition
LING 4000
Principles of Language Study 2
LING 4160
Language in Society 2
ENGL 4610
History of the English Language
ENGL 8690
Workshop in Rhetoric and Composition 3
Guided Electives
Select eighteen hours from the following: 18
Studies Courses (7000-level ENGL)   0-18
Seminars (8000-level ENGL)   0-18
Graduate Option (ENGL 6000 and/or courses from other departments) 1
0-9
Thesis Hours (under the thesis option)   6
Total Required for the Degree   36
Course List
1   In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework which can be drawn from selected 4000-level courses within the English Department with the prefies ENGL, LING, CRWR, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can

Emphasis in Rhetoric and Composition
Code   Title   Hours
The Rhetoric and Composition Emphasis
Required Courses:
ENGL 7000
Approaches to Graduate Study   3
ENGL 7010
Approaches to Critical Theory   3
Required, if not taken as an undergraduate:
ENGL 4620
Survey of the History of Rhetoric 2   3
Select one of the following: 3-6
ENGL 7600
Studies in Rhetoric and Composition
ENGL 8600
Seminar in Rhetoric and Composition
ENGL 8800
Teaching College Composition
Select one of the following: 3-6
ENGL 7600
Studies in Rhetoric and Composition
ENGL 8600
Seminar in Rhetoric and Composition
LING 4000/6000
Principles of Language Study 2
LING 4160/6160
Language in Society 2
ENGL 4610
History of the English Language
ENGL 8300
Revising/Editing for Professionals
ENGL 8690
Workshop in Rhetoric and Composition 3
ENGL 8800
Teaching College Composition
Guided Electives
Select eighteen hours from the following: 18
Studies Courses (7000-level ENGL)   0-18
Seminars (8000-level ENGL)   0-18
Graduate Option (ENGL 6000 and/or courses from other departments) 1
0-9
Comprehensive Exam (ENGL 8995 under exam option) 3
Thesis Hours (ENGL 8999 under the thesis option)
      6
Total Required for the Degree   36
Course List

1   In order to take advantage of our extensive undergraduate offerings and to engage in

→ prefixes

	interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework which can be drawn from selected 4000-level courses within the English Department with the prefies ENGL, LING, CRWR, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department
be taken as graduate courses outside the English Department	
2 These courses fall under the Graduate Option that allows for only two courses at the 4000 level. Credit for such courses will be listed as ENGL 6000Graduate Option If taken at the undergraduate level, these courses cannot be taken again for graduate credit.	2 These courses fall under the Graduate Option that allows for only two courses at the 4000 level. Credit for such courses will be listed as ENGL 6000 Graduate Option If taken at the undergraduate level, these courses cannot be taken again for graduate credit.
3 ENGL 8690 may be taken twice for credit.	3 ENGL 8690 may be taken twice for credit.

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

☒ Improving Student Learning Outcomes Beyond fixing mechanical errors, the charts are updated to include the most current information and courses, all of which have been added to prepare students for industry standards for employment.

☒ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Approvals:	
Department Head: Donna M. Sewell	Date: 10-16-18
College/Division Exec. Committee: J— T. Lahr	Date: 10-17-18
Dean(s)/Director(s): J— T. Lahr	Date: 10-17-18
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program) Becky K. daCruz	Date: 10-25-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Revised Charts:

Emphasis in Literature

Code	Title	Hours
Required Courses		
ENGL 7000	Approaches to Graduate Study	3
ENGL 7010	Approaches to Critical Theory	3
Seminars (8000-level)		12
Guided Electives		
Select eighteen hours from the following options:		18
Studies Courses (7000-level ENGL)		0-18
Seminars (8000-level ENGL)		0-18
Graduate Option (ENGL 6000 and/or course from other departments) [1]		0-9
Comprehensive Exam Hours (ENGL 8995 under exam option)		3
Thesis Hours (ENGL 8999 under thesis option)		6
Total Required for the Degree		36

Course List

In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, CWCL, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department.

Emphasis in Rhetoric and Composition

Code	Title	Hours
The Rhetoric and Composition Emphasis		
Required Courses:		
ENGL 7000	Approaches to Graduate Study	3
ENGL 7010	Approaches to Critical Theory	3
Required, if not taken as an undergraduate:		
ENGL 4620	Survey of the History of Rhetoric [2]	3
Select one of the following:		3-6
ENGL 7600	Studies in Rhetoric and Composition	

Code	Title	Hours
ENGL 8600	Seminar in Rhetoric and Composition	
ENGL 8800	Teaching College Composition	
Select one of the following:		3-6
ENGL 7600		Studies in Rhetoric and Composition
ENGL 8600	Seminar in Rhetoric and Composition	
LING 4000/6000	Principles of Language Study [2]	
LING 4160/6160	Language in Society [2]	
ENGL 4610	History of the English Language	
ENGL 8300	Revising/Editing for Professionals	
ENGL 8690	Workshop in Rhetoric and Composition [3]	
ENGL 8800	Teaching College Composition	
Guided Electives		
Select eighteen hours from the following:		18
Studies Courses (7000-level ENGL)		0-18
Seminars (8000-level ENGL)		0-18
Graduate Option (ENGL 6000 and/or courses from other departments) [1]		0-9
Comprehensive Exam (ENGL 8995 under exam option)		3
Thesis Hours (ENGL 8999 under the thesis option)		6
Total Required for the Degree		36

Course List

[1] In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework which can be drawn from selected 4000-level courses within the English Department with the prefies ENGL, LING, CRWR, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department

[2] These courses fall under the Graduate Option that allows for only two courses at the 4000 level. Credit for such courses will be listed as ENGL 6000 Graduate Option If taken at the undergraduate level, these courses cannot be taken again for graduate credit.

[3] ENGL 8690 may be taken twice for credit.

Emphasis in Literature

Code	Title	Hours
Required Courses		
ENGL 7000	Approaches to Graduate Study	3
ENGL 7010	Approaches to Critical Theory	3
Semoinars (8000-level)		12
Guided Electives		
Select eighteen hours from the following options:		18
Studies Courses (7000-level ENGL)		0-18
Seminars (8000-level ENGL)		0-18
Graduate Option (ENGL 6000 and/or course from other departments) [1]		0-9
Thesis Hours (under thesis option)		6
Total Required for the Degree		36

Course List

[1] In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework that can be drawn from selected 4000-level courses within the English Department with the prefies ENGL, LING, CWCL, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department.

Emphasis in Rhetoric and Composition

Code	Title	Hours
The Rhetoric and Composition Emphasis		
Required Courses:		
ENGL 7000	Approaches to Graduate Study	3
ENGL 7010	Approaches to Critical Theory	3
Required, if not taken as an undergraduate		
ENGL 4620	Survey of the History of Rhetoric [2]	3
Select one of the following:		3-6
ENGL 7600	Studies in Rhetoric and Composition	
ENGL 8600	Seminar in Rhetoric and Composition	
ENGL 7600 & ENGL 8600	Studies in Rhetoric and Composition and Seminar in Rhetoric and Composition	
Select one of the following:		3-6

Code	Title	Hours
ENGL 7600	Studies in Rhetoric and Composition	
ENGL 8600	Seminar in Rhetoric and Composition	
LING 4000	Principles of Language Study [1]	
LING 4160	Language in Society [2]	
ENGL 4610	History of the English Language	
ENGL 8690	Workshop in Rhetoric and Composition [3]	

Guided Electives

Select eighteen hours from the following:	18
Studies Courses (7000-level ENGL)	0-18
Seminars (8000-level ENGL)	0-18
Graduate Option (ENGL 6000 and/or courses from other departments) [1]	0-9
Thesis Hours (under the thesis option)	6
Total Required for the Degree	**36**

Course List

In order to take advantage of our extensive undergraduate offerings and to engage in interdisciplinary study, students will also have the opportunity to exercise a graduate option. Under this option, students will be allowed a maximum of 9 hours of coursework which can be drawn from selected 4000-level courses within the English Department with the prefixes ENGL, LING, CRWR, and JOUR (with the instructor's permission, graduate students may take the undergraduate course with appropriate adjustments in the course syllabus); only 6 hours of the Graduate Option can be taken as graduate courses outside the English Department

[1] These courses fall under the Graduate Option that allows for only two courses at the 4000 level. Credit for such courses will be listed as ENGL 6000Graduate Option If taken at the undergraduate level, these courses cannot be taken again for graduate credit.

[2] ENGL 8690 may be taken twice for credit.

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)
Valdosta State University

Area of Change:	☐ Core	☐ Senior	☒ Graduate

Current Catalogue Page Number:	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2018

Degree and Program Name: MAESLAT

Present Requirements: Title Hours	Proposed Requirements: (highlight changes after printing) Selected Educational Outcomes
Required Courses 27 ENGL 7005 Introduction to the Graduate Study for Middle and Secondary English Teachers 3 ENGL 7200 American Literature for Language Arts Teachers 3 ENGL 7100 British Literature for Language Arts Teachers 3 ENGL 7400 Multicultural Literature for Language Arts Teachers 3 ENGL 7500 Creative Writing for Language Arts Teachers 3 ENGL 7610 Composition Theory for Language Arts Teachers 3 ENGL 7710 English Language Change Past and Present 3 ENGL 7720 English Grammar for Language Arts Teachers 3 ENGL 7620 Rhetorical Theory for Language Arts Teachers 3 Electives (may include up to 3 credit hours from outside the program) 9 Select at least one of the following: ENGL 8610 History of Rhetorical Theory ENGL 8710 Language in School, Community, and Society ENGL 8720 English Language Learners Select at least one of the following: ENGL 8400 Special Topics in Creative Writing ENGL 8200 Special Topics in American Literature ENGL 8100 Special Topics in British Literature	1. Depth of knowledge in the major subfields of contemporary English studies. 2. The ability to work in each subfield in light of key facts and concepts. 3. The ability to produce cogent written work, blending knowledge of each subfield with its implications for the teaching of language arts. 4. The ability to articulate their own work. 5. The ability to produce systematic and researched work appropriate to the discipline. Outcome Assessments The English Department assesses the extent to which its program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and the related educational outcome) include the following: 1. Students will pass a four-hour written comprehensive examination. 2. Students will pass an oral examination. Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes official transcripts from all institutions previously attended, official test scores (GRE), completed application, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents. Application Deadlines

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Total Required for the Degree 36 Course List ...	Fall: July 1 Spring: November 1 Summer: April 1 Go to the Graduate School website and click on Our Programs, then click on English for information on: • Specific English Program Admission Requirements • English Program Retention, Dismissal, and Readmission Policies • English Program Graduation Requirements To Apply Online, click here. Students may be accepted as probationary students in the Department of English. In order to be accepted as such, students must meet either the minimum GPA or GRE requirements. Moreover, students must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests. Probationary acceptance is provisional and at the discretion of the Graduate Committee. Comprehensive Examination The Comprehensive Exam is the final component of the MAESLAT program and is required for completion of the MAESLAT degree. Although the Comprehensive Exam is designed to build upon student knowledge gained through coursework, it requires significant additional study and preparation in selected areas of emphasis. The exam consists of a four-hour written component and a one-hour oral component. The written component can be divided into two days, if desired. THE WRITTEN COMPONENT The written component must be taken in a proctored setting of the student's choice subject to approval by the Graduate Studies Committee. Typically, the setting will be a testing center on a university campus (such as the Office of Testing at VSU) or a commercial entity that offers proctored testing for a fee (such as Sylvan). The student is

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responsible for arranging the testing site, obtaining approval for it from the Graduate Studies Committee no fewer than two weeks before the scheduled date of the exam and paying any fees required by the testing center.

The written component will be comprised of questions drawn from two of the following areas of the student's choosing: 1) literature, 2) rhetoric and composition, 3) linguistics, and 4) creative writing. The student is responsible for identifying these two areas via e-mail to the Graduate Coordinator of the Department of English at least 1-2 semesters before graduation.

In preparation for the exam and subject to the approval of the Graduate Studies Committee, students will be provided and in some areas help develop reading lists representative of each chosen area of focus. Each list will consist of at least 15-20 sources (secondary in most cases; primary and secondary for literature), some of which reflect but many of which provide material additional to that which students have studied in their courses.

A sub-committee of two to three faculty members will write the Comprehensive Exam questions for each area of specialization, basing questions on reading lists and, in some instances, student coursework. The same sub-committee will evaluate the student's written performance (pass or fail). The results of these evaluations will be compiled by the Graduate Coordinator and communicated to the student.
The student must pass the written portion in order to proceed to the oral portion.

THE ORAL COMPONENT

The oral component will take place via BlazeView in the form of Blackboard Collaborate, or via a similar technology, subject to approval by the Graduate Studies Committee.

The oral component will be a follow up to the written portion.

For important additional exam guidelines, click here. [please link to Eng. Dept.'s Comps page – currently linked to English MA thesis option instead]

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Students preparing for the Comprehensive Exam may take preparation hours (ENGL 8950) (0-3 credit hours) as desired. They do not count toward the degree, but do assist students who need more time after required coursework has been completed to complete the program, since the exam must be taken during a semester for which the student is registered for a course.

Students desirous of entering the program without an undergraduate degree in English or an English minor must complete the following requirements prior to enrollment in graduate-level coursework with a grade of "B" or higher in each:

Code	Title	Hours
ENGL 3060	Introduction to Criticism and Research	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3

Program Requirements

Code	Title	Hours
	Required Courses	27
ENGL 7005	Research Methods in English Studies for Language Arts Teachers	3
ENGL 7200	American Literature for Language Arts Teachers	3
ENGL 7100	British Literature for Language Arts Teachers	3
ENGL 7400	Multicultural Literature for Language Arts Teachers	3
ENGL 7500	Creative Writing for Language Arts Teachers	3
ENGL 7610	Composition Theory for Language Arts Teachers	3
ENGL 7710	English Language Change Past and Present for Language Arts Teachers	3
ENGL 7720		

	English Grammar for Language Arts Teachers 3
	ENGL 7620
	Rhetorical Theory for Language Arts Teachers 3
	Electives (may include up to 3 credit hours from outside the program) 9
	Select at least one of the following:
	ENGL 8610
	History of Rhetorical Theory for Language Arts Teachers
	ENGL 8710
	Language in School, Community, and Society for Language Arts Teachers
	ENGL 8720
	Study of English Language Learners for Language Arts Teachers and Other Professionals
	Select at least one of the following:
	ENGL 8400
	Special Topics in Creative Writing for Language Arts Teachers
	ENGL 8200
	Special Topics in American Literature for Language Arts Teachers
	ENGL 8100
	Special Topics in British Literature for Language Arts Teachers
	Total Required for the Degree 36
	Students seeking the M.A. in English Studies as a second master's degree must satisfy all the requirements for the Master of Arts in English Studies.
	T-5 Certification
	Students wishing to obtain T-5 certification may do so after the completion of the MAESLAT program, provided they have a T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education.

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

☒ Improving Student Learning Outcomes The current description of our MAESLAT program in the Grad Catalog consists of a course chart, with no further information, compared to a lengthy and helpful description for our regular MA program. The proposed changes would provide prospective students adequate information for recruiting, and current students enough understanding of the program to navigate their courses successfully. The revised description also matches precisely the MAESLAT information pages administered by the Department of English, for consistency as prospective and current students navigate both sites.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Our evidence is based on prospective and current student confusion when trying to understand the MAESLAT program through the current catalog description.

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. We hope for fewer confused students over phone and email.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Approvals:	
Department Head: ~~Donna M. Sewell~~	Date: 10-16-18
College/Division Exec. Committee: ~~J— T. Light~~	Date: 10-17-18
Dean(s)/Director(s): ~~J— T. Light~~	Date: 10-17-18
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program) ~~Becky K. daCruz~~	Date: 10-25-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Selected Educational Outcomes

1. Depth of knowledge in the major subfields of contemporary English studies.
2. The ability to work in each subfield in light of key facts and concepts.
3. The ability to produce cogent written work, blending knowledge of each subfield with its implications for the teaching of language arts.
4. The ability to articulate their own work.
5. The ability to produce systematic and researched work appropriate to the discipline.

Outcome Assessments

The English Department assesses the extent to which its program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and the related educational outcome) include the following:

1. Students will pass a four-hour written comprehensive examination.
2. Students will pass an oral examination.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application includes official transcripts from all institutions previously attended, official test scores (GRE), completed application, fee, and any additional program requirements, submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Application Deadlines

Fall: July 1
Spring: November 1
Summer: April 1

Go to the Graduate School website and click on Our Programs, then click on English for information on:
- Specific English Program Admission Requirements
- English Program Retention, Dismissal, and Readmission Policies
- English Program Graduation Requirements

To Apply Online, click here.

Students may be accepted as probationary students in the Department of English. In order to be accepted as such, students must meet either the minimum GPA or GRE requirements. Moreover, students must submit a three-page essay to the Department of English, detailing (a) career goals and (b) academic interests.

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Probationary acceptance is provisional and at the discretion of the Graduate Committee.

Comprehensive Examination

The Comprehensive Exam is the final component of the MAESLAT program and is required for completion of the MAESLAT degree.

Although the Comprehensive Exam is designed to build upon student knowledge gained through coursework, it requires significant additional study and preparation in selected areas of emphasis.

The exam consists of a **four-hour** written component and a **one-hour** oral component. The written component can be divided into two days, if desired.

THE WRITTEN COMPONENT

The written component must be taken in a proctored setting of the student's choice subject to approval by the Graduate Studies Committee. Typically, the setting will be a testing center on a university campus (such as the Office of Testing at VSU) or a commercial entity that offers proctored testing for a fee (such as Sylvan). The student is responsible for arranging the testing site, obtaining approval for it from the Graduate Studies Committee no fewer than two weeks before the scheduled date of the exam and paying any fees required by the testing center.

The written component will be comprised of questions drawn from two of the following areas of the student's choosing: 1) literature, 2) rhetoric and composition, 3) linguistics, and 4) creative writing. The student is responsible for identifying these two areas via e-mail to the Graduate Coordinator of the Department of English at least 1-2 semesters before graduation.

In preparation for the exam and subject to the approval of the Graduate Studies Committee, students will be provided and in some areas help develop reading lists representative of each chosen area of focus. Each list will consist of at least 15-20 sources (secondary in most cases; primary and secondary for literature), some of which reflect but many of which provide material additional to that which students have studied in their courses.

A sub-committee of two to three faculty members will write the Comprehensive Exam questions for each area of specialization, basing questions on reading lists and, in some instances, student coursework. The same sub-committee will evaluate the student's written performance (pass or fail). The results of these evaluations will be compiled by the Graduate Coordinator and communicated to the student. The student must pass the written portion in order to proceed to the oral portion.

THE ORAL COMPONENT

The oral component will take place via BlazeView in the form of Blackboard Collaborate, or via a similar technology, subject to approval by the Graduate Studies Committee.

The oral component will be a follow up to the written portion.

For important additional exam guidelines, click here. [please link to Eng. Dept.'s Comps page -- currently linked to English MA thesis option instead]

Students preparing for the Comprehensive Exam may take preparation hours (ENGL 8950) (0-3 credit hours) as desired. They do not count toward the degree, but do assist students who need more time after required coursework has been completed to complete the program, since the exam must be taken during a semester for which the student is registered for a course.

Students desirous of entering the program without an undergraduate degree in English or an English minor must complete the following requirements prior to enrollment in graduate-level coursework with a grade of "B" or higher in each:

Code	Title	Hours
ENGL 3060	Introduction to Criticism and Research	3
ENGL 3210	American Literature I	3
ENGL 3215	American Literature II	3
ENGL 3110	British Literature I	3
ENGL 3120	British Literature II	3

Program Requirements

Code	Title	Hours
Required Courses		**27**
ENGL 7005	Research Methods in English Studies for Language Arts Teachers	3
ENGL 7200	American Literature for Language Arts Teachers	3

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Code	Title	Hours
ENGL 7100	British Literature for Language Arts Teachers	3
ENGL 7400	Multicultural Literature for Language Arts Teachers	3
ENGL 7500	Creative Writing for Language Arts Teachers	3
ENGL 7610	Composition Theory for Language Arts Teachers	3
ENGL 7710	English Language Change Past and Present for Language Arts Teachers	3
ENGL 7720	English Grammar for Language Arts Teachers	3
ENGL 7620	Rhetorical Theory for Language Arts Teachers	3
Electives (may include up to 3 credit hours from outside the program)		**9**

Select at least one of the following:

ENGL 8610	History of Rhetorical Theory for Language Arts Teachers	
ENGL 8710	Language in School, Community, and Society for Language Arts Teachers	
ENGL 8720	Study of English Language Learners for Language Arts Teachers and Other Professionals	

Select at least one of the following:

ENGL 8400	Special Topics in Creative Writing for Language Arts Teachers	
ENGL 8200	Special Topics in American Literature for Language Arts	

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Code	Title	Hours
	Teachers	
ENGL 8100	Special Topics in British Literature for Language Arts Teachers	

Total Required for the Degree   **36**

Students seeking the M.A. in English Studies as a second master's degree must satisfy all the requirements for the Master of Arts in English Studies.

T-5 Certification

Students wishing to obtain T-5 certification may do so after the completion of the MAESLAT program, provided they have a T-4 certificate and complete the professional education courses required for T-5 certification by the State Department of Education.

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)
Valdosta State University

Area of Change:	☐ Core	☐ Senior	☒ Graduate

Current Catalogue Page Number:	Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1/1/2018

Degree and Program Name: MA in English

Present Requirements: Application Deadlines: Early Fall Deadline: April 1 Fall Deadline: July 15	Proposed Requirements: (highlight changes after printing) Application Deadlines: Fall: July 1 Spring: November 1 Summer: April 1

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The deadlines listed in the catalog are incorrect.

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head: _Donna M. Sewell_	Date: 10-16-18
College/Division Exec. Committee: _T. Lehr_	Date: 10-17-18
Dean(s)/Director(s): _T. Lehr_	Date: 10-17-18
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program) _Becky K. daCruz_	Date: 10-25-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

ENGL 7005: Introduction to Graduate Study for Middle and Secondary English Teachers

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 7005	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: Introduction to Graduate Study for Middle and Secondary English Teachers	Course Title: Research Methods in English Studies for Language Arts Teachers
Pre-requisites:	Pre-requisites:
Course Description: An introduction to research methods in contemporary English studies and to advanced study of practical problems in literary criticism for language arts teachers.	Course Description: An introduction to research methods in contemporary English studies for language arts teachers.

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** every 3 semesters

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: The revised title and focus better reflect both course content and students' professional needs.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

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Plans for assessing the effectiveness of the course: We examine this course annually for effectiveness.

Approvals:		
College/Division Exec. Comm.: *[signature]* J. T. Laht	Date:	10-17-18
Dept. Head: *[signature]* Donna M. Sewell	Date:	10-16-18
Dean/Director: *[signature]* J. T. Laht	Date:	10-17-18
Graduate Exec. Comm. (if needed):	Date:	
Graduate Dean (if needed): *[signature]* Becky K. deCruz	Date:	10-25-18
Academic Committee:	Date:	

Form last updated: May 1, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	Faculty Member Requesting Revision: Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

ENGL 7100: British Literature for Language Arts Teachers

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: ENGL 7100	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: British Literature for Language Arts Teachers	Course Title:
Pre-requisites:	Pre-requisites:
Course Description: A study of three or more British literary authors and periods, especially those appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known but which are currently in the process of becoming standard university assignments. The course provides depth of coverage including historical and cultural context.	Course Description: A representative survey of British literary authors and periods, especially those appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known but which are currently in the process of becoming standard university assignments. The course provides breadth of coverage, including historical and cultural context.

Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: every 4-6 semesters

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☒ Improving student learning outcomes: The slight alteration in focus will help students achieve better success on their final assessments, including the Comprehensive Exam.

☒ Adopting current best practice(s) in field: On the job, our students need the greater breadth provided by the alteration in focus.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

100

Plans for assessing the effectiveness of the course: We will compare student success on final and Comprehensive exams within the program and consider anecdotal evidence of better preparation for professional environments through the shift.

Approvals:		
College/Division Exec. Comm.: _J. T. LaPla_	Date: 10-17-18	
Dept. Head: _Donna N. Sewell_	Date: 10-16-18	
Dean/Director: _J. T. LaPla_	Date: 10-17-18	
Graduate Exec. Comm. (if needed):	Date:	
Graduate Dean (if needed): _Becky K daCruz_	Date: 10-25-18	
Academic Committee:	Date:	

Form last updated: May 1, 2018

102

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

ENGL 7200: American Literature for Language Arts Teachers

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 7200	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: American Literature for Language Arts Teachers	Course Title:
Pre-requisites:	Pre-requisites:
Course Description: A study of three or more major American literary authors and movements, especially those appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known, but which are currently in the process of becoming traditional university survey assignments. The course provides depth of coverage including coverage of historical and cultural context.	Course Description: A representative survey of major American literary authors and movements, especially those appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known, but which are currently in the process of becoming traditional university survey assignments. The course provides breadth of coverage, including coverage of historical and cultural context.

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** every 4-6 semesters

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☒ Improving student learning outcomes: The slight alteration in focus will help students achieve better success on their final assessments, including the Comprehensive Exam.

☒ Adopting current best practice(s) in field: On the job, our students need the greater breadth provided by the alteration in focus.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

103

Plans for assessing the effectiveness of the course: We will compare student success on final and Comprehensive exams within the program and consider anecdotal evidence of better preparation for professional environments through the shift.

Approvals:		
College/Division Exec. Comm.: ___ T. ___	Date: 10-17-18	
Dept. Head: Donna N. Sewell	Date: 10-16-18	
Dean/Director: ___ T. ___	Date: 10-17-18	
Graduate Exec. Comm. (if needed):	Date:	
Graduate Dean (if needed): Becky K. de Cruz	Date: 10-25-18	
Academic Committee:	Date:	

Form last updated: May 1, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

ENGL 7400: Multicultural Literature for Language Arts Teachers

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 7400	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: Multicultural Literature for Language Arts Teachers	Course Title:
Pre-requisites:	Pre-requisites:
Course Description: A study of three or more multicultural authors and movements, with an emphasis on race and culture in an historical context. This course will cover especially those writers and texts appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known, but which are currently in the process of becoming traditional university survey assignments. The course provides depth of coverage including coverage of historical and cultural context.	Course Description: <u>A survey of</u> multicultural authors and movements, with an emphasis on race and culture in an historical context. This course will cover especially those writers and texts appropriate for use in junior-high and high school classrooms. This course may also introduce students to writers and texts less well-known, but which are currently in the process of becoming traditional university survey assignments. The course provides breadth of coverage, including coverage of historical and cultural context.

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** every 4-6 semesters

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☒ Improving student learning outcomes: The slight alteration in focus will help students achieve better success on their final assessments, including the Comprehensive Exam.

☒ Adopting current best practice(s) in field: On the job, our students need the greater breadth provided by the alteration in focus.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

106

☐ Other:

Plans for assessing the effectiveness of the course: We will compare student success on final and Comprehensive exams within the program and consider anecdotal evidence of better preparation for professional environments through the shift.

Approvals:	
College/Division Exec. Comm.: _J̶ T. Talbt_	Date: 10-17-18
Dept. Head: _Donna M. Sewell_	Date: 10-16-18
Dean/Director: _J̶ T. Talbt_	Date: 10-17-18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed): _Becky K. daCruz_	Date: 10-25-18
Academic Committee:	Date:

Form last updated: May 1, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	Faculty Member Requesting Revision: Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

ENGL 7710: English Langauge Change Past and Present

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: ENGL 7710	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: English Language Change Past and Present	Course Title: English Language Change Past and Present for Language Arts Teachers
Pre-requisites:	Pre-requisites:
Course Description: A study of past and present changes in the English language that investigates how English is currently changing, the ways in which it has changed, and why educators in English need to be aware of such changes.	Course Description:

Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: every 4-6 semesters

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Bringing consistency to course nomenclature to prevent student confusion and improve registration for courses.

Plans for assessing the effectiveness of the course: We will compare the number of registration queries and the number of students registered in correct courses to past semesters.

110

Approvals:	
College/Division Exec. Comm.: _J— T. Tolbut_	Date: 10-17-18
Dept. Head: _Donna M. Sewell_	Date: 10-16-18
Dean/Director: _J— T. Tolbut_	Date: 10-17-18
Graduate Exec. Comm. (if needed):	Date:
Graduate Dean (if needed): _Becky K. daCruz_	Date: 10-25-18
Academic Committee:	Date:

Form last updated: May 1, 2018

[11

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

English 8100: Special Topics in British Literature

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 8100	Course Prefix and Number: ENGL 8100
Credit Hours: 3	Credit Hours: 3
Course Title: Special Topics in British Literature	Course Title: Special Topics in British Literature _for Language Arts Teachers_
Pre-requisites:	Pre-requisites:
Course Description: Study of one or two major topics, authors, and/or movements in British literary history that will focus on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.	Course Description:

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** every 4-6 semesters

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Bringing consistency to course nomenclature to prevent student confusion and improve registration for courses.

112

Plans for assessing the effectiveness of the course: We will compare the number of registration queries and the number of students registered in correct courses to past semesters.

Approvals:		
College/Division Exec. Comm.: _~T Le Plt_	Date: 10-17-18	
Dept. Head: _Donna M. Sewell_	Date: 10-16-18	
Dean/Director: _T. Le Plt_	Date: 10-17-18	
Graduate Exec. Comm. (if needed):	Date:	
Graduate Dean (if needed): _Becky K. da Cruz_	Date: 10-25-18	
Academic Committee:	Date:	

Form last updated: May 1, 2018

114

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	Faculty Member Requesting Revision: Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

English 8200: Special Topics in American Literature

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: ENGL 8200	Course Prefix and Number: ENGL 8200
Credit Hours: 3	Credit Hours: 3
Course Title: Special Topics in American Literature	Course Title: Special Topics in American Literature for Language Arts Teachers
Pre-requisites:	Pre-requisites:
Course Description: Study of one or two major topics, authors, and/or movements in American literary history focusing on historical context and specific genres, providing the kind of deeper background useful for language arts teachers.	Course Description:

Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: every 4-6 semesters

Indicate if Course will be :   ☐ Requirement for Major   ☒ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Bringing consistency to course nomenclature to prevent student confusion and improve registration for courses.

115

Plans for assessing the effectiveness of the course: We will compare the number of registration queries and the number of students registered in correct courses to past semesters.

Approvals:		
College/Division Exec. Comm.: _J- T. LePt_	Date: 10-17-18	
Dept. Head: _Donna M. Sewell_	Date: 10-16-18	
Dean/Director: _J- T. LePt_	Date: 10-17-18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed): _Becky K. duCmy_	Date: 10-25-18	
Academic Committee:	Date:	

Form last updated: May 1, 2018

117

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

English 8400: Special Topics in Creative Writing

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 8400	Course Prefix and Number: ENGL 8400
Credit Hours: 3	Credit Hours: 3
Course Title: Special Topics in Creative Writing	Course Title: Special Topics in Creative Writing for Language Arts Teachers
Pre-requisites:	Pre-requisites:
Course Description: Study of one or two genres in creative writing, emphasizing contemporary authors and their respective narrative techniques. Teaching methods and pedagogy will be emphasized.	Course Description:

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** every 4-6 semesters

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Bringing consistency to course nomenclature to prevent student confusion and improve registration for courses.

118

Plans for assessing the effectiveness of the course: We will compare the number of registration queries and the number of students registered in correct courses to past semesters.

119

Approvals:		
College/Division Exec. Comm.: _J— T. Tift_	Date:	10-17-18
Dept. Head: _Donna M. Sewell_	Date:	10-16-18
Dean/Director: _J— T. Tift_	Date:	10-17-18
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed): _Becky K. da Cruz_	Date:	10-25-18
Academic Committee:	Date:	

Form last updated: May 1, 2018

120

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

English 8610: History of Rhetorical Theory

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 8610	Course Prefix and Number: ENGL 8610
Credit Hours: 3	Credit Hours: 3
Course Title: History of Rhetorical Theory	Course Title: History of Rhetorical Theory <u>for Language Arts Teachers</u>
Pre-requisites:	Pre-requisites:
Course Description: Study of the development of the art of rhetoric in Western thought as it provides teachers of writing with alternative perspectives on the contemporary teaching of writing.	Course Description:

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** every 4-6 semesters

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Bringing consistency to course nomenclature to prevent student confusion and improve registration for courses.

121

Plans for assessing the effectiveness of the course: We will compare the number of registration queries and the number of students registered in correct courses to past semesters.

Approvals:		
College/Division Exec. Comm.: _J— T. Isler_	Date: 10-17-18	
Dept. Head: _Donna M. Sewell_	Date: 10-16-18	
Dean/Director: _J— T. Isler_	Date: 10-17-18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed): _Becky K. daCruz_	Date: 10-25-18	
Academic Committee:	Date:	

Form last updated: May 1, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

English 8710: Language in School, Community, and Society

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 8710	Course Prefix and Number: ENGL 8710
Credit Hours: 3	Credit Hours: 3
Course Title: Language in School, Community, and Society	Course Title: Language in School, Community, and Society for Language Arts Teachers
Pre-requisites:	Pre-requisites:
Course Description: A survey of concepts and research in the study of the relationship between language and society as these apply to schools, communities, and the multilingual society of the United States.	Course Description:

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** every 4-6 semesters

Indicate if Course will be :   ☐ Requirement for Major   ☒ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Bringing consistency to course nomenclature to prevent student confusion and improve registration for courses.

124

Plans for assessing the effectiveness of the course: We will compare the number of registration queries and the number of students registered in correct courses to past semesters.

125

Approvals:		
College/Division Exec. Comm.: _J. T. Lille_	Date: 10-17-18	
Dept. Head: _Anna M. Sewell_	Date: 10-16-18	
Dean/Director: _J. T. Lille_	Date: 10-17-18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed): _Betsy K. da Cruz_	Date: 10-25-18	
Academic Committee:	Date:	

Form last updated: May 1, 2018

126

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	Faculty Member Requesting Revision: Dr. Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

English 8720: English Language Learners

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: ENGL 8720	Course Prefix and Number: ENGL 8720
Credit Hours: 3	Credit Hours: 3
Course Title: English Language Learners	Course Title: The Study of English Language Learners <u>for Language Arts Teachers and Other Professionals</u>
Pre-requisites:	Pre-requisites:
Course Description: Study of the development of English language proficiency and bilingualism among second language learners and the factors influencing language acquisition inside and outside the classroom.	Course Description:

Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: every 4-6 semesters

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Bringing consistency to course nomenclature to prevent student confusion and improve registration for courses.

127

Plans for assessing the effectiveness of the course: We will compare the number of registration queries and the number of students registered in correct courses to past semesters.

128

Approvals:		
College/Division Exec. Comm.: _J— T. LePo_		Date: 10-17-18
Dept. Head: _Donna N. Sewell_		Date: 10-16-18
Dean/Director: _J— T. LePo_		Date: 10-17-18
Graduate Exec. Comm.(if needed):		Date:
Graduate Dean (if needed): _Becky K. deCruz_		Date: 10-25-18
Academic Committee:		Date:

Form last updated: May 1, 2018

129

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision: English	**Faculty Member Requesting Revision:** Maren Clegg Hyer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

ENGL 8300 Seminar in Special Topics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ENGL 8300	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: Seminar in Special Topics	Course Title: Revision and Editing for Professionals
Pre-requisites:	Pre-requisites:
Course Description: A seminar within the area of language and/or literature	Course Description: Examines principles of revising prose, beginning with the rhetorical decisions underlying the production of a specific piece of writing and exploring how decisions about diction, sentence structure, and punctuation combine to create an effective style.

Semester/Year to be Effective: Summer 2018	**Estimated Frequency of Course Offering:** Every summer

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

☒ Improving student learning outcomes: The first "editing" course was taught under this number, and has evolved into such a successful and helpful course for graduate students across the university that we would like to give the "editing" special topics course the number and course designation of its own, avoiding confusion with other special topics courses in language and literature. The more general category of special topics courses will be given a new number.

☒ Adopting current best practice(s) in field: Editing successfully is a key component in professional success for our graduate students (and all graduate students), so the shift to make this a permanent elective is best practice.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

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☐ Other:

Plans for assessing the effectiveness of the course: The course has proven itself highly effective.

Approvals:		
College/Division Exec. Comm.: _J. T. L.Plo_	Date:	10-17-18
Dept. Head: _Donna M. Sewell_	Date:	10-16-18
Dean/Director: _J. T. L.Plo_	Date:	10-17-18
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed): _Becky K. da Cruz_	Date:	10-25-18
Academic Committee:	Date:	

Form last updated: May 1, 2018

132

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: English	**Faculty Member Requesting:** Maren Clegg Hyer
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ENGL 8310	**Proposed New Course Title:** Seminar in Special Topics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Seminar in Special Topics
Semester/Year to be Effective: Summer 2018	**Estimated Frequency of Course Offering:** Indeterminate

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 3	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A seminar within the area of language and/or literature.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Two necessary courses were functioning under the same number; this course replaces one of those two, to avoid confusion.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Observation of registration and advising issues.

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

133

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc.

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

☐ Other:

Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.

13d

Approvals:	
Dept. Head: Donna M. Sewell	Date: 10-16-18
College/Division Exec. Comm.: T. Iller	Date: 10-17-18
Dean/Director: T. Iller	Date: 10-17-18
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: Becky K. deCruz (for graduate course):	Date: 10-25-18
Academic Committee:	Date:

Form last updated: January 6, 2010

English 8310-A, "Special Topics in American Literature" (3 cr.)
Fall 2017
Instructor, English Department
M 6:30-9:15 pm WH 306
Office #, Email
Office Hours: W 1:00-2:30 and by appt.

Prerequisites
Admission to the MA in English program

Course Description

ENGL 8310 is a special topics seminar, this semester with a focus on Contemporary American Literature. We will examine a nearly obsessive interest in polar exploration in American fiction. While our focus will be contemporary American Literature, we will explore the roots of the theme of polar exploration by examining foundational early American works. The course will allow opportunities for diverse critical approaches as we tackle elements in the works that range from the fantastical and utopian to historical works of fiction (and poetry) specifically about the lost Franklin Expedition. While the course invites and encourages any relevant critical approaches, race, gender, and (post-)colonial concerns bind these works, and will be the source for much class discussion.

Objectives

The goals of the literature emphasis within the MA in English include helping students to improve upon the following skills and abilities:

- A breadth of knowledge including:
    - general knowledge of major literary periods and movements.
    - general knowledge of useful literary concepts and terminology.
    - specific knowledge of key works and figures.
- The ability to produce cogent written works blending knowledge of specific texts, history, and sources, with a clearly developed critical point of view.
- The ability to discuss their work articulately.
- The ability to produce systematic and thoroughly researched work appropriate to the discipline.
- The ability to participate in activities related to the profession.

Reaching these goals is built into the design of our course.

Reading List

Symzonia, "Adam Seaborn":
https://ebooks.adelaide.edu.au/l/literature/utopian/symzonia/index.html
Also here: http://www.sacred-texts.com/earth/sym/index.htm

The Narrative of Arthur Gordon Pym, Edgar Allan Poe

Oxford University Press; 1 edition (August 1, 2008)
ISBN-10: 0199540470, ISBN-13: 978-0199540471

Mizora, Mary E. Bradley
http://www.gutenberg.org/files/24750/24750-h/24750-h.htm\

V. Thomas Pynchon
Harper Perennial Modern Classics (July 5, 2005)
ISBN-10: 0060930217, ISBN-13: 978-0060930219

The Rifles, William T. Vollmann
Penguin Books (April 1, 1995)
ISBN-10: 0140176233, ISBN-13: 978-0140176230

Andrea Barrett, *The Voyage of the Narwhal: A Novel*
W. W. Norton & Company; First Print This Edition (September 17, 1999)
ISBN-10: 0393319504
ISBN-13: 978-0393319507

Pym, a novel, Mat Johnson
Spiegel & Grau; unknown edition (September 4, 2012)
ISBN-10: 0812981766, ISBN-13: 978-0812981766

Additional Works

Sci-fi/Utopia

Arqtiq, Anna Adolph
https://archive.org/stream/DocFeb0620171225/Doc%20Feb%2006%2C%202017%2C%2012_25#page/n0/mode/2up

NEQUA, Lowe and Grimsby
Green Snake Press; 3rd edition (2015)
ISBN-10: 0991089502 , ISBN-13: 978-0991089505
https://ia601607.us.archive.org/23/items/nequa_lowegrimsby_1900/nequa_lowegrimsby_microfilm_pdf.pdf

Rudy Rucker, *The Hollow Earth*
Monkeybrain; 2nd edition (November 21, 2006)
ISBN-10: 1932265201, ISBN-13: 978-1932265200

H. P. Lovecraft, *At the Mountains of Madness*
(http://www.hplovecraft.com/writings/texts/fiction/mm.aspx)

Against the Day, Thomas Pynchon
Penguin Books; Reprint edition (October 30, 2007)

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Poetry

Unpublished poem by John Franklin
https://nonsolusblog.wordpress.com/2012/05/08/unpublished-poem-by-sir-john-franklin-on-the-difficulties-of-writing-q-919-8-f85n/

Franklin's Passage, David Solway
McGill-Queen's University Press (November 3, 2003)
ISBN-10: 0773526838, ISBN-13: 978-0773526839
(Available as an e-text in Galileo)

Gwen MacEwen, "Terror and Erebus"
Radio play on the tragedy, but *Afterworlds* is out of print.

Grades

Grades will be based on successful completion of the following projects and the instructor's judgment:

- 25 % Paper proposal (4-6 pp.) with Annotated Bibliography
- 50%: Seminar length paper developed by student
- 15%: Quote Takes
- 10%: Class participation and attendance

Policies

Ethical Considerations. Plagiarism (representing someone else's work as your own) will result in a failing grade and possible disciplinary action by the college. To help prevent this, the university employs anti-plagiarism software. Behavior detrimental to the class environment will not be tolerated and may result in dismissal from class. Please inform me of special accommodations you have arranged for disabilities through the Access Office. Students with disabilities who have not made arrangements and who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such

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as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Schedule (Subject to Change)

Note: articles may be assigned in addition to primary readings.

Week 1 8/14
Introduction

Week 2 8/21
Symzonia

Week 3 (8/28)
The Narrative of Arthur Gordon Pym

Week 4 (9/11)
Mizora

Week 5 (9/18)
V. ch. 1-6

Week 6 (9/25)
V. ch 7-10

Week 7 (10/2)
V. ch 11-Epilogue

Week 8 (10/9)
The Rifles

Week 9 (10/16)
The Rifles

Week 10 (10/23)
The Rifles

Week 11 (10/30)
The Voyage of the Narwhal

Week 12 (11/6)
The Voyage of the Narwhal/Franklin's Passage

Week 13 (11/13)
Pym

Week 14 (11/20)
Pym

Week 15 (11/27)
Pym

Week 16 (12/4)
Conclusion: Seminar Paper due.

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