

**Troy University Undergraduate Academic Council Minutes**  
**October 27, 2011**  
**Meeting locations: 336C Wallace Hall with additional locations by VTEL .**

**Call to Order**

Chairman Sam Shelton called the meeting to order at 3:30 p.m. and asked Jo Ann Smith to call the Council roll.

**Voting Members Present**

Catherine Allard, Judy Bazzell, Scout Blum, John Boncek, Mary Catherine Colley, Xiaoli Huan, Debra Hunter, Cheiko Koyama, Candice Howard -Shaughnessy, Meg Milligan, Rodger Morrison, Marty Olliff, Timon Paleologos, Jana Slay, Isabelle Warren.

**Voting Members Absent with Notice**

Chung Baek

**Non-voting Members and Guests Attending**

Glenn Cohen, Hal Fulmer, Janet Gaston, Bill Grantham, Allen Jones, Jim Rinehart

**Approval of Agenda**

Motion was made by Isabelle Warren to accept the agenda. Second was made by Rodger Morrison. Motion was approved.

**Approval of Minutes of 9/15/2011**

Motion was made to Jo Ann to make corrections to minutes by Rodger Morrison and submit for an electronic vote. Second was made by Candy Shaughnessy. Motion was approved.

**COLLEGE OF ARTS AND SCIENCES**

**Biology Major**

- A. Dr. Glenn Cohen was present to discuss the Curriculum Revisions to the current concentrations in Biology Program and Marine Biology Program in the College of Arts and Sciences.**

Isabelle Warren moved to accept the modified changes listed below in red and add the changes highlighted in yellow.

Second was made by Mary Catherine Colley. Motion was approved.

**BIO 1100 Principles of Biology (3)**

Biological principles including the evolution of life, cell structure and function, bioenergetics, human biology, cell reproduction, heredity, and ecology. Credit for this course cannot be applied toward any curriculum in biology.

*Corequisite: BIO L100.*

**BIO L100 Principles of Biology Lab (1-2)**

Scientific method, measurements, microscopy, ecology, cell structure, bioenergetics, human biology, cell reproduction, heredity, and ecology. Credit for this course cannot be applied toward any curriculum in biology. *Corequisite: BIO 1100.*

**BIO 1110 Survey of the Human Body (3)**

Biological principles related to the role of humans in an ecosystem, with emphasis on the structure and function of the human body. Credit for this course cannot be applied toward any curriculum in biology.

*Corequisite: BIO L110.*

**BIO L110 Survey of the Human Body Lab (1-2)**  
Human physiology and the role that humans play in the biosphere. Credit for this course cannot be applied toward any curriculum in biology. *Corequisite: BIO 1110.*

**BIO 2229 General Ecology (3)**  
The relationships of living organisms to one another and to the nonliving environment. Basic ecological concepts with the emphasis on bioenergetics, limiting factors, adaptation to a changing environment, the niche, ecological pyramids, and succession. *Prerequisites: BIO 1101/L101 and CHM 1143/L143. Corequisite: BIO L229.*

**BIO L229 General Ecology Lab (1-3)**  
Introduction to the terminology, procedures and equipment for sampling biotic and abiotic components of ecosystems, the functional and dynamic features of ecosystems, and biotic interactions. *Prerequisites: BIO 1101/L101 and CHM 1143/L143. Corequisite: BIO 2229.*

**BIO 3320 Genetics (3)**  
Principles of heredity, from basic Mendelian concepts through molecular genetics. *Prerequisites: BIO 2220/L220., BIO 1101/L101, 2229/L229, CHM 1143/L143, MTH 1112 or equivalent and MTH 2210 or equivalent, or permission of chair. Corequisite: BIO L320.*

**BIO L320 Genetics Lab (1-3)**  
Basic laboratory techniques in genetics, including the genetics of common laboratory organisms. *Prerequisites: BIO 2220/L220. BIO 1101/L101, 2229/L229, CHM 1143/L143, MTH 1112 or equivalent and MTH 2210 or equivalent, or permission of chair. Corequisite: BIO 3320.*

**BIO 3340 Evolution (3)**  
Evolution is the fundamental unifying theory in biology. The course will introduce the major principles of evolutionary biology such as evolutionary genetics, adaptation and natural selection, biological diversity, paleobiology and macroevolution. *Prerequisites: Junior standing or permission of instructor.*

**BIO 3347 Human Anatomy and Physiology I (3)**  
Anatomical terminology, a survey of cell types and tissues, and detailed coverage of the integumentary, skeletal, muscular, and nervous systems of humans. *Prerequisites: BIO 1100/L100, BIO 2220/L220 or BIO 1110/L110 and CHM 1142/L142 or CHM 1115/L115. Corequisite: BIO L347.*

**BIO L347 Human Anatomy and Physiology I Lab (1-3)**  
Anatomical terminology, a survey of cell types and tissues, and detailed coverage of the integumentary, skeletal, muscular, and nervous systems of humans. *Prerequisites: BIO 1100/L100, BIO 2220/L220 or BIO 1110/L110 and CHM 1142/L142 or CHM 1115/L115. Corequisite: BIO 3347.*

**BIO L348 Human Anatomy and Physiology II Lab (1-3)**  
The endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of humans. *Prerequisites: a grade of C or better in BIO 3347/L347. Corequisite: BIO 3348*

**BIO 3372 Microbiology (3)**

Fundamentals of microbiology including historical perspectives, anatomy and growth of bacteria, microbial metabolism, diseases caused by them, and interrelationships of microorganisms with the environment. *Prerequisites:* BIO 1100/L100, **BIO 2220/L220** or **1110/L110** and **CHM 1142/L142** or **1115/L115**. *Corequisite:* BIO L372.

**BIO L372 Microbiology Lab (1-3)**

Fundamentals of microscopy, sterile techniques, staining procedures, isolation techniques, identification of unknowns, and biochemical tests. *Prerequisites:* BIO 1100/L100, **BIO 2220/L220** or **1110/L110** and **CHM 1142/L142** or **1115/L115**. *Corequisite:* BIO 3372.

**BIO 4421 Population Ecology (3)**

Animal and plant populations, food supply, competition, Disease, fecundity, distribution, and other environmental factors. Management of endangered Species and protected ecosystems are included. *Prerequisites:* BIO 2229/L229, **3320/L320**, **CHM 1143/L143**, **MTH 2210**. *Corequisite:* BIO L421

**BIO L421 Population Ecology Lab (1-3)**

Field exercises in identifying ecological problems, Formulating and testing hypotheses, and evaluating data using standard statistical methods. *Prerequisites:* BIO 2229/L229, **3320/L320**, **CHM 1143/L143**, **MTH 2210**. *Corequisite:* BIO 4421

**BIO 4430 Applied Genetics Lab (1-3)**

Advanced studies in genetics with emphasis on cytogenetics, **microbial genetics** and molecular genetics. *Prerequisites:* BIO 3320/L320, 3372/L372, **CHM 3343/L343**. *Corequisite:* BIO L430

**BIO L430 Applied Genetics Lab (1-3)**

**An introduction to Methods and procedures and equipment** used In the study of cytogenetic, **microbial genetics**, and molecular genetics. *Prerequisites:* BIO 3320/L320, 3372/L372, **CHM 3343/L343**. *Corequisite:* BIO 4430

**BIO 4480 Histology (3)**

Microscopic anatomy and function of cell types and tissues of mammalian organs. *Prerequisites:* BIO 1101/L101, **BIO 3347/L347**, **BIO 3348/L348**. *Corequisite:* BIO L480

**BIO L480 Histology Lab (1-3)**

Microscopic anatomy of cell types and tissues of mammalian organs. *Prerequisites:* BIO 1101/L101, **BIO 3347/L347**, **BIO 3348/L348**. *Corequisite:* BIO 4480

**BIO 4491-92 Guided Independent Research (1 to 3 credit hours per course per semester)**

Additional information is indexed under Independent Study and Research.

**BIO 4493-94 Guided Independent Study (1 to 3 credit hours per course per semester)**

Additional information is indexed under Independent Study and Research.



## **MARINE BIOLOGY COURSES (MB)**

*Offered at Dauphin Island Sea Lab (DISL) only  
Courses are offered during the summer semester only. Because course offerings change, check current DISL summer bulletin for specific course offerings and descriptions.*

### **MB 3301 Marine Biology (4)**

A general survey of marine plants, invertebrates, and vertebrates, the communities that they form and the physical and chemical factors that influence them. *Prerequisites: BIO 1101/L101, CHM 1143/L143*

### **MB 4406 Marsh Ecology (4)**

A study of the floral and faunal elements of various marine marsh communities. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143*

### **MB 4416 Marine Fish Diseases (2)**

Introduction to aquatic animal diseases, specifically fin fish and shellfish. Student will learn practical microbiological techniques for isolation and identification. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143*

### **MB 4418 Marine Behavioral Ecology (4)**

Examination of how animal behavior is influenced by and interacts with its environment, and the ecological and evolutionary significance of these behaviors in a marine setting. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143*

### **MB 4419 Marine Aquaculture (2)**

Techniques in live animal culture with an emphasis on basic principals that can be applied to the culture of any organism for research, display, or commercial profit. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143.*

### **MB 4421 Marine Technical Methods (2)**

An introduction to the techniques, instrumentation and equipment necessary to perform marine research, emphasizing field methods. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143*

### **MB 4425 Coastal Ornithology (4)**

Study of coastal and pelagic birds with emphasis on ecology, taxonomy, and distribution. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143*

### **MB 4426 Coastal Zone Management (2)**

A review of ecological features and management policies for coastal communities, with a description of relevant state and federal programs. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143*

### **MB 4428 Shark and Ray Biology (2)**

An introduction to the biology of sharks and rays, with special emphasis on regional shark fauna and field techniques. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143.*

### **MB 4432 Biology and Conservation of Marine Turtles (2)**

An overview of the biology and conservation of marine turtles, including identification, distribution, nesting behavior, migratory behavior, and feeding ecology. *Prerequisites: BIO 1101/L101, 2229/L229, CHM 1143/L143*

### **MB 4460 Introduction to Neurobiology (4)**

The study of the structure, development, physiology, and pharmacology of the nervous systems and sense organs. *Prerequisites: Permission of instructor.*

## **BIOLOGY MAJOR (43 HOURS)**

### **Specialized General Studies Requirements**

General studies requirements for the biology major and the biology, environmental science, biomedical sciences, and marine biology programs total 64 semester hours. See the General Studies section of this catalog for complete general studies information.

\*Special Topics in Biology (BIO 4476), Guided Independent Studies (BIO 4491/4492), and Guided Independent Research (BIO4493/4494) may only be taken for a maximum of 6 semester hours.

### **Area III**

BIO 1100 (3 ) Principles of Biology  
BIO L100 (1) Principles of Biology Lab  
CHM 1142 (3 ) General Chemistry I  
CHM L142 (1) General Chemistry I Lab  
MTH 1125 (4 ) Calculus I

### **Area V Requirements**

BIO 1101 (3) Organismal Biology  
BIO L101 (1) Organismal Biology Lab  
CHM 1143 (3) General Chemistry II  
CHM L143 (1) General Chemistry II Lab  
IS 2241 (3) Computer Concepts and Apps.  
TROY 1101 (1) University Orientation

### **Complete one sequence:**

PHY 2252 (3) General Physics I  
PHY L252 (1) General Physics I Lab  
PHY 2253 (3) General Physics II  
PHY L253 (1) General Physics II Lab

*or*

PHY 2262 (3) Physics I with Calculus  
PHY L262 (1) Physics I with Calculus Lab  
PHY 2263 (3) Physics II with Calculus  
PHY L263 (1) Physics II with Calculus Lab

### **Major Requirements**

BIO 2220 (3) Principles of Cell Biology  
BIO L220 (1) Principles of Cell Biology Lab  
BIO 2229 (3) General Ecology  
BIO L229 (1) General Ecology Lab  
BIO 3320 (3) Genetics  
BIO L320 (1) Genetics Lab  
CHM 3342 (3) Organic Chemistry I  
CHM L342 (1) Organic Chemistry I Lab  
CHM 3343 (3) Organic Chemistry II  
CHM L343 (1) Organic Chemistry II Lab  
MTH 2210 (3) Applied Statistics

### **Complete one botany course with its corresponding lab:**

BIO 3325 (3) Plant Form and Function  
BIO L325 (1) Plant Form and Function Lab  
BIO 3326 (3) Plant Diversity  
BIO L326 (1) Plant Diversity Lab  
BIO 4402 (4) Spring Flora  
BIO 4425 (4) Field Botany

### **Complete one zoology course with its corresponding lab:**

BIO 3307 (3) Invertebrate Zoology  
BIO L307 (1) Invertebrate Zoology Lab  
BIO 3308 (3) Vertebrate Zoology  
BIO L308 (1) Vertebrate Zoology Lab  
BIO 4405 (3) Entomology  
BIO L405 (1) Entomology Lab  
BIO 4410 (3) Animal Behavior

BIO L410 (1) Animal Behavior Lab  
BIO 4420 (4) Field Vertebrate Zoology  
BIO 4432 (3) Comparative Vertebrate Anatomy  
BIO L432 (1) Comparative Vertebrate Anatomy Lab  
BIO 4445 (3) Ichthyology  
BIO L445 (1) Ichthyology Lab  
BIO 4446 (3) Herpetology  
BIO L446 (1) Herpetology Lab  
BIO 4447 (3) Ornithology  
BIO L447 (1) Ornithology Lab  
BIO 4448 (3) Mammalogy  
BIO L448 (1) Mammalogy Lab  
BIO 4471 (3) Parasitology  
BIO L471 (1) Parasitology Lab

**Complete** one ecology/environmental course with its corresponding lab:

BIO 2202 (3) Principles of Environmental Science  
BIO L202 (1) Principles of Environmental Science Lab  
BIO 4413 (3) Limnology  
BIO L413 (1) Limnology Lab  
BIO 4416 (3) Microbial Ecology  
BIO L416 (1) Microbial Ecology Lab  
BIO 4421 (3) Population Ecology  
BIO L421 (1) Population Ecology Lab  
BIO 4479 (3) Environmental Assessment  
BIO L479 (1) Environmental Assessment Lab

**Complete** one physiology/cell/molecular course with its corresponding lab:

BIO 3347 (3) Human Anatomy and Physiology I  
BIO L347 (1) Human Anatomy and Physiology I Lab  
BIO 3348 (3) Human Anatomy and Physiology II  
BIO L348 (1) Human Anatomy and Physiology II Lab  
BIO 3372 (3) Microbiology  
BIO L372 (1) Microbiology Lab  
BIO 3382 (3) Immunology  
BIO L382 (1) Immunology Lab  
BIO 3386 (3) Hematology  
BIO L386 (1) Hematology Lab  
BIO 4414 (3) Food Microbiology  
BIO L414 (1) Food Microbiology Lab  
BIO 4430 (3) Applied Genetics  
BIO L430 (1) Applied Genetics Lab  
BIO 4433 (3) Embryology  
BIO L433 (1) Embryology Lab  
BIO 4451 (3) Toxicology  
BIO L451 (1) Toxicology Lab  
BIO 4480 (3) Histology  
BIO L480 (1) Histology Lab  
BIO 4482 (3) Molecular Biology  
BIO L482 (1) Molecular Biology Lab

**Complete** one upper-level adviser-approved biology course and its corresponding lab.

**BIOLOGY MINOR (18-20 HOURS)**

Lectures and the corresponding labs must be taken together:

BIO 1101 (3) Organismal Biology  
BIO L101 (1) Organismal Biology Lab  
BIO 2229 (3) General Ecology  
BIO L229 (1) General Ecology Lab  
BIO 3320 (3) Genetics  
BIO L320 (1) Genetics Lab

*Select one course with its corresponding lab:*

BIO 2220 (3) Principles of Cell Biology  
BIO L220 (1) Principles of Cell Biology Lab  
BIO 3372 (3) Microbiology  
BIO L372 (1) Microbiology Lab

**Complete** two to four additional semester hours of approved upper-level (3300 or above) biology courses with corresponding labs.

## **BIOLOGY PROGRAM (55 HOURS)**

### **Specialized General Studies Requirements**

\*Special Topics in Biology (BIO 4476), Guided Independent Studies (BIO 4491/4492), and Guided Independent Research (BIO4493/4494) may only be taken for a maximum of 6 semester hours.

### **Area III**

BIO 1100 (3 ) Principles of Biology  
BIO L100 (1) Principles of Biology Lab  
CHM 1142 (3 ) General Chemistry I  
CHM L142 (1) General Chemistry I Lab  
MTH 1125 (4 ) Calculus I

### **Area V Requirements**

IS 2241 (3) Computer Concepts and Apps.  
TROY 1101 (1) University Orientation  
BIO 1101 (3) Organismal Biology  
BIO L101 (1) Organismal Biology Lab  
CHM 1143 (3) General Chemistry II  
CHM L143 (1) General Chemistry II Lab

**Complete** one sequence (physics sequence not required for medical technology concentration):

PHY 2252 (3) General Physics I  
PHY L252 (1) General Physics I Lab  
PHY 2253 (3) General Physics II  
PHY L253 (1) General Physics II Lab

or

PHY 2262 (3) Physics I with Calculus  
PHY L262 (1) Physics I with Calculus Lab  
PHY 2263 (3) Physics II with Calculus  
PHY L263 (1) Physics II with Calculus Lab

### **Requirements**

**BIO 2220 (3) Principles of Cell Biology**  
**BIO L220 (1) Principles of Cell Biology Lab**

BIO 2229 (3) General Ecology  
BIO L229 (1) General Ecology Lab  
BIO 3320 (3) Genetics  
BIO L320 (1) Genetics Lab  
CHM 3342 (3) Organic Chemistry I  
CHM L342 (1) Organic Chemistry I Lab  
CHM 3343 (3) Organic Chemistry II  
CHM L343 (1) Organic Chemistry II Lab  
MTH 2210 (3) Applied Statistics

**Complete** one of the five concentrations shown below (biomedical sciences, food safety, general biology, ecology and field biology, or medical technology):

### **Biomedical Sciences Concentration:**

BIO 3347 (3) Human Anatomy and Physiology I  
BIO L347 (1) Human Anatomy and Physiology I Lab  
BIO 3348 (3) Human Anatomy and Physiology II  
BIO L348 (1) Human Anatomy and Physiology II Lab  
BIO 3372 (3) Microbiology  
BIO L372 (1) Microbiology Lab  
BIO 4482 (3) Molecular Biology  
BIO L482 (1) Molecular Biology Lab

**Complete** 16 additional semester hours (four courses with labs) from the courses listed below. One upper level botany, zoology, or ecology/ environmental course and lab may be used towards this requirement.

*Guided Independent Research (BIO 4491/4492) or Guided Independent Study (BIO 4493/4494) may be taken for up to six of these credits. BIO 4491 and 4493 may be mixed and taken in any sequence for up to six credits. However, the two course sequences of BIO 4491/4492 and BIO 4493/4494 may not be taken for more than six credits regardless of the mix.*

*The 16 hours chosen should be based on the student's future plans (employment, graduate school, or professional school).*

**BIO 3340 (3) Evolution**  
BIO 3382 (3) Immunology  
BIO L382 (1) Immunology Lab



BIO 4414 (3) Food Microbiology  
BIO L414 (1) Food Microbiology Lab  
BIO 4416 (3) Microbial Ecology  
BIO L416 (1) Microbial Ecology Lab  
BIO 4430 (3) Applied Genetics  
BIO L430 (1) Applied Genetics Lab  
BIO 4451 (3) Toxicology  
BIO L451 (1) Toxicology Lab  
BIO 4471 (3) Parasitology  
BIO L471 (1) Parasitology Lab  
BIO 4476 (1-3) Special Topics in Biology\*  
BIO 4480 (3) Histology  
BIO L480 (1) Histology Lab  
BIO 4488/4489/4490 (1-3) Internship in the Biological  
or Environmental Sciences  
BIO 4491/4492 (1-3) Guided Independent Research\*  
BIO 4493/4494 (1-3) Guided Independent Study\*  
CHM 3352 (3) Biochemistry  
CHM L352 (1) Biochemistry Lab

**Food Safety Concentration:**

BIO 3372 (3) Microbiology  
BIO L372 (1) Microbiology Lab  
BIO 4414 (3) Food Microbiology  
BIO L414 (1) Food Microbiology Lab  
BIO 4451 (3) Toxicology  
BIO L451 (1) Toxicology Lab  
BIO 4418 (3) Food Laws and Regulations  
CHM 3352 (3) Biochemistry  
CHM L352 (1) Biochemistry Lab  
MGT 4466 (3) Restaurant Management  
NSG 2211 (3) Human Nutrition

*Complete seven or more hours from the courses listed below. Lectures and their corresponding labs must be taken together.*

**BIO 3340 (3) Evolution**

BIO 3382 (3) Immunology  
BIO L382 (1) Immunology Lab  
BIO 4416 (3) Microbial Ecology  
BIO L416 (1) Microbial Ecology Lab  
BIO 4471 (3) Parasitology  
BIO L471 (1) Parasitology Lab  
BIO 4476 (1-3) Special Topics in Biology\*  
BIO 4491/4492 (1-3) Guided Independent Research\*  
BIO 4493/4494 (1-3) Guided Independent Study\*  
BIO 4482 (3) Molecular Biology  
BIO L482 (1) Molecular Biology Lab  
BIO 4488/4489/4490 (1-3) Internship in the Biological or Environmental Sciences  
CHM 4455 (3) Instrumental Analysis  
CHM L455 (1) Instrumental Analysis Lab  
MGT 3372 (3) Hospitality Management  
MGT 4465 (3) Food and Beverage Service

**General Biology Concentration:**

**Complete** one botany course with its corresponding lab:

BIO 3325 (3) Plant Form and Function  
BIO L325 (1) Plant Form and Function Lab  
BIO 3326 (3) Plant Diversity  
BIO L326 (1) Plant Diversity Lab  
BIO 4402 (4) Spring Flora  
BIO 4425 (4) Field Botany

**Complete** one zoology course with its corresponding lab:

BIO 3307 (3) Invertebrate Zoology  
BIO L307 (1) Invertebrate Zoology Lab  
BIO 3308 (3) Vertebrate Zoology  
BIO L308 (1) Vertebrate Zoology Lab  
BIO 4405 (3) Entomology  
BIO L405 (1) Entomology Lab  
BIO 4410 (3) Animal Behavior  
BIO L410 (1) Animal Behavior Lab  
BIO 4420 (4) Field Vertebrate Zoology  
BIO 4432 (3) Comparative Vertebrate Anatomy  
BIO L432 (1) Comparative Vertebrate Anatomy Lab  
BIO 4445 (3) Ichthyology  
BIO L445 (1) Ichthyology Lab  
BIO 4446 (3) Herpetology  
BIO L446 (1) Herpetology Lab  
BIO 4447 (3) Ornithology  
BIO L447 (1) Ornithology Lab  
BIO 4448 (3) Mammalogy  
BIO L448 (1) Mammalogy Lab  
BIO 4471 (3) Parasitology  
BIO L471 (1) Parasitology Lab

**Complete** one ecology/environmental course with its corresponding lab:

BIO 4413 (3) Limnology  
BIO L413 (1) Limnology Lab  
BIO 4416 (3) Microbial Ecology  
BIO L416 (1) Microbial Ecology Lab  
BIO 4421 (3) Population Ecology  
BIO L421 (1) Population Ecology Lab  
BIO 4479 (3) Environmental Assessment  
BIO L479 (1) Environmental Assessment Lab

**Complete** one physiology/cell/molecular course with its corresponding lab:

BIO 3347 (3) Human Anatomy and Physiology I  
BIO L347 (1) Human Anatomy and Physiology I Lab  
BIO 3348 (3) Human Anatomy and Physiology II  
BIO L348 (1) Human Anatomy and Physiology II Lab  
BIO 3372 (3) Microbiology  
BIO L372 (1) Microbiology Lab  
BIO 3382 (3) Immunology  
BIO L382 (1) Immunology Lab  
BIO 3386 (3) Hematology  
BIO L386 (1) Hematology Lab  
BIO 4414 (3) Food Microbiology  
BIO L414 (1) Food Microbiology Lab  
BIO 4430 (3) Applied Genetics  
BIO L430 (1) Applied Genetics Lab  
BIO 4433 (3) Embryology  
BIO L433 (1) Embryology Lab  
BIO 4451 (3) Toxicology  
BIO L451 (1) Toxicology Lab  
BIO 4480 (3) Histology  
BIO L480 (1) Histology Lab  
BIO 4482 (3) Molecular Biology  
BIO L482 (1) Molecular Biology Lab

**Complete 16 additional semester hours of BIO or MB courses.** The 16 hours chosen should be

based on the student's future plans (employment, graduate school, or professional school).

**Ecology and Field Biology Concentration:**

BIO 4420 (4) Field Vertebrate Zoology

BIO 4421 (3) Population Ecology

BIO L421 (1) Population Ecology Lab

BIO 4425 (4) Field Botany

**Complete** 12 hours (three courses with labs) from the three categories below. At least one course must be taken from each of the three categories.

**Zoology**

BIO 3307 (3) Invertebrate Zoology

BIO L307 (1) Invertebrate Zoology Lab

BIO 4405 (2) Entomology

BIO L405 (2) Entomology Lab

**Botany**

BIO 3325 (3) Plant Form and Function

BIO L325 (1) Plant Form and Function Lab

BIO 3326 (3) Plant Diversity

BIO L326 (1) Plant Diversity Lab

**Ecology**

BIO 4413 (3) Limnology

BIO L413 (1) Limnology Lab

BIO 4479 (3) Environmental Assessment

BIO L479 (1) Environmental Assessment Lab

**MB 4406 (4) Marsh Ecology**

**Complete** an additional eight hours of adviser-approved BIO or MB courses.

**Medical Technology Concentration:**

Students must complete 29 semester hours on the Troy

Campus prior to applying for an internship.

Lectures and their corresponding labs must be taken together.

BIO 3347 (3) Human Anatomy and Physiology I

BIO L347 (1) Human Anatomy and Physiology I Lab

BIO 3348 (3) Human Anatomy and Physiology II

BIO L348 (1) Human Anatomy and Physiology II Lab

BIO 3372 (3) Microbiology

BIO L372 (1) Microbiology Lab

BIO 3382 (3) Immunology

BIO L382 (1) Immunology Lab

**Complete** one course with its corresponding lab:

BIO 3386 (3) Hematology

BIO L386 (1) Hematology Lab

BIO 4471 (3) Parasitology

BIO L471 (1) Parasitology Lab

In addition to the above courses, including core courses, students must complete 33 semester hours of hospital internship MT 4400-4413 courses.

## **BIOLOGY, PREPROFESSIONAL MAJOR (55 HOURS)**

### **Specialized General Studies Requirements**

#### **Area III (12 Hours)**

BIO 1100 (3) Principles of Biology  
BIO L100 (1) Principles of Biology Lab  
CHM 1142 (3) General Chemistry  
CHM L142 (1) General Chemistry I Lab  
MTH 1125 (4) Calculus I

#### **Area V Requirements (20 Hours)**

BIO 1101 (3) Organismal Biology  
BIO L101 (1) Organismal Biology Lab  
CHM 1143 (3) General Chemistry II  
CHM L143 (1) General Chemistry II Lab  
IS 2241 (3) Computer Concepts and Applications  
TROY 1101 (1) University Orientation

**Complete** one sequence (physics sequence not required for medical technology concentration):

PHY 2252 (3) General Physics I  
PHY L252 (1) General Physics I Lab  
PHY 2253 (3) General Physics II  
PHY L253 (1) General Physics II Lab

or

PHY 2262 (3) Physics I with Calculus  
PHY L262 (1) Physics I with Calculus Lab  
PHY 2263 (3) Physics II with Calculus  
PHY L263 (1) Physics II with Calculus Lab

#### **Requirements for the major**

*Lectures and their corresponding labs must be taken together.*

BIO 2229 (3) General Ecology  
BIO L229 (1) General Ecology Lab  
BIO 3320 (3) Genetics  
BIO L320 (1) Genetics Lab  
BIO 3372 (3) Microbiology  
BIO L372 (1) Microbiology Lab  
CHM 3342 (3) Organic Chemistry I  
CHM L342 (1) Organic Chemistry I Lab  
CHM 3343 (3) Organic Chemistry II  
CHM L343 (1) Organic Chemistry II Lab  
MTH 2210 (3) Applied Statistics

#### **ENVIRONMENTAL SCIENCE MINOR (18-20 HOURS)**

BIO 2202 (3) Principles of Environmental Science  
BIO L202 (1) Principles of Environmental Science Lab  
BIO 3328 (3) Environmental Pollution and Control  
BIO L328 (1) Environmental Pollution and Control Lab  
*Complete 12 hours from the following:*  
BIO 4451 (3) Toxicology  
BIO L451 (1) Toxicology Lab  
BIO 4452 (3) Industrial Hygiene  
BIO L452 (1) Industrial Hygiene Lab  
BIO 4479 (3) Environmental Assessment  
BIO L479 (1) Environmental Assessment Lab  
BIO 4420 (4) Field Vertebrate Zoology (combined lecture and lab)  
BIO 4425 (4) Field Botany or BIO 4402 (combined lecture and lab)  
BIO 4476 (1-3) Special Topics (combined lecture and lab)  
BIO 4491 (1-3) Guided Independent Research (combined lecture and lab)  
CHM 3350 (3) Principles of Physical Chemistry  
CHM L350 (1) Principles of Physical Chemistry Lab  
CHM 3352 (3) Biochemistry  
CHM L352 (1) Biochemistry Lab  
CHM 4445 (3) Instrumental Analysis  
CHM L445 (1) Instrumental Analysis Lab

**Complete** 32 semester hours from the courses listed below:

BIO 3347 (3) Human Anatomy and Physiology I  
BIO L347 (1) Human Anatomy and Physiology I Lab  
BIO 3348 (3) Human Anatomy and Physiology II  
BIO L348 (1) Human Anatomy and Physiology II Lab  
BIO 3382 (3) Immunology  
BIO L382 (1) Immunology Lab  
BIO 3386 (3) Hematology

BIO L386 (1) Hematology Lab  
BIO 4414 (3) Food Microbiology  
BIO L414 (1) Food Microbiology Lab  
BIO 4416 (3) Environmental Microbiology.  
BIO L416 (1) Environmental Microbiology Lab  
BIO 4430 (3) Applied Genetics  
BIO L430 (1) Applied Genetics Lab  
BIO 4432 (3) Comparative Vertebrate Anatomy  
BIO L432 (1) Comparative Vertebrate Anatomy Lab  
BIO 4433 (3) Embryology  
BIO L433 (1) Embryology Lab  
BIO 4451 (3) Toxicology  
BIO L451 (1) Toxicology Lab  
BIO 4471 (3) Parasitology  
BIO L471 (1) Parasitology Lab  
BIO 4478 (3) Cell Biology  
BIO L478 (1) Cell Biology Lab  
BIO 4480 (3) Histology  
BIO L480 (1) Histology Lab  
BIO 4482 (3) Molecular Biology  
BIO L482 (1) Molecular Biology Lab  
CHM 3352 (3) Biochemistry  
CHM L3352 (1) Biochemistry Lab

## ENVIRONMENTAL SCIENCE PROGRAM

### (55 HOURS)

\*Special Topics in Biology (BIO 4476), Guided Independent Studies (BIO 4491/4492), and Guided Independent Research (BIO4493/4494) may only be taken for a maximum of 6 semester hours.

### Specialized General Studies Requirements

#### Area III

BIO 1100 (3 ) Principles of Biology  
BIO L100 (1) Principles of Biology Lab  
CHM 1142 (3 ) General Chemistry I  
CHM L142 (1) General Chemistry I Lab  
MTH 1125 (4 ) Calculus I

#### Area V Requirements

IS 2241 (3) Computer Concepts and Apps.  
TROY 1101 (1) University Orientation  
BIO 1101 (3) Organismal Biology  
BIO L101 (1) Organismal Biology Lab  
CHM 1143 (3) General Chemistry II  
CHM L143 (1) General Chemistry II Lab

*Complete one sequence (physics sequence not required for medical technology concentration):*

PHY 2252 (3) General Physics I  
PHY L252 (1) General Physics I Lab  
PHY 2253 (3) General Physics II  
PHY L253 (1) General Physics II Lab

*or*

PHY 2262 (3) Physics I with Calculus  
PHY L262 (1) Physics I with Calculus Lab  
PHY 2263 (3) Physics II with Calculus  
PHY L263 (1) Physics II with Calculus Lab

#### Program Requirements

BIO 2220 (3) Principles of Cell Biology  
BIO L220 (1) Principles of Cell Biology Lab  
BIO 2229 (3) General Ecology  
BIO L229 (1) General Ecology Lab  
BIO 3320 (3) Genetics  
BIO L320 (1) Genetics Lab  
CHM 3342 (3) Organic Chemistry I  
CHM L342 (1) Organic Chemistry I Lab  
CHM 3343 (3) Organic Chemistry II  
CHM L343 (1) Organic Chemistry II Lab  
MTH 2210 (3) Applied Statistics

#### Environmental Science Core (32 semester hours):

BIO 2202 (3) Principles of Environmental Science  
BIO L202 (1) Principles of Environmental Science Lab  
BIO 3328 (3) Environmental Pollution and Control  
BIO L328 (1) Environmental Pollution and Control Lab  
BIO 4413 (3) Limnology  
BIO L413 (1) Limnology Lab  
BIO 4451 (3) Toxicology  
BIO L451 (1) Toxicology Lab  
BIO 4452 (3) Industrial Hygiene  
BIO L452 (1) Industrial Hygiene Lab  
BIO 4479 (3) Environmental Assessment  
BIO L479 (1) Environmental Assessment Lab

*Complete eight hours of adviser-approved upper-level courses in biology, marine biology, chemistry or mathematics.*

BIO 4488/4489/4490 (1-3 ) Internship in Environmental Science

## MARINE BIOLOGY PROGRAM (55 HOURS)

Students must take courses at both Troy University and Dauphin Island Sea Lab (DISL).

\*Special Topics in Biology (BIO 4476), Guided Independent Studies (BIO 4491/4492), and Guided Independent Research (BIO4493/4494) may only be taken for a maximum of 6 semester hours.

### Specialized General Studies Requirements

#### Area III

BIO 1100 (3 ) Principles of Biology  
BIO L100 (1) Principles of Biology Lab  
CHM 1142 (3 ) General Chemistry I  
CHM L142 (1) General Chemistry I Lab  
MTH 1125 (4 ) Calculus I

#### Area V Requirements

IS 2241 (3) Computer Concepts and Apps.  
TROY 1101 (1) University Orientation  
BIO 1101 (3) Organismal Biology  
BIO L101 (1) Organismal Biology Lab  
CHM 1143 (3) General Chemistry II  
CHM L143 (1) General Chemistry II Lab

*Complete one sequence (physics sequence not required for medical technology concentration):*

PHY 2252 (3) General Physics I  
PHY L252 (1) General Physics I Lab  
PHY 2253 (3) General Physics II  
PHY L253 (1) General Physics II Lab

*or*

PHY 2262 (3) Physics I with Calculus  
PHY L262 (1) Physics I with Calculus Lab  
PHY 2263 (3) Physics II with Calculus  
PHY L263 (1) Physics II with Calculus Lab

### Requirements for the Program

*Lectures and corresponding labs must be taken together.*

BIO 2220 (3) Principles of Cell Biology  
BIO L220 (1) Principles of Cell Biology Lab  
BIO 2229 (3) General Ecology  
BIO L229 (1) General Ecology Lab  
BIO 3320 (3) Genetics  
BIO L320 (1) Genetics Lab  
CHM 3342 (3) Organic Chemistry I  
CHM L342 (1) Organic Chemistry I Lab  
CHM 3343 (3) Organic Chemistry II  
CHM L343 (1) Organic Chemistry II Lab  
MTH 2210 (3) Applied Statistics

*Troy University Courses:*

BIO 3307 (3) Invertebrate Zoology  
BIO L307 (1) Invertebrate Zoology Lab

*Complete 12 additional semester hours of three additional upper-level adviser-approved biology courses (12 SH). Lectures and their corresponding labs must be taken together.*

### Dauphin Island Sea Lab (DISL) Courses (16 semester hours).

DISL courses are offered during the summer term. Students are required to take the following prerequisites before attending DISL: CHM 1143, L143, BIO 1101, L101, BIO 2229, L229. Students must also comply with all DISL catalog prerequisites for individual courses.

Complete 16 semester hours of MB courses approved by the DISL liaison and Department Chair.

### BA/BS in Liberal Studies Program

**B. Dr. Bill Grantham represented the College of Arts and Sciences in the presentation of the proposal regarding the courses to be added for the BA/BS in Liberal Studies Program.**

**C. Rodger Morrison moved create the courses listed below. Second was made by Isabelle Warren. Motion was approved.**



**Courses to be added:**

- LST 3XXX Methods in Critical Inquiry  
No Course Description
- LST 3XXX Critical Theory  
No Course Description
- LST 4499 Senior Seminar in Liberal Studies  
No Course Description.

D. **Rodger Morrison** moved to pass program. **Isabelle Warren** seconded motion. After lengthy discussion an all vote was requested. The vote was tied and the chair voted aye. **Motion was approved.**

## **BA/BS Liberal Studies Program**

**Required Courses in Area IV:**

POL 2241, POL 2260, SOC 2275

**Required Courses in Area V:**

ECO 2251, ECO 2252, PSY 2200, GEO 2210, ANT 2200

**Required Liberal Studies Courses (30 shrs)**

LST 3XXX Methods in Critical Inquiry  
LST 3XXX Critical Theory  
LST 4499 Senior Seminar in Liberal Studies

**Choose 21 shrs from the following:**

ANT 3310	Cultural Anthropology
ECO xxxx	Economic Foundations in Capitalism
ENG 3305	Folklore/Mythology
ENG 4405	History of the English Language
GEO 3301	Principles of Cultural Geography
GEO 4402	Political Geography
HIS 3342	Renaissance and Reformation
POL 3300	Foundations of Political Science
POL 3330	Political Theory
PSY 3370	Comparative Psychology
PSY 3380	Social Psychology
SOC 3300	Social Institutions
SOC 3301	Social Change

**Choose at least 6 shrs from each of the following for a total of 30 shrs:**

**Societal Studies (choose at least 6 shrs):**

ANT 4410	High Civilizations of the Old World
ANT 4411	High Civilizations of the New World
ECO 4451	International Trade
HIS 3342	Renaissance and Reformation
HIS 3343	Age of Absolutism
HIS 3344	Age of Reason

POL 4431	Comparative Government
POL 3360	Contemporary Political Thought
SOC 3300	Social Institutions
SOC 3301	Social Change
SOC 4420	Sociological Theory
SOC 4435	The Sociology of Complex Societies

**Behavioral Studies (choose at least 6shrs):**

ANT 3360	Magic, Witchcraft, and Religion
COM 3324	Gender Communications
POL 3351	International Relations
POL 4415	International Conflict
POL 4440	Political Sociology
POL 4460	Intercultural Relations
PSY 3304	Abnormal Psychology
PSY 3312	Psychology of Women
PSY 3370	Comparative Psychology
PSY 3380	Social Psychology
SOC 3332	Family Violence
SOC 4409	Political Sociology
SOC 4436	Social Evolution: Anarchy to Democracy

**Cognitive and Language Studies (choose at least 6 shrs):**

ANT 3340	Language in Culture and Society
ENG 3305	Folklore/Mythology
ENG 3320	Introduction to Linguistics
ENG 4405	History of the English Language
PSY 4460	Cognitive Psychology
COM 3341	American Public Address
COM 4433	Literary Criticism
COM 3328	International/Intercultural Communications

**Global Studies (choose at least 6 shrs):**

ANT 3310	Cultural Anthropology
ANT 3320	Prehistory of North American Indians
ANT 3321	North American Indians Since Contact
ANT 4410	High Civilizations of the Old World
ANT 4411	High Civilizations of the New World
ECO 4555	Comparative Economic Systems
ENG 4465	African American Literature
GEO 3301	Principles of Physical Geography
GEO 4402	Political Geography
POL 3351	International Relations
POL 4410	International Political Economy
POL 4431	Comparative Governments

**E. Allen Jones was present to request the Addition, Emendation, Deletion of Upper Division History Courses & Deletion of Civil Rights Emphasis.**

**Marty Olliff** moved to approve the addition of the History Courses listed below. Second was made by **Catherine Allard**. **Motion was approved.**

**HIS 3XXX Cultural History of the United States to 1877**

A study of American society through its literature, religion, philosophy, and the arts. Emphasis will be on immigration patterns, European cultural transfer, and environmental adaptations that created the American character.

**HIS 3XXX Cultural History of the United States since 1877**

This course provides a concentrated study of changing thought patterns resulting from the rise of Big Business, theories of the public interest, and the emergence of the United States as a world power. Wide opportunities for reading offered in religion, philosophy, literature, and the arts.

**HIS 4XXX Jacksonian America**

A study of the emerging American nation. Topics will include Jeffersonian and Jacksonian democracy, the market revolution and slavery, the Second Great Awakening and the rise of reform movements, Manifest Destiny and the Mexican War.

**HIS 4XXX Interwar and World War II**

A study of America in the years between the end of World War I and the end of World War II. Topics will include cultural and economic changes during the 1920s, the causes and effects of the Great Depression, the programs of the New Deal, and the diplomatic, culture, and social causes and effects of World War II.

**HIS 4XXX Late Antiquity**

Study of developments in the Mediterranean and Europe during the third through eighth centuries including the fall of the Roman empire and the rise of barbarian kingdoms. The course examines the interrelatedness of economics, politics warfare, and religion in shaping late ancient societies.

**HIS 4XXX The Crusades**

Study of the origins and the execution of the series of religious wars called the crusades. In addition to analyzing the various campaigns, the course also examines the phenomenon in the context of the social and cultural conditions in the medieval Europe, Byzantium and Islam.

**HIS 4XXX Women, Health, and History**

Explores the historical relationships between sex, gender, and Medicine in the western world and improves students' cultural and historical literacy, understanding of major health issues in the health professions, the role of gender and sex in medicine and culture, and the diversity of the medical and social practices.

**HIS 4XXX Infectious Diseases and History**

The courses provides a study of the causes and effects of infectious diseases on major events in human history from Neolithic revolution to the present. A selected case study will be presented.

**HIS 4XXX History of Mexico**

A history of Mexico from pre-Columbian times to the present. The course follows social, cultural, political, and economic themes in the Mexican history, as well as Mexico's relationship with the United States.

#### **HIS 4XXX The ABC Powers**

This course examines the social, cultural, diplomatic, political, and economic history of three of the largest and wealthiest Latin American nations – Argentina, Brazil, and Chile.

#### **HIS 4XXX The Caribbean**

A history of the Caribbean region from pre-Columbian times to the present. Topics will include the indigenous population, European colonialism and its legacy, the impact of slavery and racial diversity in the region, cultural and political revolutions, and the area's relationship with the United States.

#### **HIS 4XXX The Cold War**

This course explores the history of the Cold War, focusing on its origins, the major events (the Korean War, the Cuban Missile Crisis, the Vietnam War, the Berlin Crises, and so on), and the collapse of the Soviet Union. The emphasis of the course is placed on analyzing newly available primary documents from the Western and former communist sources and their impact on previous Cold War historiography.

#### **HIS 4XXX Modern Eastern Europe**

This course examines political, economic, and social developments of the nineteenth- and twentieth-century Eastern Europe from the Revolutions of 1848 through the collapse of the Soviet bloc and beyond. The course analyzes the impact of the disintegration of Russia, Ottoman, and Habsburg empires on the inter-war Eastern Europe; examines the established, development, and eventual collapse of communism in the region; and explores the dynamics of post-Cold War European integration.

**Meg Milligan** moved to approve the emendations of the History Courses listed below. Second was made by **Marty Olliff**. **Motion was approved.**

#### **Proposed Emendations-additions are highlighted in yellow-deletions in red**

##### **HIS 3315 The Vietnam War**

A study of the period 1946 to 1975 in Indochina with emphasis on the American involvement **during and after the French Period, escalating involvement of the Kennedy and Johnson Administrations, and Vietnamization and withdrawal under President Nixon.** **in the region as part of the larger Cold War context. The course draws heavily on the new historiography of the Vietnam War that has emerged following the collapse of the Soviet Union and is based on newly declassified documents from the western world (especially the United States), Vietnam, China, Russia, and the former socialist camp.**

##### **HIS 3341 Medieval Europe**

**Study of Western Europe from the fall of Rome to the Renaissance, including religious and intellectual traditions and the revival of Governmental institutions.** **and the Byzantine and Islamic worlds from the seventh century to the eve of the Renaissance. The course addresses the role of economics, politics, warfare, religion and intellectual activity in shaping medieval societies.**

**HIS 4412 American Revolution and New Nation, 1763-1815**

Ideas and institutions which led to American independence, The creation of an American union, and the development of A distinctive American culture in the **Early National Era** period preceding 1800.

**HIS 4413 Antebellum, Civil War and Reconstruction, 1815-1877**

Examines **nationalism, Jacksonian democracy**, territorial expansion, slavery and sectional strife, and the resulting Civil War and Reconstruction.

**HIS 4414 Emergence of Modern America, 1877-1919**

**Gilded Age and Progressive Era**

Examines the period in American History between 1877- and 1920 . Topics covered include the results of Reconstruction, the development of the New South, agricultural decline and crisis, industrialization and urbanization, Progressive Era reform, the growth of America as a world power, and the causes and effects of World War I.

**HIS 4415 Contemporary America**

Includes America in the Great Depression, World War II And the Cold War, Civil Rights movement, Johnson's Great Society, and America as a superpower.

Examines the political, economic, and cultural themes In American history from 1945 to the present. Topics covered include the effects of World War II, the origins and development of the Cold War, the Civil Rights Movement, the social movements of the 1960s and 1970s, the Vietnam War, the economic and political crises of the 1970s, the rise of conservatism in the 1980s, and the effects of America's rise to superpower status.

**HIS 4423 American Foreign Policy to 1920**

**American Diplomatic History**

A study of the factors, forces, and functions in the making of American foreign policy from the 1760s to 1920 the present.

**HIS 4433 Modern Russia Since 1861**

The development of the revolutionary movements and tsarist reform attempts, World War I, revolutions of 1917 and the Bolshevik victory, establishment of the Stalinist state, World War II, the Cold War, Soviet domestic problems, and the disintegration of the USSR.

**HIS 4448 Westward Movement**

**The West in American History**

Study of the history of the American West from European contact to the present. Topics will include the role of the US government, the effects of American expansionism and westward movement and its impact on political, economic, and social institutions on immigrants and indigenous populations, and struggles over resources and territory.

**HIS 4451 Far East**

**Modern East Asia**

Study of the development and interaction of Chinese, Japanese, and Korean civilizations, the impact of Western cultures, twentieth century conflicts, Resolutions and accommodations.

**HIS 4482 Hispanic American Beginnings**

**Colonial Latin America**

Colonial systems of Spain and Portugal in the Americas from the 16<sup>th</sup> to 19<sup>th</sup> centuries, with emphasis on revolt and the establishment of the Latin American republics and religious and economic institutions.

Study of the history of Latin America from the pre-Columbian times to the beginning of the independence movements of the early 19<sup>th</sup> century. Topics will include the indigenous populations, European colonialism and its effects, and the causes and early development of revolution.

**HIS 4483 Latin American States**

**Modern Latin America**

Study of Latin America from the early 19<sup>th</sup> century to the present. Topics will include the cultural, social, political, and economic developments in the 19<sup>th</sup> and 20<sup>th</sup> centuries as well as international and U.S. relations in the area.

**Marty Olliff** moved approve to delete the courses below from the History Major  
Second was made by **Meg Milligan**. Motion was approved.

HIS 3330	Historical Archaeology
HIS 4432	Russia to 1861
HIS 4435	Historical Geography of North America
HIS 4434	Major Personalities in the Development Of Civil Rights in America
HIS 4436	Civil Rights in Alabama

Rodger Morrison made the motion to approve the deletion of the Civil Rights emphasis from the History Major. Isabelle Warren made the second. Motion was approved.

**COLLEGE OF COMMUNICATION AND FINE ARTS**

- D. Dena Moree represented the College of Communication and Fine Arts to present proposal regarding modification in dance courses. As well as the addition of the BFA Dance Program.

Rodger Morrison moved to approve the modifications to currently existing courses in Dance. Judy Bazzell seconded the motion. Motion was approved.

DAN 1132	<b>Contemporary I (1 hr)</b> Beginning Contemporary
DAN 1135	<b>Ballet I (1hr)</b> Beginning Ballet for Non-Majors (1 hr)
DAN 2232	Contemporary II (2 hrs)

**CURRENT BULLETIN COURSE DESCRIPTION:** Refinement of technical skills in contemporary/modern dance at the intermediate/high intermediate level, including complex movement capabilities, rhythmic structures, spatial relationships, movement vocabulary with emphasis on aesthetic and expressive qualities that lead to performance. **Prerequisite: Audition placement of permission of the Department of Theatre and Dance.**

**NEW BULLETIN COURSE DESCRIPTION:** Refinement of technical skills in contemporary/modern dance at the intermediate level, including intermediate movement capabilities, rhythmic structures, spatial relationships, movement vocabulary with emphasis on aesthetic and expressive qualities that lead to performance. *Prerequisite: Placement*

Change title to Beginning-Intermediate Contemporary for Non majors

**DAN 2235 Ballet II (2 hrs)**

**CURRENT BULLETIN COURSE DESCRIPTION:** Further development of technical skills in intermediate ballet, including dynamic alignment, body/mind connection, with emphasis on self-expression through the ballet aesthetic, increased vocabulary and musicality. *Prerequisites: Audition placement or permission of the Department of Theatre and Dance.*

**NEW BULLETIN DESCRIPTION:** Further development of technical skills in beginner/intermediate ballet, including dynamic alignment, body/mind connection, with emphasis on self-expression through the ballet aesthetic, increased vocabulary and musicality. *Prerequisites: Placement*

Change title to Intermediate-Beginning Ballet for Non-Majors

**DAN 2236 Jazz II (2 hrs)**

**CURRENT BULLETIN DESCRIPTION:** The study and application of the fundamental concepts, skills, movement vocabulary and artistic expression specific to tap dance. *Prerequisite: DAN 1137 or permission of the Department of Theatre and Dance.*

**NEW BULLETIN DESCRIPTION:** The study and application of the fundamental concepts, skills, movement vocabulary and artistic expression specific to jazz dance. *Prerequisite: Placement*

**DAN 2237 Tap II (1 hr)**

**CURRENT BULLETIN DESCRIPTION:** Progressive development of intermediate to intermediate/high movement concepts, skills, vocabulary, and styles specific to tap dance. *Prerequisite: DAN 1137/or permission of the Department of Theatre and Dance.*

**NEW BULLETIN DESCRIPTION:** Progressive development of intermediate to intermediate/high movement concepts, skills, vocabulary, and styles specific to tap dance. *Prerequisite: Placement*

**DAN 2252 Methods of Teaching Dance (3hrs)**

STRIKE this course from the Bulletin.

**JUSTIFICATION:** DAN 2252 is a slash course (KHP) that is a holdover from the transfer of dance to CCFA/Department of Theatre and Dance. Its purpose and current description is teaching activities for elementary, middle, and high school students, and a part of the KHP curriculum. It is not needed in this form in the Department of Theatre and Dance. In the future if we pursue a dance education degree, we will address those needs at that time.

**DAN 3300 Musical Theatre Dance (2hrs)**

**CURRENT BULLETIN DESCRIPTION:** The exploration of the genre of musical theatre dance in early and contemporary American jazz and tap styles that relate to theatre productions.

Prerequisites: DAN 1135 and 1137 or higher.

**NEW BULLETIN DESCRIPTION:** The exploration of the genre of musical theatre dance examining storytelling, script, music, and mood through movement. This course will focus on early American jazz and tap styles related to theatre production by working with selected pieces from the mid-20<sup>th</sup> century including that of Gene Kelly, Fred Astaire, Jerome Robbins, and other icons of this period. Prerequisites: DAN 1135

ADD I to designate Musical Theatre Dance I (we have proposed Musical Theatre Dance II)

**DAN 3332 Contemporary III (2 hrs)**

**CURRENT BULLETIN DESCRIPTION:** Continued refinement of technical skills in contemporary/modern dance at the high intermediate/advanced level, including complex movement capabilities, rhythmic structures, spatial relationships, movement vocabulary with emphasis on aesthetic and expressive qualities that lead to performance. *Prerequisite: Audition placement or permission of the Department of Theatre and Dance.*

**REQUESTED DESCRIPTION:** Continued refinement of technical skills in contemporary/modern dance at the high intermediate/advanced level, including complex movement capabilities, rhythmic structures, spatial relationships, movement vocabulary with emphasis on aesthetic and expressive qualities that lead to performance. *Prerequisite: Placement*

Change title to Intermediate Contemporary for Non majors

**DAN 3335 Ballet III (2 hrs)**

**CURRENT BULLETIN DESCRIPTION:** Further development of technical skills in advanced ballet, including dynamic alignment, body/mind connection, with emphasis on self-expression through the ballet aesthetic. *Prerequisite: Audition placement or permission of the Department of Theatre and Dance.*

**REQUESTED DESCRIPTION:** Further development of technical skills in advanced ballet, including dynamic alignment, body/mind connection, with emphasis on self expression through the ballet aesthetic. *Prerequisite: Placement*

Change title to Intermediate Ballet for Non-majors (2 hrs)

**DAN 3336 Jazz III (2 hrs)**

**CURRENT BULLETIN DESCRIPTION:** The study of the advanced concepts, skills, movement vocabulary and artistic expression specific to jazz. *Prerequisite: Audition placement of permission of the Department of Theatre and Dance.*

**REQUESTED DESCRIPTION:** The study of the advanced concepts, skills, movement vocabulary and artistic expression specific to jazz. *Prerequisite: Placement*



**DAN 3388 Dance Practicum I (1hr)**

**CURRENT BULLETIN DESCRIPTION:** This course is designed to provide the student individual practical performance experience with Troy University Theatre or area or university dance productions, or choreographic opportunities that involve the students setting performance pieces on area dance companies, teams, studio classes or university theatre productions or teaching experience in area schools and/or studios.

**REQUESTED BULLETIN DESCRIPTION:** This course is designed to provide the student individual practical performance, choreographic, teaching, or dance industry support.

**Request:** CHANGE to DAN 2XXX Dance Practicum I (1hr) Can this be DAN 2289?

**Justification:** To reflect a sophomore level of practicum and to place in General Studies Area V.

**DAN 3389 Dance Practicum II (2 hrs)**

**CURRENT BULLETIN DESCRIPTION:** A highly individualized practical experience course designed to provide opportunities for the student in choreography, teaching, performance, production, design, or management involving a continuation begun in DAN 3388 or a different project altogether. Pre-requisites: DAN 3388

**REQUESTED BULLETIN DESCRIPTION:** A highly individualized practical experience course designed for the student to continue work in choreography, teaching, performance, production, design, or management with the purpose of focusing on career plans. *Prerequisites: DAN 2XXX Dance Practicum I*

**DAN 4400 Repertory Ensemble (1 hr)**

**CURRENT BULLETIN DESCRIPTION:** Designed and mandatory for auditioned members and apprentices of the TROY Dance Repertory Ensemble. Through rehearsal, performance and discussion, dancers will gain further proficiency in dance by learning choreography for performance in various dance styles. Choreography will be presented in various educational settings in surrounding areas. *Prerequisite: Audition or invitation.*

**REQUESTED BULLETIN DESCRIPTION:** Designed for auditioned members of the TROY Dance Repertory Ensemble. *Prerequisite: Audition or invitation.*

**DAN 4489 Dance Practicum III (2 hrs)**

**CURRENT BULLETIN DESCRIPTION:** A highly individualized practical experience course designed to provide opportunities for the student in choreography, teaching, performance, production, design or management involving a continuation of the project begun in DAN 3389 or a different project altogether.

**REQUESTED BULLETIN DESCRIPTION:** A final departmental assessment course for the dance major to include the exit exam, this course completes the broad based strategies for career development. *Prerequisite: DAN 3389*

**Allow the following NEW COURSE have both the DAN and DRA prefix:**

DAN/DRA 2XXX Music Fundamentals for Theatre and Dance

**Scout Blum moved to approve the following new courses to the College of Communications and Fine Arts. Catherine Allard seconded the motion. Motion was approved.**

**DAN 1XXX Ballet Technique I 2 hrs**

Designed for the dance major, DAN 1XXX is the study of beginner/intermediate ballet technique, including safe and efficient alignment and clear articulation of movement vocabulary with emphasis on increased vocabulary and musicality. *Prerequisite: Placement*

**DAN 1XXX Contemporary Technique I 2 hrs**

Designed for the dance major, DAN 1XXX is the study of beginning/intermediate Contemporary dance, including dynamic alignment, body/mind connection, increased vocabulary and musicality, with emphasis on artistry through the contemporary aesthetic. *Prerequisite: Placement*

**DAN 2XXX Ballet Technique II 2 hrs**

Designed for the dance major, DAN 2XXX is the further development of technical skills in intermediate ballet, including dynamic alignment, body/mind connection, with emphasis on self-expression through the ballet aesthetic, increased vocabulary and musicality. *Prerequisite: Placement*

**DAN 2XXX Contemporary Technique II 2 hrs**

Designed for the dance major, DAN 2XXX is the study of intermediate modern, including dynamic alignment, body/mind connection, complex center and across the floor phrase work with increased vocabulary and musicality. *Prerequisite: Placement.*

**DAN 2XXX Pointe Ballet Technique I 2 hrs**

Designed for the female dance major, DAN 2XXX is the foundational study of pointe work technique using specially reinforced shoes called pointe shoes. Students will focus on Barre and center work that will introduce the foundation and basics needed to strengthen the student's legs and torso to overcome the demands of dancing in pointe shoes. The class will offer an increased vocabulary specific to dance on pointe.

**DAN 2XXX Music Fundamentals for Theatre and Dance 2 hrs**

Fundamental music skills for theatre and dance, including those for musical theatre, stage management, dance, and actors. The course focuses on reading music (rhythm and melody), vocabulary, development of aural skills, and an introductory recognition of the piano keyboard.

**Note: Requested for this course to be a DAN/DRA course**

**DAN 2XXX Conditioning 2 hrs**

Designed to complement the dancer's regimen, DAN 2XXX will focus on a hybrid conditioning experience to include pilates, yoga, floor barre, jogging, and swimming, improving the dancer's overall strength, stamina, flexibility and muscle tone and will assist in overcoming specific musculature weaknesses.

**DAN 3XXX Men's Ballet Technique 2 hrs**

Designed for male dance majors, the course will focus on the elements necessary for improving the vocabulary of the male dancer, such as jumps, turns, and line. The course will focus on dynamics necessary to increase speed, coordination, and elevation, especially as needed to execute big jumps. Anatomical placement, strength, and musicality will be the emphasis to build confidence in men's variations, in both classical and contemporary styles.

**DAN 3XXX Pas de deux 2 hrs**

Designed for the intermediate dance major, DAN 2XXX is the study of partnering technique. The course will focus on the elements needed for the female and the male dancer to develop a foundation for dancing together, progressing technically through promenades, lifts, turns, and jumps. The course will introduce special vocabulary that is used only in partnering which enhances the skills needed to become a complete and secure dancer.

**DAN 3XXX Pointe Ballet II 2 hrs**

Designed for the intermediate/advanced female dance major, DAN 3XXX is the further development of pointe work technique using specially reinforced shoes called pointe shoes. Barre and center work will strengthen the student's legs and torso, increasing vocabulary, comfort, and ease of movement while dancing on pointe. Prerequisite: *Pointe Ballet I or Placement*

**DAN 3XXX Ballet Technique III 2 hrs**

Designed for the dance major, DAN 3XXX is the further development of technical skills in advanced ballet, including dynamic alignment, body/mind connection, increased vocabulary, with emphasis on the qualities of self expression and musicality which lead to performance. Prerequisite: *Placement*

**DAN 3XXX Contemporary Technique III 2 hrs**

Designed for the dance major, Dan 3XXX is the study of advanced modern dance, including dynamic alignment, body/mind connection, and increased vocabulary with emphasis on artistry through the contemporary aesthetic. Students will focus on complex center and across the floor combinations with an emphasis on musicality and a greater understanding of anatomical alignment. Prerequisite: *Placement*

**DAN 3XXX Anatomy and Alignment 3 hrs**

This course covers aspects of anatomy and kinesiology that directly apply to correct development of dance technique, emphasizing exercises and imagery for floor and center work to correct insufficient muscle patterns and is designed to give dance majors a practical, functional, and theoretical understanding of kinesiology such as identifying bony landmarks, muscles, and joint actions as well as injury prevention.

**DAN 3XXX Improvisation 2 hr**

This course introduces students to the art of improvisation. They will examine the elements of and approaches to the improvisational process as they develop their ability to react imaginatively to extemporaneous situations created through dance. This course will focus on spontaneous problem solving through the exploration of movement and will evoke the student's individual creative process while maintaining the sense of ensemble.

**DAN 3XXX Commercial Dance I 2 hrs**

This course addresses the needs of dancers who aspire to perform in television, music videos, or on stage. Students will receive intermediate technical instruction in a variety of dance forms and styles that will introduce them to the commercial industry. With an emphasis on the artistry of the commercial dance aesthetic, students will develop technical skills, including dynamic alignment and body/mind connection, increased musicality, and movement vocabulary. Special attention will be placed on tricks, jumps, and turns.

**DAN 3XXX Commercial Dance II 2 hrs**

This course addresses the needs of advanced dancers who aspire to perform in television, music videos, or on stage. Students will receive advanced technical instruction in a variety of dance forms and styles, which will expand on principles established in Commercial Dance I. Prerequisite: *Commercial Dance I*

**DAN 3XXX Musical Theatre Dance II 2 hrs**

Further exploration of the genre of musical theatre dance examining storytelling, character, script, score, and mood through movement. This course will focus on late 20<sup>th</sup> century (1975 forward) and contemporary dance and movement styles related to theatre productions.

*Prerequisite: DAN 1135 Ballet I*

**DAN 4XXX Ballet Technique IV 2 hrs**

Designed for the advanced major, DAN 4XXX is the further development of technical skills in a semi-professional level ballet class, including dynamic alignment, body/mind connection, increased vocabulary, with emphasis on the qualities of self-expression and musicality, which enhance performance abilities. *Prerequisite: Placement*

**DAN 4XXX Contemporary Technique IV 2 hrs**

Designed for the dance major, DAN 4XXX is the study of pre-professional modern dance, including dynamic alignment, body/mind connection, and increased vocabulary with emphasis on artistry through the contemporary aesthetic. Students will focus on complex center and across the floor combinations with an emphasis on musicality and a greater understanding of anatomical alignment. *Prerequisite: Placement*

**DAN 4XXX Dance History I 3 hrs**

A survey of dance history from the 16<sup>th</sup> through the 19<sup>th</sup> centuries, DAN 3XXX examines the evolution of dance forms which have been influenced by both cultural world dance and ballet, focusing on the rise of ballet as a communicative art form. It will explore the theoretical underpinnings of these forms as they have shaped dance today.

**DAN 4XXX Composition and Choreography II 3 hrs**

Exploring movement and analytical study of the art of making dances at the advanced level. This course will concentrate on the four basic elements of composition—space, shape, time, and energy. By the time the students have reached Choreography II, they should be crafting full-length dances. *Prerequisite: Composition and Choreography I passing with a grade of C or higher.*

**DAN 4XXX Pedagogy 3 hrs**

This course will provide the opportunity to explore teaching methods in dance that can be adapted to diverse populations and to use these methods in classroom teaching situations, offering the student simulated hands-on experience. Through experiential pedagogy, students will gain a deeper appreciation for the instructor and develop a more thoughtful approach to taking class. This course is designed to provide students with the ability to integrate their professional studies of technical and conceptual content knowledge with pedagogical content knowledge related to dance

***Note: COE Dean Dr. Lance Tatum supports the word choice, "pedagogy".***

**DAN 4XXX Dance History II 3 hrs**

A survey of the purposes, functions, and manifestations of American and European dance forms from the beginning of the 20<sup>th</sup> century to the present. Dance History II covers the forerunners and pioneers of modern dance; avante-garde and post-modernists; and the artists of jazz, tap, Broadway, film, and current media, introducing dance students to the innovators, dancers, and choreographers responsible for shaping 20<sup>th</sup> and 21<sup>st</sup> century dance.

**Jana Slay moved to approve the BFA Program listed below. Judy Bazzell seconded the motion. Motion was approved.**

## GENERAL STUDIES 60 hours

## Specialized General Studies

Area II

DRA 2200 2 Introduction to Drama

Area V (18 hrs)

IS 2241 3 Computer Concepts and Applications

TROY 1101 1 University Orientation

DAN 1100 1 Creative Habit

DRA 2245 1 Electrics Shop-Lighting/Sound Crew

DAN 2XXX 1 Practicum I

DAN 1XXX 2 Ballet Technique I or placement

DAN 1XXX 2 Contemporary Technique I or placement

DAN 2XXX 2 Music Fundamentals for Theatre and Dance

DRA 3304 2 Lighting Techniques

Free electives 3

## DANCE COURSES 64 hours

Students accepted into the BFA dance program must be able to execute a physical understanding of dance vocabulary and positions. To remain in the program following the first year, a student must demonstrate the capability to move to level II in either ballet or contemporary. Students will be placed into the appropriate techniques level each semester.

To complete the degree, students should enroll in techniques courses each semester, completing a total of 32 hours (4 hrs at the General Studies Area V level, and 28 hrs in the major program below). Students must demonstrate proficiency in the level enrolled order to move to the next level and achieve the 3000 level with a minimum of 2 semesters in both contemporary and ballet. Techniques courses may be repeated.

## Techniques courses:

DAN 1XXX 2 Ballet Technique I

DAN 1XXX 2 Contemporary Technique I

DAN 2XXX 2 Ballet Technique II

DAN 2XXX 2 Contemporary Technique II

DAN 3XXX 2 Ballet Technique III

DAN 3XXX 2 Contemporary Technique III

DAN 4XXX 2 Ballet Technique IV

DAN 4XXX 2 Contemporary IV

28 hrs.

## Complete the following advanced dance courses:

DAN 3300 2 Composition and Choreography I

DAN 3XXX 3 Anatomy and Alignment

DAN 3XXX 2 Improvisation

DAN 4XXX 3 Dance History I

DAN	4XXX	3	Composition and Choreography II	
DAN	4XXX	3	Pedagogy	
DAN	4XXX	3	Dance History II	
DA N	3389	2	Practicum II	
DAN	4489	2	Practicum III	23 hrs.

Complete the following theatre courses:

DRA	3301	2	Acting I	
DRA	3352	2	Sound Techniques	
DRA	3344	3	Lighting Design	7 hrs.

Select 6 hours from the following courses: 6 hrs.

DAN	1130	1	Social Dance for 21 <sup>st</sup> Century	
DAN	1134	1	Ballroom Dance	
DAN	1137	1	Tap I	
DAN	2232	2	Jazz II	
DAN	2237	1	Tap II	
DAN	2XXX	2	Pointe Ballet Technique I	
DAN	3XXX	2	Men's Ballet Technique I	
DAN	3XXX	2	Pas de deux	
DAN	3XXX	2	Pointe Ballet II	
DAN	3XXX	2	Commercial Dance I	
DAN	3XXX	2	Commercial Dance II	
DAN	3000	2	Musical Theatre Dance I	
DAN	3330	1-2-3	Special Topics in Dance	
DAN	3336	2	Jazz III	
DAN	3XXX	2	Musical Theatre Dance II	
DAN	3XXX	2	Conditioning	
*DAN	4400	1	Repertory Dance Ensemble	
DRA	3316	2	Acting II	

\*DAN 4400 Repertory Dance Ensemble may count only twice toward the completion of the major.

Catherine Allard moved to approve the revisions to the dance minor listed below. Rodger Morrison seconded the motion. Motion was approved.

### **CURRENT DANCE MINOR**

#### **Core Requirements 9 hours**

**Note: To place beyond the first level courses in ballet, jazz, and contemporary techniques, students must audition for placement.**

DAN	2235	Ballet II	2
DAN	2236	Jazz II	2
DAN	2232	Contemporary II	2
DAN	3388	Dance Practicum I	1
DAN	3389	Dance Practicum II	2

**Choose 9 hours from the following courses:**

DAN	1130	Social Dance for the 21 <sup>st</sup> century	1
DAN	1134	Ballroom Dance	1
DAN	1137	Tap I	1
DAN	2237	Tap II	1
DAN	2200	Orientation to Dance	2
DAN	2252	Methods of Teaching Dance	3
DAN	3000	Musical Theatre Dance	2
DAN	3300	Dance Composition and Choreography I	2
DAN	3330	Special Topics in Dance	1-2-3
DAN	3332	Contemporary III	2
DAN	3335	Ballet III	2
DAN	3336	Jazz III	2
*DAN	4400	Repertory Ensemble	1
DAN	4489	Dance Practicum III	2
DRA	2245	Stagecraft Lab	1
DRA	3345	Advanced Stagecraft Lab	1
DRA	3301	Acting I	2
DRA	3302	Costume Techniques	2
DRA	3303	Makeup Techniques	1
DRA	3313	Creative Drama	2
DRA	3352	Sound Techniques	2
MUS	4455	Survey of the Broadway Musical	3
KHP	4459	Sports and Exercise Nutrition	3

**\* DAN 4400 Repertory Ensemble may count only twice towards the completion of the minor.**

## **PROPOSED DANCE MINOR**

### **Required:**

DAN	3XXX	3	Dance History I
DAN	1XXX	2	Ballet Technique I or placement
DAN	1XXX	2	Ballet Technique I or placement
DAN	1XXX	2	Contemporary Technique or placement

Dance minors will be placed by audition into the appropriate level in ballet and contemporary.

### **Choose 6 hours from the following:**

DAN		2	Ballet Technique-placement
DAN		2	Contemporary Technique-placement
DAN	1 130	1	Social Dance for the 21 <sup>st</sup> century
DAN	1134	1	Ballroom Dance
DAN	1137	1	Tap I
DAN	2232	2	Jazz II
DAN	2237	1	Tap II
DAN	3336	2	Jazz III
DAN	3XXX	2	Men's Ballet Technique
DAN	2XXX	2	Pointe Ballet Technique I
DAN	3XXX	2	Pas de deux
DAN	2XXX	2	Music Fundamentals for Theatre and Dance
DAN	2XXX	1	Practicum I
DAN	2XXX	2	Conditioning
DAN	3XXX	2	Pointe Ballet II
DAN	3XXX	2	Improvisation
DAN	3XXX	2	Commercial Dance I
DAN	3XXX	2	Commercial Dance II
DAN	3XXX	2	Composition and Choreography I
DAN	3XXX	2	Improvisation
DAN	3330	1-2-3	Special Topics in Dance
DAN	4XXX	3	Composition and Choreography II
DAN	3000	2	Musical Theatre Dance I
DAN	3XXX	2	Musical Theatre Dance II
DAN	4XXX	3	Dance History II
DAN	4XXX	3	Pedagogy
DAN	4400	1	Repertory Ensemble

\*DAN 4400 Repertory Ensemble may only count twice towards the completion of the minor.



## COLLEGE OF EDUCATION

Jan Oliver represented the College of Education in the presentation of the pre-requisite changes to the ASL/EDU classes for the Interpreter Training Program.

Rodger Morrison made the motion to approve the course title changes listed below. Isabelle Warren seconded the motion. Motion was approved.

### Course Title Changes

#### Current Course Titles:

- EDU 3353 Interpreting English to ASL
- EDU 3354 Interpreting ASL to English
- EDU 4456 Advanced Voice to Sign
- EDU 4457 Advanced Sign to Voice

#### Proposed Changes:

- EDU 3353 Introduction to Interpreting English to ASL
- EDU 3354 Introduction to Interpreting ASL to English
- EDU 4456 Advanced English to ASL
- EDU 4457 Advanced ASL to English

See Appendix A

**Catherine Allard** made the motion to send out the course description changes by email and have an electronic vote since the attachment was not received by all members.

**Rodger Morrison** seconded the motion. Motion was approved.

## INFORMATION ITEMS

### ADJOURNMENT

Rodger Morrison moved to adjourn the meeting at 5:15 p.m. Catherine Allard seconded and the motion which passed.

### Amendment to minutes

**Jo Ann Smith** sent out the changes to ASL course descriptions on Oct. 28<sup>th</sup>. All members reviewed the changes. On November 7<sup>th</sup> **Candice Howard-Shaughnessy** made the motion to approve the course pre-requisite changes, the course title changes, and the course catalog description changes for the Interpreter Training Program.

**Rodger Morrison** seconded the motion.

Nov. 8<sup>th</sup>

By a vote of 14-0 with four not voting, the motion passed to approve.

Appendix A

Current Program	Proposed Changes
<b>ASL 1141 AMERICAN SIGN LANGUAGE I</b>	<b>ASL 1141 AMERICAN SIGN LANGUAGE I</b>
<p><u>Course Description:</u> This is the initial course in the four-course sign language developmental sequence which exposes students to the grammatical, syntactical, and lexical proficiencies in American Sign Language at a survival level and is designated for students who have had no previous knowledge of sign language. Deaf lecturers will introduce rules of social interaction in the Deaf community.</p>	<p><u>Course Description:</u> Initial course in the four-course sign language developmental sequence which exposes students to American Sign Language at a Survival Level and will increase their knowledge of Deaf Culture. The course is designed for students who have had no previous knowledge of sign language.</p>
<p><u>Learning Objectives:</u> At the completion of this course, the student will be able to accomplish the following aspects of American Sign Language:</p> <ul style="list-style-type: none"> <li>• Identify and produce targeted vocabulary.</li> <li>• Execute correct sign production in the four parameters.</li> <li>• Formulate appropriate communication strategies.</li> <li>• Apply ASL grammatical principles.</li> <li>• Produce signed communication at a survival level.</li> </ul>	<p><u>Learning Objectives:</u> At the completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in one-to-one conversation and share basic information related to specific instructor-led common topics.</li> <li>• Comprehend messages in one- to-one conversation</li> <li>• Express oneself in one-to-one and through electronic means, such as video or webcam.</li> <li>• Identify the beliefs, values, and attitudes within the Deaf culture.</li> <li>• Become familiar with basic products related to Deaf culture and used by Deaf people.</li> <li>• Compare and contrast ASL with English.</li> <li>• Compare Deaf culture with one’s own and other cultures.</li> <li>• Engage in one-to-one, non-classroom conversational experiences with the Deaf community.</li> </ul>
<b>ASL 2250 ADVANCED ASL (Elective)</b>	<b>ASL 2250 ADVANCED ASL (Elective)</b>
<p><u>Pre-requisite(s):</u> Students are expected to be proficient with using proper English grammar and writing skills.</p>	<p><u>Pre-requisite(s):</u> completion of ASL 2241.</p>
<b>ASL 2252 FINGERSPELLING (Elective)</b>	<b>ASL 2252 FINGERSPELLING (Elective)</b>
<p><u>Pre-requisite(s):</u> Students are expected to be proficient with using proper English grammar and writing skills.</p>	<p><u>Pre-requisite(s):</u> completion of ASL 2241</p>
<b>EDU 3362 MANUAL CODES OF ENGLISH (Elective)</b>	<b>EDU 3362 MANUAL CODES OF ENGLISH (Elective)</b>
<p><u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.</p>	<p><u>Pre-requisite(s):</u> <i>completion of ASL 2241.</i></p>
<b>EDU 2200 INTRODUCTION TO INTERPRETING</b>	<b>EDU 2200 INTRODUCTION TO INTERPRETING</b>
<p><u>Course Description:</u> Introduces basic principles and practices of interpreting; professional orientation and identity, including history of the profession and the Code of Ethics. Ethical decision-making models are introduced. Professional certification and licensure are described.</p>	<p><u>Course Description:</u> Introduces basic principles and practices of interpreting. The course is designed to provide an overview of interpreting with respect to professional orientation and identity, including an overview and history of the interpreting industry and work of interpreters, hearing and deaf interpreting teams, certification and licensure, legislation affecting interpreters, 2d vs 3d interpreting work, multiculturalism and the variety of consumers and modalities with which</p>

	<p>interpreters work. Ethical decision-making models and the Code of Professional Conduct are explored. The course culminates in the students mapping out the competencies required to be successful on interpreting certification exams and resources (including Troy University classes, extra-curricular activities, organizations, etc.) to acquire the competencies.</p>
<p><u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.</p>	<p><u>Pre-requisite(s):</u> <i>completion of ASL 1142.</i></p>
<p><b>EDU 3364 INTRODUCTION TO EDUCATIONAL INTERPRETING</b></p>	<p><b>EDU 3364 INTRODUCTION TO EDUCATIONAL INTERPRETING</b></p>
<p><u>Pre-requisite(s):</u> Students are required to have completed ASL 2242, EDU 2200 and 3362; or permission of instructor</p>	<p><u>Pre-requisite(s):</u> <i>completion of ASL 2241</i></p>
<p><u>Learning Objectives:</u>  At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ol style="list-style-type: none"> <li>1. Understand and apply the <i>Guidelines of Professional Conduct for Educational Interpreters and the RID Code of Ethics.</i></li> <li>2. Demonstrate a personal philosophy, including ethics and values, which will guide interpreting practice;</li> <li>3. Demonstrate knowledge of how to establish appropriate working conditions that foster effective interpretation within an educational setting;</li> <li>4. Demonstrate knowledge of the roles and responsibilities commonly held by educational interpreters;</li> <li>5. Analyze specific features of discourse that affect interpreting in a classroom;</li> <li>6. Demonstrate knowledge of subject-specific Sign vocabulary;</li> <li>7. Understand interpreter roles and responsibilities of members working on an educational team</li> <li>8. Assess consumer sign skills;</li> <li>9. Understand the educational goals for students;</li> <li>10. Demonstrate the ability to simultaneously and accurately interpret or transliterate from spoken English to ASL or MCE;</li> <li>11. Demonstrate the ability to simultaneously and accurately interpret from ASL or MCE to spoken English;</li> <li>12. Demonstrate effective writing and public speaking skills.</li> </ol>	<p><u>Learning Objectives:</u>  At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Understand and apply the <i>Guidelines of Professional Conduct for Educational Interpreters and the RID Code of Ethics.</i></li> <li>• Demonstrate a personal philosophy, including ethics and values, which will guide interpreting practice;</li> <li>• Demonstrate knowledge of how to establish appropriate working conditions that foster effective interpretation within an educational setting, including virtual settings, such as settings that are supported through video remote interpreting technology;</li> <li>• Demonstrate knowledge of the roles and responsibilities commonly held by educational interpreters;</li> <li>• Analyze specific features of discourse that affect interpreting in a classroom;</li> <li>• Demonstrate knowledge of subject-specific Sign vocabulary;</li> <li>• Understand interpreter roles and responsibilities of members working on an educational team, including hearing and deaf interpreting teams;</li> <li>• Assess consumer sign skills, multiculturalism, and the skills of a variety of consumers, such as those who use multiple modalities;</li> <li>• Understand the educational goals for students.</li> <li>• Demonstrate the ability to simultaneously and accurately interpret or transliterate from spoken English to ASL or MCE;</li> <li>• Demonstrate the ability to simultaneously and</li> </ul>

	<p>accurately interpret from ASL or MCE to spoken English</p> <ul style="list-style-type: none"> <li>• Demonstrate effective writing and public speaking skills.</li> </ul>
<b>EDU 3360 MODELS OF INTERPRETING AND TRANSLITERATING</b>	<b>EDU 3360 MODELS OF INTERPRETING AND TRANSLITERATING</b>
<u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.	<u>Pre-requisite(s):</u> <i>completion of ASL 1141, 1142, 2241, 2242, EDU 2200, 3364, Intermediate Level on Sign Language Proficiency Interview (SLPI), and English Language Proficiency at a 3.5 out of a 6.0 scale on the ITEP; or permission of instructor.</i>
<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ol style="list-style-type: none"> <li>1. Employ self-assessment techniques;</li> <li>2. Demonstrate knowledge of Demand-Control theory;</li> <li>3. Analyze interpretations using interpreting models;</li> <li>4. Demonstrate interpreting skills with various models.</li> </ol>	<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Discuss and analyze the role of interpreting and the interpreting profession;</li> <li>• Understand and discuss the concepts of Transliteration and Interpreting. Analyze when and why a particular mode is used;</li> <li>• Understand and discuss various modes of communication (ASL, SEE, MCE, CASE, Cued Speech, etc.);</li> <li>• Understand and discuss the implications involved with 2d and 3d interpreting;</li> <li>• Understand and discuss theories associated with Consecutive Interpreting and Simultaneous Interpreting. Decide when a particular mode is appropriate given a particular environment;</li> <li>• Understand and discuss the historical frames of interpreters (Helper, Conduit, Bi-bi, Facilitator);</li> <li>• Demonstrate knowledge of demand-control theory;</li> <li>• Understand, discuss, and apply various process models to the interpreting performance;</li> <li>• Analyze one's own interpreting performance utilizing various models of interpreting;</li> <li>• Demonstrate ability to utilize self-analysis techniques.</li> </ul>
<b>EDU 3368 INTERPRETING IN SPECIAL SETTINGS</b>	<b>EDU 3368 INTERPRETING IN SPECIAL SETTINGS</b>
<u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.	<u>Pre-requisite(s):</u> <i>completion of ASL 1141, 1142, 2241, 2242, EDU 2200, 3364, Intermediate Level on Sign Language Proficiency Interview (SLPI), and English Language Proficiency at a 3.5 out of a 6.0 scale on the ITEP; or permission of instructor.</i>
<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of</p>	<p><u>Learning Objectives:</u> <i>At the completion of this course, student will be able to accomplish the following aspects of</i></p>

<p>interpreting:</p> <ol style="list-style-type: none"> <li>1. Demonstrate targeted vocabulary used in various settings;</li> <li>2. Demonstrate ability to interpret performing arts;</li> <li>3. Apply the Code of Ethics to specialized settings;</li> <li>4. Understand the dynamics in mental health settings;</li> <li>5. Know issues related to interpreting in the legal, health, rehabilitation, video relay, and religious settings;</li> <li>6. Assess cultural considerations in each setting;</li> <li>7. Demonstrate knowledge and skills in tactile interpreting;</li> <li>8. Understand and use visual imagery techniques.</li> </ol>	<p><i>interpreting:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the environmental contexts;</li> <li>• Demonstrate targeted and specialized vocabulary used;</li> <li>• Analyze potential ethical and professional conflicts and apply the Code of Professional Conduct;</li> <li>• Demonstrate an ability to analyze the decisions needing to be made at each juncture of an interpreted interaction: pre-acceptance, pre-interpreted interaction, during interpreted interaction, and post-interpreted interaction;</li> <li>• Demonstrate ability to identify demands, controls, and consequences across a variety of settings related to interpreting in a variety of settings including the settings, participants, perspectives, status issues, power differentials, the underlying purpose of the communication interaction, the point of that interaction, and any inter- and intra-personal dynamics brought to the interaction from the interpreter;</li> <li>• Assess cultural considerations within a multi-cultural context;</li> <li>• Demonstrate knowledge and skills utilizing a variety of communication modalities including tactile interpreting, SEE, MCE, CASE, PSE;</li> <li>• Demonstrate an ability to analyze interpreting needs between communication interactants from a variety of socio-economic and socio-political backgrounds including gender, age, race, ethnicity, culture, ability/disability, etc.;</li> <li>• Identify the demands, controls and consequences based upon the distribution method of the interpretation including 2D vs. 3D, consecutive interpretation, simultaneous interpretation, 1st &amp; 3rd person, narration or descriptive, sight translation, and mirror signing;</li> <li>• Demonstrate an understanding of the need for Consecutive interpreting, simultaneous;</li> <li>• Demonstrate knowledge of team interpreting including dynamics across a variety of teams such as deaf-hearing teams, hearing-hearing teams, short-term or temporary teams for a one-time or limited-duration interactions (e.g., conferences, performing arts) compared to long-term teaming issues (e.g., classroom and agency staff interpreting);</li> <li>• Understand and apply Discourse Mapping techniques.</li> </ul>
<p><b>EDU 3366 DISCOURSE ANALYSIS I</b></p>	<p><b>EDU 3366 DISCOURSE ANALYSIS I</b></p>

<p><u>Course Description:</u> Introduces the concept of discourse analysis defined as (1) language use beyond the boundaries of a sentence/utterance, (2) the interrelationships between language and society and (3) the interactive or dialogic properties of everyday communication (Stubbs 1983:1). With respect to ASL and English, the focus will be on analyzing various communicative relationships and the impact upon the communication process, observing and analyzing these various communication processes, and developing transcriptions and analysis of text</p>	<p><u>Course Description:</u> Introduces the concept of discourse analysis as it relates to ASL and English. Transcriptions and analysis of English discourse and texts will be the focus with the implications to interpreters. Emphasis will be on analyzing messages and metamessages within multicultural settings and understanding the biases and filters interpreters often bring to the interpreted task with assumptions made about the meaning of a text based on the interpreter's own experiences. The overarching goal will be to ensure interpreters are able to analyze a text to understand the conversational signals and devices used.</p>
<p><u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.</p>	<p><u>Pre-requisite(s):</u> <i>completion of ASL 1141, 1142, 2241, 2242, EDU 2200, 3364, Intermediate Level on Sign Language Proficiency Interview (SLPI), and English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; or permission of instructor.</i></p>
<p><u>Learning Objectives:</u> At the completion of this course, student will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Analyze how specific linguistic features are applied in specific settings</li> <li>• Understand what discourse analysis is and the value for achieving effective interpreting</li> <li>• Discuss ritual and system constraints</li> <li>• Analyze content and intentions of the people within various communication events</li> <li>• Understand the terms associated with aspects of discourse</li> <li>• Discuss discourse as it occurs in everyday activities</li> </ul>	<p><u>Learning Objectives:</u> <i>At the completion of this course, student will be able to accomplish the following aspects of interpreting:</i></p> <ul style="list-style-type: none"> <li>• <i>Analyze how specific linguistic features are applied in specific settings</i></li> <li>• <i>Understand what discourse analysis is and its value to achieving effective interpreting</i></li> <li>• <i>Discuss ritual and system constraints</i></li> <li>• <i>Analyze content and intentions of the people within various communication events</i></li> <li>• <i>Understand the terms associated with aspects of discourse</i></li> <li>• <i>Discuss discourse as it occurs in everyday activities</i></li> <li>• <i>Determine the impacts on discourse between two- and three-dimensional conversations</i></li> <li>• <i>Analyze discourse in the context of multicultural communication events varying socioeconomic characteristics of the communication participants</i></li> </ul>
<p><b>EDU 3351 ASL/ENGLISH LINGUISTICS</b></p>	<p><b>EDU 3351 ASL/ENGLISH LINGUISTICS</b></p>
<p><u>Pre-requisite(s):</u> <i>Students must have taken ASL 2242, achieved an Advanced Level on SLPI, or obtained permission of instructor.</i></p>	<p><u>Pre-requisite(s):</u> <i>completion of EDU 2200, 3364, Intermediate Plus Level on SLPI, and English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; or permission of instructor.</i></p>
<p><b>EDU 3375 INTRODUCTION TO INTERACTIVE INTERPRETING</b></p>	<p><b>EDU 3375 INTRODUCTION TO INTERACTIVE INTERPRETING</b></p>
<p><u>Course Description:</u> This course focuses on consecutive and simultaneous interpreting and transliterating. Students will develop basic skills in team interpreting in interactive settings. Prerequisites: ASL 1141, 1142, 2241, 2242; EDU 2200,</p>	<p><u>Course Description:</u> This is a theory-to-practice introductory course in interactive interpreting in which students will both observe and practice consecutive interactive interpreting, analyze the parts of the process that go into</p>

<p>3360, 3364, 3366, 3368; Intermediate Plus Level on SLPI; or permission of instructor.</p>	<p>such interactions and interpretations and analyze the resulting work, creating a continuous feedback loop to build awareness and skills in each of the requisite parts.</p>
<p><u>Pre-requisite(s)</u>: Students are required to have finished ASL 2242, EDU 2200 and 3362; or Rating of Intermediate Plus on the Sign Language Proficiency Interview (SLPI); or permission of instructor.</p>	<p><u>Pre-requisite(s)</u>: <i>completion of EDU 2200, 3364, 3351, 3360, 3368, 3366, Intermediate Plus Level on SLPI, and English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; or permission of instructor.</i></p>
<p><u>Learning Objectives</u>:</p>	<p><u>Learning Objectives</u>:  <i>At the completion of this course, student will be able to accomplish the following aspects of interpreting:</i></p> <ul style="list-style-type: none"> <li>• Review various models and approaches to interpretation</li> <li>• Apply a variety of approaches in preparation for various interpreting assignments</li> <li>• Identify and describe characteristics of turn-taking in ASL discourse</li> <li>• Identify and describe characteristics of turn-taking in English discourse.</li> <li>• Identify aspects of discourse to manage interpretations</li> <li>• Formulate appropriate strategies for managing turn-taking during interpreting</li> <li>• Describe rules of politeness or face</li> <li>• Develop basic skills needed for team interpreting</li> <li>• Demonstrate consecutive interpreting skills in 3d situations</li> <li>• Identify and describe characteristics of interpreting in 2d situations</li> <li>• Work with a variety of interlocutors, deaf, deaf-blind and hearing of varying age, gender and ethnic/cultural backgrounds</li> <li>• Apply Deaf and hearing cultural norms to dynamics of interaction.</li> <li>• Apply self-analysis skills in order to determine specific strengths/challenges and continually refine one’s work</li> <li>• Produce dynamically equivalent interpreted messages in a dialogic situation</li> </ul>
<p><b>EDU 3354 INTERPRETING ASL TO ENGLISH</b></p>	<p><b>EDU 3354 INTRODUCTION TO INTERPRETING ASL TO ENGLISH</b></p>
<p><u>Course Description</u>: Theory-to-practice course in which interpreter trainees are required to analyze message input from the source language (ASL), process and produce an equivalent message in the target language (English). Auditory and cognitive processing skills are refined.</p>	<p><u>Course Description</u>: This is a theory-to-practice course in which interpreter trainees are required to analyze message input from a person using the source language (ASL), and process and produce an equivalent message intended for an individual using the target language (English). Cognitive processing skills will be refined with an emphasis on text and</p>

	<p>situational analyses and self-evaluation. Interpretations will be rendered consecutively.</p>
<p><u>Pre-requisite(s)</u>: All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.</p>	<p><u>Pre-requisite(s)</u>: <i>completion of EDU 2200, 3351, 3364, 3360, 3368, 3366, Intermediate Plus Level on SLPI, and English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; or permission of instructor.</i></p>
<p><u>Learning Objectives</u>:</p> <ol style="list-style-type: none"> <li>1. Analyze message input from the source language, ASL;</li> <li>2. Process and produce an equivalent message in the target language, English;</li> <li>3. Demonstrate cognitive processing skills;</li> <li>4. Demonstrate auditory processing skills;</li> <li>5. Demonstrate knowledge-lean skills;</li> <li>6. Demonstrate knowledge-rich skills;</li> <li>7. Use appropriate affect and emotion in interpreting;</li> <li>8. Use appropriate register;</li> <li>9. Demonstrate broad signing and English vocabulary</li> <li>10. Transcribe ASL to a written form of English</li> <li>11. Produce correct English discourse</li> </ol>	<p><u>Learning Objectives</u>:</p> <p><i>At the completion of this course, student will be able to accomplish the following aspects of interpreting:</i></p> <ul style="list-style-type: none"> <li>• Analyze message input from the source language, ASL;</li> <li>• Improve ASL receptivity;</li> <li>• Demonstrate ASL and English paraphrasing skills;</li> <li>• Demonstrate and apply an understanding of cognitive processes in interpreting;</li> <li>• Demonstrate skill with Discourse Mapping as well as varied message analysis tools in interpreting performances;</li> <li>• Transcribe ASL to a written form of English;</li> <li>• Develop back translation skills;</li> <li>• Improve processing source ASL both consecutively and simultaneously into target English;</li> <li>• Process and produce an equivalent message in the target language, English;</li> <li>• Produce appropriate affect and emotion in interpreting;</li> <li>• Produce appropriate register;</li> <li>• Produce interpretations that demonstrate evidence of cultural mediation;</li> <li>• Develop on-target self-analysis skills utilizing various self-analysis tools.</li> </ul>
<p><b>EDU 3353 INTERPRETING ENGLISH TO ASL</b></p>	<p><b>EDU 3353 INTRODUCTION TO INTERPRETING ENGLISH TO ASL</b></p>
<p><u>Course Description</u>: Theory-to-practice course in which interpreter trainees are required to analyze message input from the source language (English), process and produce an equivalent message in the target language (ASL). Auditory and cognitive processing skills are refined.</p>	<p><u>Course Description</u>: This is a theory-to-practice course in which interpreter trainees are required to analyze message input from a person using the source language (English), and process and produce an equivalent message intended for an individual using the target language (ASL). Cognitive processing skills will be refined with an emphasis on text and situational analyses and self-evaluation. Interpretations will be rendered consecutively.</p>
<p><u>Pre-requisite(s)</u>: All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.</p>	<p><u>Pre-requisite(s)</u>: <i>completion of EDU 2200, 3351, 3364, 3360, 3368, 3366, Intermediate Plus Level on SLPI, and English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; or permission of instructor.</i></p>



<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ol style="list-style-type: none"> <li>1. Analyze message input from the source language, English;</li> <li>2. Process and produce an equivalent message in the target language, ASL;</li> <li>3. Demonstrate cognitive processing skills;</li> <li>4. Demonstrate auditory processing skills;</li> <li>5. Demonstrate knowledge-lean skills;</li> <li>6. Demonstrate knowledge-rich skills;</li> <li>7. Use appropriate affect and emotion in interpreting;</li> <li>8. Use appropriate register;</li> <li>9. Demonstrate execution of correct signing space;</li> <li>10. Demonstrate broad signing vocabulary</li> </ol>	<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Analyze message input from the source language, English;</li> <li>• Process and produce an equivalent message in the target language, ASL;</li> <li>• Demonstrate cognitive processing skills;</li> <li>• Demonstrate auditory processing skills;</li> <li>• Demonstrate knowledge-lean skills;</li> <li>• Demonstrate knowledge-rich skills;</li> <li>• Use appropriate affect and emotion in interpreting;</li> <li>• Use appropriate register;</li> <li>• Utilize visualization techniques to establish objects in signing space;</li> <li>• Demonstrate execution of correct signing space;</li> <li>• Demonstrate broad signing vocabulary.</li> <li>• Demonstrate the ability to perform both peer and self-analysis of interpretations.</li> </ul>
<p><b>EDU 3355 TRANSLITERATION</b></p>	<p><b>EDU 3355 TRANSLITERATION</b></p>
<p><u>Pre-requisite(s):</u> Students are required to have finished ASL 2242, EDU 2200 and 3362; or Rating of Intermediate Plus on the Sign Language Proficiency Interview (SLPI); or permission of instructor.</p>	<p><u>Pre-requisite(s):</u> completion of EDU 2200, 3351, 3364, 3360, 3368, 3366, Intermediate Plus Level on SLPI, and English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; or permission of instructor.</p>
<p><b>EDU 4456 ADVANCED VOICE TO SIGN</b></p>	<p><b>EDU 4456 ADVANCED ENGLISH TO ASL</b></p>
<p><u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.</p>	<p><u>Pre-requisite(s):</u> completion of EDU 3375, 3354, 3353, 3355, Intermediate Plus Level on SLPI, and English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP.</p>
<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ol style="list-style-type: none"> <li>1. Continue to develop and enhance auditory and cognitive skills, as well as techniques, used to interpret from English to American Sign Language, both simultaneously and consecutively.</li> <li>2. Review and expand the concepts of English to ASL interpreting, including work in both 2D and 3D environments and team interpreting, through hands-on practice of these concepts with both rehearsed and unrehearsed texts.</li> <li>3. Analyze source messages, as well as the context in which they are produced, process this information and then produce equivalent target language messages.</li> <li>4. Exhibit increased accuracy in message production (including ASL lexicon,</li> </ol>	<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Continue to develop and enhance auditory and cognitive skills, as well as techniques, used to interpret from English to American Sign Language, both simultaneously and consecutively.</li> <li>• Expand the concepts of English to ASL interpreting, including work in a variety of 2D and 3D environments, as well as team interpreting, through hands-on practice of these concepts with both rehearsed and unrehearsed texts.</li> <li>• Analyze source messages, as well as the context in which they are produced, process this information and then produce equivalent target language messages.</li> </ul>

<p>fingerspelling, and grammatical structures), both simultaneous and consecutive.</p> <ol style="list-style-type: none"> <li>5. Match the interpreting process to the needs of Deaf consumers.</li> <li>6. Demonstrate professional and culturally appropriate behavior as it relates to the interpreting task.</li> <li>7. Engage in honest self and peer critique, recognizing both successful and unsuccessful aspects of the interpreting task as it relates to the interpreting process.</li> </ol>	<ul style="list-style-type: none"> <li>• Exhibit increased accuracy in message production (including ASL lexicon, fingerspelling, and grammatical structures), both simultaneous and consecutive.</li> <li>• Match the interpreting process to the needs of Deaf and hard of hearing consumers.</li> <li>• Demonstrate professional and culturally appropriate behavior as it relates to the interpreting task.</li> <li>• Engage in honest self and peer critique, recognizing both successful and unsuccessful aspects of the interpreting task as it relates to the interpreting process.</li> <li>• Utilize visualization techniques to establish objects in signing space.</li> <li>• Demonstrate execution of correct signing space;</li> <li>• Demonstrate broad signing vocabulary.</li> <li>• Demonstrate the ability to perform both peer and self-analysis of interpretations, at a more advanced level.</li> </ul>
<p><b>EDU 4457 ADVANCED SIGN TO VOICE</b></p>	<p><b>EDU 4457 ADVANCED ASL TO ENGLISH</b></p>
<p><u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.</p>	<p><u>Pre-requisite(s):</u> completion of EDU 3375, 3354, 3353, 3355, Intermediate Plus Level on SLPI, <i>and</i> English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP.</p>
<p><u>Learning Objectives:</u> At the completion of this course, student will be able to accomplish the following aspects of interpreting:</p> <ol style="list-style-type: none"> <li>1. Apply the process of Discourse Mapping to an ASL sign to voice interpretation</li> <li>2. Identify root causes of miscues</li> <li>3. Apply intervention skills to an interpretation to increase effectiveness and accuracy</li> <li>4. Demonstrate increased comprehension of ASL lexicon, fingerspelling, grammatical structures, and speechreading</li> <li>5. Demonstrate professional and culturally appropriate behavior as it relates to the interpreting task</li> </ol>	<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of and the ability to mentally apply the process of Discourse Mapping and other and textual and discourse features analysis tools to one’s work;</li> <li>• Demonstrate increased comprehension of source messages (ASL) in order to more effectively determine the meaning of the message;</li> <li>• Apply intervention skills to an interpretation to increase effectiveness &amp; accuracy;</li> <li>• Continual development and application of on-target self-analysis skills utilizing various self-analysis tools;</li> <li>• Demonstrate ability to interpret both simultaneously and consecutively;</li> <li>• Demonstrate ability to interpret in various settings (medical, education, mental health, VRS, etc) as well as in various modes (2D vs 3d);</li> <li>• Produce interpretations that are evident of cultural mediation;</li> <li>• Produce a dynamically equivalent message in</li> </ul>

	<p>the target language (English);</p> <ul style="list-style-type: none"> <li>• Demonstrate professional behavior as it relates to the interpreting process/situation.</li> </ul>
<b>EDU 4458 ADVANCED INTERACTIVE INTERPRETING</b>	<b>EDU 4458 ADVANCED INTERACTIVE INTERPRETING</b>
<u>Pre-requisite(s)</u> : All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor.	<u>Pre-requisite(s)</u> : completion of EDU 3375, 3354, 3353, 3355, Intermediate Plus Level on SLPI, <i>and</i> English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP.
<p><u>Learning Objectives</u>:</p> <p>At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ol style="list-style-type: none"> <li>1. Identify and describe characteristics of turn-taking in ASL discourse</li> <li>2. Identify and describe characteristics of turn-taking in English discourse.</li> <li>3. Formulate appropriate strategies for managing turn-taking during interpreting</li> <li>4. Describe rules of politeness or face.</li> <li>5. Identify examples of deference.</li> <li>6. Apply appropriate modifications in managing politeness.</li> <li>7. Identify how register variations in target language construction influences interaction.</li> <li>8. Describe how team interpreting tactics aid in managing discourse flow.</li> <li>9. Demonstrate consecutive interpreting skills</li> <li>10. Demonstrate consecutive transliterating skills</li> <li>11. Demonstrate simultaneous interpreting skills</li> <li>12. Demonstrate simultaneous transliterating skills</li> <li>13. Interpret in collaboration with a team.</li> <li>14. Apply Deaf cultural norms to dynamics of interaction.</li> </ol>	<p><u>Learning Objectives</u>:</p> <p>At the completion of this course, student will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to effectively manage turn-taking in interpreted interactive discourse;</li> <li>• Demonstrate ability to apply appropriate rules of politeness or face in an interpreting assignment;</li> <li>• Demonstrate ability to work with a team in an interactive interpreted event;</li> <li>• Demonstrate ability to decide which mode of interpreting (CI, SI or a blend, or descriptive/escort interpreting) is appropriate to a given interpreting scenario;</li> <li>• Demonstrate ability to apply cultural mediation within an interpreting event;</li> <li>• Work with a variety of interlocutors, deaf, deaf-blind and hearing of varying age, gender and ethnic/cultural backgrounds;</li> <li>• Apply self-analysis skills to various interpreting assignments in order to continually develop skill in interactive interpreting;</li> <li>• Produce a dynamically equivalent message in various interpreted events;</li> <li>• Demonstrate ability to interpret in various settings;</li> <li>• Demonstrate ability to adjust language/syntactic structure for a variety of interlocutors;</li> <li>• Understand and discuss characteristics of interactive interpreting in various interpreting settings, including 2-D and 3-D.</li> </ul>
<b>EDU 4452 DISCOURSE ANALYSIS II</b>	<b>EDU 4452 DISCOURSE ANALYSIS II</b>
<u>Course Description</u> : Students will develop a better understanding of the broad methodological areas of discourse analysis and conversation analysis as an approach for understanding signed languages and English, particularly in the context of interpreting.	<u>Course Description</u> : Students will develop a better understanding of the broad methodological areas of discourse analysis and conversation analysis as an approach for understanding signed languages and English, particularly in the context of interpreting. Expands the concepts of discourse analysis as it relates to ASL and interpreted interactions. Transcriptions and analysis of ASL and interpreted discourse and texts will be the

	<p>focus with the implications to interpreters. Emphasis will be on analyzing messages and metessages within multicultural settings and understanding the biases and filters interpreters often bring to the interpreted task with assumptions made about the meaning of a text based on the interpreter's own experiences. The overarching goal will be to ensure interpreters are able to analyze a text to understand the conversational signals and devices used are interpreted accurately and effectively across the interpreted boundary from the source message to the target message.</p>
<p><u>Pre-requisite(s):</u> All ITP courses have pre-requisites of ASL I-IV, SLPI Intermediate Plus, or Permission from Instructor. Specific Pre-requisite for EDU-4452: EDU-3366.</p>	<p><u>Pre-requisite(s):</u> completion of EDU 3351, 3375, 3354, 3353, 3355, Intermediate Plus Level on SLPI, <i>and</i> English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP.</p>
<p><u>Learning Objectives:</u> At the completion of this course, students will be able to accomplish the following aspects of interpreting:</p> <ol style="list-style-type: none"> <li>1. Discuss and compare different language discourse styles.</li> <li>2. Identify and apply different ASL discourse markers.</li> <li>3. Identify and apply turn-taking rules applicable to ASL.</li> <li>4. Identify challenges, experiences, and strategies for interpreting ASL discourse.</li> <li>5. Apply techniques to convey information in visually clear and effective ways.</li> </ol>	<p><u>Learning Objectives:</u> At the completion of this course, student will be able to accomplish the following aspects of interpreting:</p> <ul style="list-style-type: none"> <li>• Analyze how specific linguistic features are applied in specific settings</li> <li>• Understand the application of discourse analysis to ASL and interpreted texts and its value to achieving effective interpreting</li> <li>• Discuss ritual and system constraints</li> <li>• Analyze content and intentions of the people within various communication events</li> <li>• Expand upon the understanding of the terms associated with aspects of discourse within the North American Deaf community and interactions between Deaf and hearing people</li> <li>• Discuss discourse as it occurs in everyday activities of Deaf people</li> <li>• Determine the impacts on discourse between two- and three-dimensional conversations</li> <li>• Analyze discourse in the context of multicultural communication events varying socioeconomic characteristics of the communication participants</li> </ul>
<p><b>EDU 4462 PRACTICUM I</b></p>	<p><b>EDU 4462 PRACTICUM I</b></p>
<p><u>Pre-requisite(s):</u> Completion of coursework.</p>	<p><u>Pre-requisite(s):</u> completion of EDU 4457, 4456, 4458, 4452, Intermediate Plus Level on SLPI, <i>and</i> English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; <i>or permission of instructor</i></p>
<p><u>Learning Objectives:</u> <b>Students will be able to</b></p> <ol style="list-style-type: none"> <li>A. evaluate the logistics of an interpreting/transliterating assignment;</li> </ol>	<p><u>Learning Objectives:</u> At the first two of the four decision-making junctures (pre-acceptance &amp; pre-interpreted interaction) for a variety of ten interpreted events (including consumers, duration, size of</p>

<ul style="list-style-type: none"> <li>B. assess environmental settings;</li> <li>C. apply the Code of Ethics to specific situations;</li> <li>D. integrate skills and knowledge to a specific setting;</li> <li>E. discuss cultural bridging and cultural mediation;</li> <li>F. demonstrate team-interpreting skills;</li> <li>G. negotiate assignments from a business perspective;</li> <li>H. analyze interpreting assignments;</li> <li>I. increase voice to sign skills.</li> </ul>	<p>groups, language modes, etc.):</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to evaluate the logistics of interpreted/transliterated interactions by conducting a contextual, language, and environmental analysis;</li> <li>• Demonstrate application of the Code of Professional Conduct principles and the ability to make sound ethical decision-making decisions.</li> <li>• Integrate skills and knowledge acquired during coursework and demonstrate effective application of 6 Ps - Demand-Control &amp; Consequences Analysis;</li> <li>• Apply techniques of discourse analysis, cultural bridging, and cultural mediation by demonstrating analysis toward dynamic equivalence ensuring effective interpreting in a multi-cultural context;</li> <li>• Demonstrate team-interpreting skills and knowledge by application of team interpreting concepts including working with a CDI and on multi-disciplinary teams;</li> <li>• Demonstrate knowledge and application of effective practices for interpreters by negotiating interpreted interactions and advocating for interpreting best practices from ethical, business, and professional perspectives;</li> <li>• Demonstrate and show evidence of application of self-analysis processes and tools used on language and interpreting skills including identifying &amp; prioritizing challenging patterns, root cause analysis, and designing, developing, implementing, and applying Interventions to address a performance or knowledge gap leading to successfully closing the identified gap (requirement for Interpreting Terminal Portfolio or ITP);</li> <li>• Demonstrate ability to promote language and interpreting competence in ASL and English by developing meaningful, manageable, maintainable, and measureable skill activities across a range of language &amp; interpreting skill &amp; knowledge gaps including sight translation, mirror signing, consecutive and simultaneous work, descriptive, and tactile interpreting, work into English, ASL, and interactive between communication participants.</li> <li>• Provide evidence of ITP development progress by initiating Professional Development Plan to be included in Terminal Portfolio (a graduation requirement, completion due in Internships).</li> <li>• Demonstration of completion of written test</li> </ul>
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	<p>by successfully having taken a validated national interpreter written test of knowledge (NIC, EIPA, or BEI) prior to completion of Practicum II and before entry into Internship sequence.</p> <ul style="list-style-type: none"> <li>• Demonstration of Healthy Balance Maintenance by completion of Weekly Balance Worksheets averaging 20 points per week during 16 weeks of Practicum.</li> <li>• Demonstrate ability to develop viable and sustainable Service Learning Projects in partnership with the community by the development of an 80-hour Service Learning Project (to be fulfilled during Internship).</li> </ul>
<b>EDU 4463 PRACTICUM II</b>	<b>EDU 4463 PRACTICUM II</b>
<u>Pre-requisite(s):</u> Practicum I	<u>Pre-requisite(s):</u> completion of EDU 4457, 4456, 4458, 4452, Intermediate Plus Level on SLPI, <i>and</i> English Language Proficiency at a 3.5 out of a 6.0 scale on the iTEP; <i>or permission of instructor</i>
<p><u>Learning Objectives:</u>  <b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>A. evaluate the logistics of an interpreting/transliterating assignment;</li> <li>B. assess environmental settings;</li> <li>C. interpret/transliterate from source language to the target language;</li> <li>D. apply the Code of Ethics to specific situations;</li> <li>E. integrate interpreting/transliteration skills and knowledge to a specific setting;</li> <li>F. demonstrate cultural bridging and cultural mediation;</li> <li>G. demonstrate team-interpreting skills;</li> <li>H. negotiate assignments from a business perspective;</li> <li>I. analyze interpreting assignments;</li> <li>J. demonstrate voicing skills.</li> </ul>	<p><u>Learning Objectives:</u>  <i>At the second of the four decision-making junctures (during- and post-interpreted interaction) for a variety of ten interpreted events (including consumers, duration, size of groups, language modes, etc.):</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate the ability to evaluate the logistics of interpreted/transliterated interactions by conducting a contextual, language, and environmental analysis;</i></li> <li>• <i>Demonstrate application of the Code of Professional Conduct principles and the ability to make sound ethical decision-making decisions.</i></li> <li>• <i>Integrate skills and knowledge acquired during coursework and demonstrate effective application of 6 Ps - Demand-Control &amp; Consequences Analysis;</i></li> <li>• <i>Apply techniques of discourse analysis, cultural bridging, and cultural mediation by demonstrating analysis toward dynamic equivalence ensuring effective interpreting in a multi-cultural context;</i></li> <li>• <i>Demonstrate team-interpreting skills and knowledge by application of team interpreting concepts including working with a CDI and on multi-disciplinary teams;</i></li> <li>• <i>Demonstrate knowledge and application of effective practices for interpreters by negotiating interpreted interactions and advocating for interpreting best practices from ethical, business, and professional perspectives;</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Demonstrate and show evidence of application of self-analysis processes and tools used on language and interpreting skills including identifying &amp; prioritizing challenging patterns, root cause analysis, and designing, developing, implementing, and applying Interventions to address a performance or knowledge gap leading to successfully closing the identified gap (requirement for Interpreting Terminal Portfolio or ITP);</i></li> <li>• <i>Demonstrate ability to promote language and interpreting competence in ASL and English by developing meaningful, manageable, maintainable, and measureable skill activities across a range of language &amp; interpreting skill &amp; knowledge gaps including sight translation, mirror signing, consecutive and simultaneous work, descriptive, and tactile interpreting, work into English, ASL, and interactive between communication participants.</i></li> <li>• <i>Provide evidence of ITP development progress by initiating Professional Development Plan to be included in Terminal Portfolio (a graduation requirement, completion due in Internships).</i></li> <li>• <i>Demonstration of completion of written test by successfully having taken a validated interpreter written test of knowledge (CDI, NIC, EIPA, or BEI) prior to completion of Practicum II and before entry into Internship sequence.</i></li> <li>• <i>Demonstration of Healthy Balance Maintenance by completion of Weekly Balance Worksheets averaging 20 points per week during 16 weeks of Practicum.</i></li> <li>• <i>Demonstrate ability to develop viable and sustainable Service Learning Projects in partnership with the community by the development of an 80-hour Service Learning Project (to be fulfilled during Internship).</i></li> </ul>
<p><b>EDU 4466 INTERNSHIP COMMUNITY</b></p>	<p><b>EDU 4466 INTERNSHIP COMMUNITY</b></p>
<p><u>Course Description:</u> The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed Interpreter would be expected to perform in a community setting. A regularly employed interpreter is defined as a person occupying the professional interpreting role to which the student is aspiring. The interpreter-in-training is involved in assignments appropriate to his/her skill level and training.. Student interpreter interns receive feedback and supervision from on-site supervisors, group seminar supervisors, and Troy University faculty members. Interns in-training are assigned to an, agency, or rehabilitation setting for <b>300</b> clock hours;</p>	<p><u>Course Description:</u> The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed interpreter would be expected to perform in a community setting. A regularly employed interpreter is defined as a person occupying the professional interpreting role to which the student is aspiring. The interpreter-in-training is involved in interpreted interactions appropriate to his/her skill level and training. Interns receive feedback and supervision from on-site supervisors, group seminar supervisors, team interpreters, consumers, and faculty members. Interns are</p>

<p>120 of the hours must be in <b>direct interpreting service.</b></p>	<p>assigned to a business, organization, interpreting agency, qualified interpreter(s), or rehabilitation setting for 300 clock hours, 120 of which must be in direct interpreting service.</p> <p>Students are also responsible for developing and fulfilling a Service Learning Project (SLP) equivalent to at least 20 hours of planning and 20 hours of service to the community serving adults. The SLP shall be in partnership with the community and sustainable.</p>
<p><u>Pre-requisite(s):</u> Completion of coursework.</p>	<p><u>Pre-requisite(s):</u> completion of all coursework including EDU 4462 and 4463.</p>
<p><u>Learning Objectives:</u> The student will be able to</p> <ul style="list-style-type: none"> <li>A. interpret and/or transliterate in community settings</li> <li>B. assess the communication needs and preferences of clients</li> <li>C. demonstrate understanding of the role of a bilingual and bicultural mediator</li> <li>D. demonstrate the ability to establish rapport with co-workers, supervisors and clients</li> <li>E. recognize visual accessibility issues which impact the communication dynamics</li> <li>F. perform post-performance analyses and evaluations of interpreting work</li> <li>G. apply ethical guidelines to practice</li> <li>H. follow legal mandates</li> <li>I. adhere to agency's policies and procedures</li> <li>J. handle emergency or crisis situations appropriately</li> <li>K. use culturally appropriate strategies</li> <li>L. apply models of interpretation</li> <li>M. provide consultation as appropriate</li> </ul>	<p><u>Learning Objectives:</u> The student will be able to</p> <ul style="list-style-type: none"> <li>• interpret and/or transliterate in community settings</li> <li>• assess environmental needs of the interpreted interaction</li> <li>• demonstrate ability to assess communication needs in terms of language modalities and approaches as well as consumer needs and preferences</li> <li>• demonstrate an understanding of the role of a bilingual and bicultural mediator</li> <li>• demonstrate the ability to establish rapport with co-workers, supervisors, and consumers</li> <li>• demonstrate effective team interpreting practices</li> <li>• demonstrate ability to produce consecutive, simultaneous, and descriptive interpreting as needed</li> <li>• recognize visual accessibility issues that impact the communication dynamics</li> <li>• perform pre- and post-performance analyses and evaluations of interpreting work</li> <li>• apply ethical guidelines to practice</li> <li>• follow legal mandates</li> <li>• adhere to agency's policies and procedures</li> <li>• handle emergency or crisis situations appropriately</li> <li>• use culturally appropriate strategies</li> <li>• apply models of interpretation</li> <li>• provide consultation as appropriate</li> <li>• develop an academic progress and professional portfolio</li> <li>• demonstrate proficiency and range in the use of American Sign Language and written/spoken English</li> <li>• demonstrate success on a written test of interpreting knowledge</li> <li>• demonstrate Healthy Balance Maintenance by</li> </ul>



	<p>completion of Weekly Balance Worksheets averaging 20 points per week during 16 weeks of Internship.</p> <ul style="list-style-type: none"> <li>• demonstrate ability to fulfill viable and sustainable Service Learning Projects in partnership with the community by the development of an 80-hour Service Learning Project (developed during Practicum).</li> <li>• demonstrate success on a validated performance test of interpreting skills (CDI, EIPA, RID, or BEI)</li> </ul>
<p><b>EDU 4465 INTERNSHIP EDUCATIONAL</b></p>	<p><b>EDU 4465 INTERNSHIP EDUCATIONAL</b></p>
<p><u>Course Description:</u> The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed Interpreter would be expected to perform in an educational setting. A regularly employed interpreter is defined as a person occupying the professional interpreting role to which the student is aspiring. The interpreter-in-training is involved in assignments appropriate to his/her skill level and training. Student interpreter interns receive feedback and supervision from on-site supervisors, group seminar supervisors, and Troy University faculty members. Interns in-training are assigned to an educational setting (k-12 or postsecondary) for <b>300</b> clock hours; 120 of the hours must be in <b>direct interpreting service</b>.</p>	<p><u>Course Description:</u> The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed interpreter would be expected to perform in an educational setting. The interpreter-in-training is involved in interpreting interactions appropriate to his/her skill level and training. Interns receive feedback and supervision from on-site supervisors, group seminar supervisors, team interpreters, consumers, and faculty members. Interns are assigned to an educational setting (k-12 or postsecondary) for 300 clock hours, 120 of which must be in direct interpreting service.</p> <p>Students are also responsible for developing and fulfilling a Service Learning Project (SLP) equivalent to at least 20 hours of planning and 20 hours of service to the community serving children. The SLP shall be in partnership with the community and sustainable.</p>
<p><u>Pre-requisite(s):</u> Completion of coursework.</p>	<p><u>Pre-requisite(s):</u> completion of all coursework including EDU 4462 and 4463</p>
<p><u>Learning Objectives:</u> The student will be able to</p> <ul style="list-style-type: none"> <li>A. interpret and/or transliterate in educational settings;</li> <li>B. assess the communication needs and preferences of students;</li> <li>C. demonstrate understanding of the role of a bilingual and bicultural mediator;</li> <li>D. demonstrate the ability to establish rapport with co-workers, supervisors and clients;</li> <li>E. recognize visual accessibility issues which impact the communication dynamics;</li> <li>F. perform post-performance analyses and evaluations of interpreting work;</li> <li>G. apply ethical guidelines to practice;</li> <li>H. follow legal mandates;</li> </ul>	<p><u>Learning Objectives:</u> The student will be able to</p> <ul style="list-style-type: none"> <li>• interpret and/or transliterate in educational settings</li> <li>• assess environmental needs of the interpreted interaction</li> <li>• demonstrate ability to assess communication needs in terms of language modalities and approaches as well as well as consumer needs and preferences</li> <li>• demonstrate an understanding of the role of a bilingual and bicultural mediator</li> <li>• demonstrate the ability to establish rapport with co-workers, supervisors, and consumers</li> <li>• demonstrate effective team interpreting practices</li> <li>• demonstrate ability to produce consecutive, simultaneous, and descriptive interpreting as</li> </ul>

<p>I. adhere to agency's policies and procedures;</p> <p>J. handle emergency or crisis situations appropriately;</p> <p>K. use culturally appropriate strategies;</p> <p>L. apply models of interpretation;</p> <p>M. provide consultation as appropriate;</p>	<p>needed</p> <ul style="list-style-type: none"> <li>• recognize visual accessibility issues that impact the communication dynamics</li> <li>• perform pre- and post-performance analyses and evaluations of interpreting work</li> <li>• apply ethical guidelines to practice</li> <li>• follow legal mandates</li> <li>• adhere to institutional policies and procedures</li> <li>• handle emergency or crisis situations appropriately</li> <li>• use culturally appropriate strategies</li> <li>• apply models of interpretation</li> <li>• provide consultation as appropriate</li> <li>• develop an academic progress and professional portfolio</li> <li>• demonstrate proficiency and range in the use of American Sign Language and written/spoken English</li> <li>• demonstrate success on a written test of interpreting knowledge</li> <li>• demonstrate Healthy Balance Maintenance by completion of Weekly Balance Worksheets averaging 20 points per week during 16 weeks of Internship.</li> <li>• demonstrate ability to fulfill viable and sustainable Service Learning Projects in partnership with the community by the development of an 80-hour Service Learning Project (developed during Practicum).</li> <li>• demonstrate success on a validated performance test of interpreting skills (CDI, EIPA, RID, or BEI)</li> </ul>
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