REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPING AN UNDERGRADUATE CURRICULUM

Department: Communication Studies
College: Humanities and Social Sciences
Name of Curriculum/Major: Communication Studies
Type of Degree: B.A.

Date: 8/13/12

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A ( X )

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e. any department whose course(s) are to be added.]
ATTACH FORM D ADDENDUM for all new curricula or changes involving General Education courses.

ACTION (check appropriate box):

( ) ADDING: Show the entire new curriculum by year (freshman, sophomore, etc.) using catalog format. Use plain sheets and attach.

( X ) CHANGING: On a separate sheet of paper, include the current curriculum outline (all four years) which is to be changed in the left column and the proposed changes in the right column. In proposed column, use strikeout and bold to identify deletions and additions. Explain all changes adequately on attachment.

( ) SUSPENDING: Provide an adequate explanation for suspending the curriculum on plain sheets and attach.

( ) DROPPING: Provide an adequate explanation for dropping the curriculum on plain sheets and attach.

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum:</td>
<td>120</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 08/13/2012

Department Chair’s Signature: 08/14/2012

College Faculty Approval Date: 9/12/12

College Dean’s Signature: (Date)

Chair, FS C & C Committee: 9/18/2012

Academic Affairs Approval: (Date)

College Contact: ___________________________

(Please print name.)

College Contact E-mail: ___________________________
Justification:

Effective in the Spring 2011 semester, several of the language options offered through the College of Humanities & Social Sciences were discontinued. Two of the languages that were discontinued, Japanese and Russian, were the only languages whose first two semesters worth of coursework totaled 10 hours instead of the eight hours seen in the other languages offered on our campus. In the First Year of all of the degree programs that have a language option in the College of Humanities & Social Sciences, there is a range in the language component totaling 8-10 hours. This first year range needs to be changed to eight hours to reflect current course offerings. However, there is a range in the sophomore year language requirement that needs to remain intact as the third and fourth semester language courses in all areas remains the same. Specifically, the third and fourth semester courses are either three or four hours depending upon the language. To ensure that the degree totals remain at the needed 120 hours, a two hour range in another area of the degree program had to be added.

Respectfully submitted,

Renee Edwards
Professor and Chair
Department of Communication Studies
Edwards@lsu.edu
<table>
<thead>
<tr>
<th>Present</th>
<th>Proposed</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL SEM. HRS. • 120</strong></td>
<td><strong>TOTAL SEM. HRS. • 120</strong></td>
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<td>SEM. HRS.</td>
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<td>CMST 1150 and 2060</td>
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<td>General education analytical reasoning course</td>
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<td>(from mathematics department)</td>
</tr>
<tr>
<td>General education natural sciences course sequence</td>
<td>General education natural sciences course sequence</td>
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<td>Labs corresponding to science sequence</td>
<td>Labs corresponding to science sequence</td>
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<td>LIS 1501</td>
<td>LIS 1501</td>
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<td><strong>29-31</strong></td>
<td><strong>29-34</strong></td>
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<td>SEM. HRS.</td>
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<td>ENGL 2000</td>
<td>ENGL 2000</td>
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<td>General education analytical reasoning course</td>
<td>General education analytical reasoning course</td>
</tr>
<tr>
<td>General education natural sciences course*</td>
<td>General education natural sciences course*</td>
</tr>
<tr>
<td>CMST 2040 and either 2010 or 2064</td>
<td>CMST 2040 and either 2010 or 2064</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
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<td><strong>29-27</strong></td>
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<td><strong>JUNIOR YEAR</strong></td>
<td><strong>JUNIOR YEAR</strong></td>
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<td>SEM. HRS.</td>
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<td><strong>32</strong></td>
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<td><strong>SENIOR YEAR</strong></td>
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<td>SEM. HRS.</td>
<td>SEM. HRS.</td>
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<td>Electives</td>
<td>Electives</td>
</tr>
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<td><strong>30</strong></td>
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</table>
## GENERAL EDUCATION REQUIREMENTS

When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement. Include course rubric, number, and credit hours when curricula differ from the default values. Indicate the curriculum year for all General Education courses.

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Year</th>
</tr>
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<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td><strong>ENGL 1001 or 1004</strong></td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td></td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td><strong>ENGL 2000</strong></td>
<td>3</td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>(At least 3 hours credit must be from a</td>
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<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>MATH course.)</td>
<td></td>
<td></td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>General Education analytical reasoning course</td>
<td>3</td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Arts (3 hrs.)</td>
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<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>(If 2 course sequence is taken in the physical</td>
<td></td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>sciences, the additional 3 hour course must be</td>
<td></td>
<td></td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>from the life sciences, and vice versa.)</td>
<td>General Education natural science course</td>
<td>3</td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>General Education natural science course</td>
<td>3</td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>(At least three hours at or above the</td>
<td></td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>2000-level.)</td>
<td>General Education social science course (2000-level or above)</td>
<td>3</td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
REQUEST FOR ADDING, CHANGING, OR DROPPING AN UNDERGRADUATE CURRICULUM
PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department: Construction Management
College: Engineering
Name of Curriculum/Major: Construction Management
Type of Degree: BS
Date: 8/10/12

Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) N/A ( )
See the attached email responses from the various departments involved.
ATTACH JUSTIFICATION for all actions: Use separate sheet. See the attached ACCE Progress Report Form.
ATTACH RESPONSE from any departments affected [i.e., any department whose course(s) are to be added.]
ATTACH FORM D ADDENDUM for all new curricula or changes involving General Education courses.

ACTION (check appropriate box):

( ) ADDING: Show the entire new curriculum by year (freshman, sophomore, etc.) using catalog format. Use plain sheets and attach.
( X ) CHANGING: Show present catalog description which is to be changed (left column) and the changes proposed (right column) on a separate sheet of paper. In proposed column, use strikeout and bold to identify deletions and additions. Explain all changes adequately on attachment.
( ) SUSPENDING: Provide an adequate explanation for suspending the curriculum on plain sheets and attach.
( ) DROPPING: Provide an adequate explanation for dropping the curriculum on plain sheets and attach.

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum:</td>
<td>123</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date 8/17/12
Department Chair's Signature
(Date)
Chair, FS C & C Committee
9/18/2012

College Faculty Approval Date 9/19/12
College Dean's Signature
(Date)
Academic Affairs Approval
9/20/12
GENERAL EDUCATION REQUIREMENTS
PLEASE SUBMIT 17 COPIES OF THIS FORM

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<td>ENGL 1001 or 1004</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
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</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>MATH 1550</td>
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<td>(At least 3 hours credit must be from a MATH course.)</td>
<td>CSC 1240</td>
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<td>Arts (3 hrs.)</td>
<td>General Education art course</td>
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<td>Humanities (9 hrs.)</td>
<td>General Education CMST 1061 or 2060</td>
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<td>3</td>
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<td></td>
<td>General Education humanities course</td>
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<td></td>
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<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>PHYS 2001</td>
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<td>(If 2 course sequencing is taken in the physical sciences, the additional 3 hour course must be from the life sciences, and vice versa.)</td>
<td>PHYS 2002</td>
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<td></td>
<td>ENVS 1126</td>
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<td>Social Sciences (6 hrs.)</td>
<td>ECON 2030</td>
<td>3</td>
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<tr>
<td>(At least three hours at or above the 2000-level.)</td>
<td>General Education social science course</td>
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# Construction Management Curriculum Changes 2013-2014

## Present Curriculum: 123 Hrs

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>SEMHRS</th>
<th>Proposed Curriculum: 423 Hrs</th>
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<td>6</td>
<td>Construction Management 1010, 2012</td>
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<tr>
<td>English 1001*</td>
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<td>English 1001*</td>
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<tr>
<td>General education arts course*</td>
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<td>General education arts course*</td>
</tr>
<tr>
<td>General education life sciences course*</td>
<td>3</td>
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<tr>
<td>General education humanities course*</td>
<td>5</td>
<td>General education humanities course*</td>
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<td>Approved Elective</td>
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<td>Approved Elective</td>
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<tr>
<td>Information Systems &amp; Decision Sciences 1100</td>
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<td>Information Systems &amp; Decision Sciences 1100</td>
</tr>
<tr>
<td>Mathematics 1550*</td>
<td>5</td>
<td>Mathematics 1550*</td>
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<tr>
<td>SOPHOMORE YEAR</td>
<td>SEMHRS</td>
<td>SOPHOMORE YEAR</td>
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<td>Accounting 2000, 2101</td>
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<td>Construction Management 2121, 2131, 2141</td>
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<td>Economics 2030*</td>
<td>3</td>
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</tr>
<tr>
<td>English 2000*</td>
<td>3</td>
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<tr>
<td>General education social science course*</td>
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<td>General education social science course*</td>
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<td>JUNIOR YEAR</td>
<td>SEMHRS</td>
<td>JUNIOR YEAR</td>
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<td>Construction Management 3000, 3100, 3121, 3131, 3141, 3303, 3400, 3505</td>
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<td>Experimental Statistics 3201* or Mathematics 1552*</td>
</tr>
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<td>Business Law 3201</td>
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<tr>
<td>General education social science course*</td>
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<td>General education social science course*</td>
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<td>SENIOR YEAR</td>
<td>SEMHRS</td>
<td>SENIOR YEAR</td>
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<td>Marketing 3401</td>
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<td>Industrial Engineering 3201</td>
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</tr>
<tr>
<td>Finance 3715 or Industrial Engineering</td>
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<td>Finance 3715 or Industrial Engineering</td>
</tr>
</tbody>
</table>
Construction Management Curriculum Changes

Phase I

Phase I involves the changing of all related coursework required to eliminate several weaknesses and concerns sited by the March, 2011 Team Visit by the American Council for Construction Education (ACCE). If approved, it will take effect in the 2013-2014 General Catalog. Phase II will involve changing Construction Management courses sited as weaknesses or concerns from the March, 2011 visit.

Curriculum Changes:

Freshman Year

1) Delete general education life sciences course; add Environmental Science 1126. See ACCE Weakness # 3, Document 103, pages 11 & 12, and email confirmation from Environmental Science.

2) Delete Approved Elective (3 hours); add Computer Science 1240. See ACCE Weakness # 3, Document 103, pages 11 & 12, and email confirmation from Computer Science.

Sophomore Year:

1) Delete Accounting 2101. These 3 business hours will be replaced with Business Law 3201 in the Junior Year. See ACCE Strength # 5, Document 103, pages 12 & 13, and email confirmation from Finance.

2) Delete general education communication studies course; add Communication Studies 1061 or 2060. See ACCE Weakness # 2, Document 103, pages 10 & 11, and email confirmation from Communication Studies.

3) Add general education social sciences course (move from Junior Year to Sophomore Year).

Junior Year:


2) Delete general education social sciences course (move from Junior Year to Sophomore Year).

3) Delete total semester hours of 31; add total semester hours of 30. This is due to the actions of item 1,
Senior Year:

1) Delete approved business/management electives; add Marketing 3401. See ACCE Weakness #4 and Strength #5, Document 103, pages 12 & 13, and email confirmation from Marketing.

2) Delete approved electives -- 6 hours; add approved electives -- 12 hours. See ACCE Underdeveloped Potential #1 & 2, Document 103, pages 13 – 15.

3) Delete Industrial Engineering 3201; add Finance 3715 or Industrial Engineering 3201. See ACCE Weakness #4 and Strength #5, Document 103, pages 12 & 13, email confirmation from Finance, and BADM & TECHS minors.
Department of Construction Management  
Construction Management Program  
Justification for requiring more than 120 Credit Hours  
Bachelor of Science in Construction Management  
Prepared by  
L. Leslie Rosso, Ph.D., Associate Professor & Undergraduate Coordinator

1. Compare degree programs that require more than 120 credit hours to SREB peers and the new list of peers to determine if the credits required for graduation meet the national norms for that program. What are the core requirements at these institutions? How does LSU program differ from peers? What are the commonalities?

The following Table 1 provides credit hours required for the BS degree in Construction Management at 12 of the peer institutions programs that are fully accredited by the American Council on Construction Education (ACCE). The table also provides the ACCE model curriculum. ACCE states that these are minimum semester hour requirements and may extend beyond the normal 120 hours. The topical content areas are standard content areas as defined by ACCE.

<table>
<thead>
<tr>
<th>Institution</th>
<th>General Education</th>
<th>Math &amp; Science</th>
<th>Business &amp; Management</th>
<th>Construction Management</th>
<th>Other Credits</th>
<th>Total Hours</th>
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<tr>
<td><strong>ACCE Model</strong></td>
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<td><strong>15</strong></td>
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<td><strong>22</strong></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td>LSU</td>
<td>22</td>
<td>18</td>
<td>22</td>
<td>52</td>
<td>9</td>
<td>123</td>
</tr>
<tr>
<td>Arizona State</td>
<td>18</td>
<td>15</td>
<td>18</td>
<td>66</td>
<td>4</td>
<td>121</td>
</tr>
<tr>
<td>Auburn</td>
<td>33</td>
<td>16</td>
<td>18</td>
<td>54</td>
<td>4</td>
<td>125</td>
</tr>
<tr>
<td>Boise State</td>
<td>18</td>
<td>20</td>
<td>21</td>
<td>55</td>
<td>11</td>
<td>125</td>
</tr>
<tr>
<td>Clemson</td>
<td>18</td>
<td>15</td>
<td>18</td>
<td>55</td>
<td>17</td>
<td>123</td>
</tr>
<tr>
<td>Colorado State</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>55</td>
<td>11</td>
<td>120</td>
</tr>
<tr>
<td>Florida</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>64</td>
<td>6</td>
<td>125</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>18</td>
<td>15</td>
<td>18</td>
<td>57</td>
<td>21</td>
<td>129</td>
</tr>
<tr>
<td>Kansas State</td>
<td>21</td>
<td>15</td>
<td>21</td>
<td>66</td>
<td>7</td>
<td>130</td>
</tr>
<tr>
<td>Nebraska</td>
<td>18</td>
<td>17</td>
<td>19</td>
<td>58</td>
<td>12</td>
<td>124</td>
</tr>
<tr>
<td>Purdue</td>
<td>20</td>
<td>16</td>
<td>18</td>
<td>54</td>
<td>16</td>
<td>124</td>
</tr>
<tr>
<td>Texas A &amp; M</td>
<td>27</td>
<td>17</td>
<td>18</td>
<td>58</td>
<td>0</td>
<td>120</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>16</td>
<td>21</td>
<td>21</td>
<td>69</td>
<td>7</td>
<td>134</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>20</strong></td>
<td><strong>17</strong></td>
<td><strong>19</strong></td>
<td><strong>58</strong></td>
<td><strong>11</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>
It is important to point out that only 3/12 or 25% of the peer institutions programs are below LSU's total hours. If one looks closely at the hour breakout, it is easy to see that programs with lower total hours also have a lower general education requirement than LSU. Meanwhile, 9/12 or 75% of the peer institutions programs are at or above LSU's total hours. Hence LSU is in harmony with the peer institutions curriculum requirements.

2. Identify mandated requirements for accreditation and certification that increase the number of courses for graduation beyond the normal 120 credit hours. Specifically identify said mandates and provide the explanation as to how such mandates result in a degree program requiring more than 120 credit hours.

ACCE does not mandate additional course work beyond the 120 hour minimum. However it does state that individual institutional requirements may extend the curriculum beyond the normal 120 hour minimum. See the following tables for the ACCE course category requirements for the CM Curriculum at LSU.

**General Education:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1001 (English Composition I)</td>
<td>3</td>
</tr>
<tr>
<td>English 2000 (English Composition II)</td>
<td>3</td>
</tr>
<tr>
<td>Communication Studies 1061 or 2060 (Speech Fundamentals or Public speaking)</td>
<td>3</td>
</tr>
<tr>
<td>General Education Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Education Humanities Elective</td>
<td>6</td>
</tr>
<tr>
<td>General Education Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>CM 4200 (Construction Administration - Ethics)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Hours = 22</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics and Science:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Statistics 2201 (Statistical Analysis) or Mathematics 1552 (Analytic Geometry and Calculus II)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 1550 (Analytic Geometry and Calculus I)</td>
<td>5</td>
</tr>
<tr>
<td>Physics 2001 (General Physics I)</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2002 (General Physics II)</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective (Chemistry or Environmental Science or Geology)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours = 18</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Business and Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 2000 (Survey of Accounting)</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 2101 (Managerial Accounting)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 2030 (Economic Principles)</td>
<td>3</td>
</tr>
<tr>
<td>Information Systems and Decision Science 1100 (Management Information Systems)</td>
<td>3</td>
</tr>
<tr>
<td>Business Administration Electives</td>
<td>9</td>
</tr>
<tr>
<td>Construction Management 4201 (Construction Law – Business Law)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Hours = 22</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Construction Science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Management 1010 (Construction Graphics)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 2121 (Materials, Methods, and Equipment I)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 2131 (Materials, Methods, and Equipment II)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3100 (Construction Surveying)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3141 (Highway construction)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3303 (Mechanical and Electrical Systems)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3400 (Construction Materials)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3505 (Structural Technology I)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3506 (Structural Technology II)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours = 27</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Construction:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Management 2012 (Plan &amp; Cost Analysis for Residential Construction)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 2141 (Construction Planning and Scheduling)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3000 (Construction Safety)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3121 (Commercial Construction Estimating)</td>
<td>3</td>
</tr>
<tr>
<td>Construction Management 3131 (Industrial Construction Estimating)</td>
<td>3</td>
</tr>
<tr>
<td>CM 4200* (Construction Administration)</td>
<td>2</td>
</tr>
<tr>
<td>Construction Management 4201 (Construction Law)</td>
<td>2</td>
</tr>
<tr>
<td>Construction Management 4202 (Construction Enterprise)</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Engineering 3201 (Principles of Engineering Economy)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours = 25</strong></td>
<td></td>
</tr>
</tbody>
</table>
Other Requirements:

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

3. Determine if there are campus and/or departmental policies that might contribute to excess hours for graduation. Specifically identify said policies and provide an explanation as to how such mandates result in a degree program requiring more than 120 credit hours.

NONE. Students can obtain both a Business Administration and Technical Sales Minor by choosing MGT 3200, MKT 3401, and FIN 3715 in the Business Management category. Selecting these minors does not increase the student's course hours beyond the 123 total hours since some of the courses on both of the minors are already required in the curriculum.

The SREB general education requirements mandated by 16 states are shown in Table 2 provided by the Louisiana Board of Regents and ranges anywhere from 30 to 44 credit hours (CH). Note the SACS general education requirements (30 CH) appended to the end of this table are less than Louisiana's 39 CH requirement. SACS expresses a combined Arts/Humanities requirement which is less restrictive and fewer hours than Louisiana (thus LSU) and a Science requirement that also less restrictive as it does not mandate both a life and physical science. The LA Board of Regents attempted to revisit the issue and allow additional flexibility but substantive discussion never took place due to lack of support from key state institutions.

4. If a rationale as to why it is necessary for a particular degree program to require more than 120 credit hours cannot be established a plan to reduce the degree requirements to 120 credit hours must be presented.

RATIONAL:

LSU is + 3 hours when compared to the ACCE Model and the 120 hour mandate. However there are a total of 40 courses (i.e. 5 courses in each of the 8 semesters). MATH 1550 is a 5 hour course (3 + 2 hours) and MATH 1552 or EXST 2201 are 4 hour courses (3 +1 hour). These courses account for the +3 hours above the 120 hour ACCE model and mandate. Thus the 123 hour curriculum meets the intent of the 120 hour curriculum by allowing students to complete their program within 4 years.

LSU is at the minimum number of hours in the ACCE Topical Content Categories and is in full compliance with the LSU General Education Requirements. Any reduction
will affect ACCE accreditation or LSU and the state of Louisiana General Education requirements.

**IMPORTANT NOTE:**

The Construction Management Program will be proposing a change to the curriculum beginning in the Fall Semester of 2013. This change will eliminate 4 of the 6 ACCE Site Visitation Team’s weaknesses that were noted in the March, 2011 visit. The remaining 2 weaknesses will be eliminated via internal course changes (e.g. computerized estimating and project management). The changes will be: require BLAW 3201, MGT 3200, MKT 3401, and FIN 3715 instead of 9 hours of business management electives; drop ACCT 2101; require CSC 1240 instead of EXST 2201 or MATH 1552 (this change will reduce the total hours to 122); require ENVS 1126 instead of a Life Science elective; option to take CMST 1061 or 2060 for 3 of the 9 hours required for the general education humanities electives.

<table>
<thead>
<tr>
<th>State</th>
<th>Policy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Written Composition (6 cr.); Humanities &amp; Fine Arts (12 cr.); Natural Sciences &amp; Mathematics (11 cr.); History, Social, &amp; Behavioral Sciences (12 cr.)</td>
<td>41</td>
</tr>
<tr>
<td>Arkansas</td>
<td>English Composition (6 cr.); Speech Communication (0-3 cr.); Math (3 cr.); Science (8 cr.); Fine Arts/Humanities (6-9 cr.); Social Sciences; Governemnt (3 cr.); Other Social Science (6-9 cr.)</td>
<td>32-41</td>
</tr>
<tr>
<td>Delaware</td>
<td><em>No state policy (appears defined by the 2 individual institutions in the state)</em></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>36 hours General Education required in English/Communication, Mathematics, Social Sciences, Humanities, and Natural Sciences- but only specifies 6 in English, and 6 in Math</td>
<td>36</td>
</tr>
<tr>
<td>Georgia</td>
<td>Essential Skills (9-10 cr.); Institutional Options (5 cr.); Humanities/Fine Arts (6 cr.); Science, Mathematics, Technology (10-11 cr.); Social Science (12 cr.)</td>
<td>42-44</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Communications (9 cr.); Humanities (6 cr.); Mathematics (3 cr.); Natural Sciences (6 cr.); Behavioral/Social Sciences (9cr.)</td>
<td>33</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Eng 6; Math 6; NatSci 9; Humanities 9; Arts 3; SocSci6</td>
<td>39</td>
</tr>
<tr>
<td>Maryland</td>
<td>* No State policy- new degree proposal guidelines only ask for &quot;total number of credits and their distribution&quot;</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>* Reference to &quot;general education core&quot; in Academic Productivity Review Guidelines, but no information as to what it must include.</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>English (6 cr.); Humanities/Fine Arts (12 cr.); Social /Behavioral Sciences (12 cr.); Natural Sciences (8)/Mathematics (6)</td>
<td>44</td>
</tr>
<tr>
<td>State</td>
<td>Requirements</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>English (6 cr.); U.S. History &amp; U.S. Government (6 cr.); Science (6 cr.); Humanities (6 cr.); Mathematics (3 cr.); Psychology, Social Sciences, Foreign Languages, Fine Arts (3 cr.)= 30 * Additional Liberal Arts and Science courses as needed to meet the minimum of 40</td>
<td>40</td>
</tr>
<tr>
<td>South Carolina</td>
<td>A minimum of 30 semester hours or equivalent in general education courses to include at least one (3-hour) course in the following areas; the humanities/fine arts, the social/behavioral sciences, and the natural sciences/mathematics. The curriculum must provide components designed to ensure competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.</td>
<td>30</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Communication (9 cr.); Humanities and/or Fine Arts (9cr.) *specifies that one course must be in literature; Social/Behavioral Sciences (6 cr.). History (6 cr.); Natural Sciences (8 cr.); Mathematics (3 cr.)</td>
<td>41</td>
</tr>
<tr>
<td>Texas</td>
<td>* State law states that at a minimum core curriculum will be 42 credit hours in the areas of &quot;liberal arts, humanities, and science and political, social, and cultural history&quot;</td>
<td>42</td>
</tr>
<tr>
<td>Virginia</td>
<td>* No state policy- defined by individual institutions.</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>Communications (6 cr.); Humanities (6 cr.); Natural Sciences (6 cr.); Social Sciences (6 cr.); Mathematical Sciences or Computer Applications (3); other (9 cr.)</td>
<td>36</td>
</tr>
<tr>
<td>SACS 2.7.3</td>
<td><strong>Added to Bor Table</strong> At least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. ... not narrowly focus on these skills, techniques, and procedures specific to a particular occupation or profession.</td>
<td>30</td>
</tr>
</tbody>
</table>
### ACCE Feedback from 19-22 March 2011 Visit

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student's intense dedication to the program. Examples cited were CSA, speakers, etc. The team would love to have students like we have at LSU.</td>
</tr>
<tr>
<td>2.</td>
<td>Industry Advisory Board- we are only program in country with an Executive Director. Once again, they all stated they would love to have the quality industry team that we are lucky to have at LSU.</td>
</tr>
<tr>
<td>3.</td>
<td>Support from the Administration- they stated that support from the Interim Chair up to the Chancellor was excellent. All communicated support for the program and its success. They were surprised that the support went all the way up the administration. They said this is rare.</td>
</tr>
<tr>
<td>4.</td>
<td>Faculty/Student Relationship – They were impressed with the strong faculty and student relations.</td>
</tr>
<tr>
<td>5.</td>
<td>Business Minor – They felt the ease at which a student could get a business minor was an excellent strength.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ethics – The required 15 hours of ethic work could not be demonstrated through student work. In addition, evidence of it being integrated in 5 CM courses could not be validated (written, question, essay demonstration).</td>
</tr>
<tr>
<td>2.</td>
<td>Oral and Written Communication – demonstration of 33% of Construction and Construction Science courses with written and oral communication could not be validated with student work.</td>
</tr>
<tr>
<td>3.</td>
<td>Math and Science – credit hours met the requirement. However, we were 2 hours short of analytical (e.g., lab based course that demonstrates scientific process) science courses.</td>
</tr>
<tr>
<td>4.</td>
<td>Business and Management – 3 hours of principals of management missing from the curriculum.</td>
</tr>
<tr>
<td>5.</td>
<td>Curriculum topical content missing or not validated: 4.53 – Site organization and development (Surveying) 5.17 – Computer applications in estimating 5.67 – Computer applications in project management (e.g., Expedition, Procore).</td>
</tr>
</tbody>
</table>
| 6.                        | Assessment Process  
  a. Measures do not measure progress goals (e.g., student work not evaluated to ensure course objective met).  
  b. No documentation that alumni survey being used in assessment.  
  c. Need to use a Benchmark Assessment Plan  
  d. Use Assessment plan to ensure consistency between courses. |

<table>
<thead>
<tr>
<th>Concerns</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lab space plans for construction materials could be a weakness if not provided once business leaves PFT.</td>
</tr>
<tr>
<td>2.</td>
<td>Instructor employment is tentative and had hurt morale. If instructors were released, student/faculty ration could be an issue.</td>
</tr>
<tr>
<td>3.</td>
<td>Project management subject matter is marginal. Construction administration content needs to be reviewed. Potentially look at using CSI project management text.</td>
</tr>
<tr>
<td>4.</td>
<td>No class demonstrated library usage or it was ambiguous. Need to</td>
</tr>
<tr>
<td>Underdeveloped Potential</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>1. Emerging technologies (e.g., BIM, sustainability) should be integrated across the curriculum.</td>
</tr>
<tr>
<td></td>
<td>2. Specialized technical electives need additional planning for concentrations (e.g., industrial)</td>
</tr>
<tr>
<td></td>
<td>3. Interaction with other engineering departments – department should explore synergistic opportunities to work with other engineering departments (e.g., labs).</td>
</tr>
<tr>
<td></td>
<td>4. Campus construction projects should be used for field demonstrations in classes.</td>
</tr>
<tr>
<td></td>
<td>5. Internships and coop education should be considered for elective credit.</td>
</tr>
</tbody>
</table>
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

DOCUMENT 103

STANDARDS AND CRITERIA FOR ACCREDITATION OF POSTSECONDARY CONSTRUCTION EDUCATION DEGREE PROGRAMS
<table>
<thead>
<tr>
<th>Curriculum Categories</th>
<th>Minimum Academic Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) General Education</td>
<td>15 semester (22 quarter) hours</td>
</tr>
<tr>
<td>2) Mathematics and Science</td>
<td>15 semester (22 quarter) hours</td>
</tr>
<tr>
<td>3) Business and Management</td>
<td>18 semester (27 quarter) hours</td>
</tr>
<tr>
<td>4) Construction Science*</td>
<td>20 semester (30 quarter) hours</td>
</tr>
<tr>
<td>5) Construction*</td>
<td>20 semester (30 quarter) hours</td>
</tr>
</tbody>
</table>

**Total Combined Construction Science and Construction** 50 semester (75 quarter) hours

**Subtotal: Prescribed Category Credits** 98 semester (146 quarter) hours

| 6) Other Credit Hours                     | 22 semester (34 quarter) hours                               |

(As needed to complete 120 hour threshold or to meet additional institutional and program requirements)

**Total ACCE Accreditation Requirement** 120 semester (180 quarter) hours**

* Construction Science and Construction are separate subject categories. The minimum aggregate of both Construction Science and Construction combined requirement is 50 semester (75 quarter) hours of academic credit.

* One semester hour equals 15 instructional hours; one quarter hour equals 10 instructional hours

3.3.2 Subject Matter Requirements

The curriculum must include minimum academic coverage of specific core subject matter that is essential for a graduate to function effectively in the construction environment. These core subjects and credit hour minimums are listed below. Core subject matter credit hour standards which do not comprise a full course shall be interpreted as proportionate minimum requirements for coverage of the designated subject material.

1) GENERAL EDUCATION...15 semester (22 quarter) hours

It is important that every Constructor's education include appropriate courses in communications, social sciences, and the humanities. This content should reflect the needs of the construction industry as well as the philosophy of the educational institution.

Construction is concerned with people and their relationships. Thus, the ability to communicate, both orally and in writing, and the
understanding of human behavior are essential assets to the constructor.

<table>
<thead>
<tr>
<th>Core Subject Matter</th>
<th>Minimum Academic Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td>2 semester (3 quarter) hours</td>
</tr>
<tr>
<td>Written Communication</td>
<td>2 semester (3 quarter) hours</td>
</tr>
<tr>
<td>Total Oral and Written communication*</td>
<td>8 semester (12 quarter) hours in formal, stand alone courses</td>
</tr>
</tbody>
</table>

*In addition to stand alone courses, oral presentation, technical writing, and/or business writing must be integrated into at least 33% of the total number of Construction and Construction Science courses. This integration is to be documented by the same means as other course content in these categories.

Example courses in this division include:

Human relations, psychology, sociology, social science, literature, history, philosophy, art, language, political science, and other appropriate courses.

Exclusions: Courses concerned with physical education or military science and general studies do not fulfill this requirement.

2) MATHEMATICS AND SCIENCE....15 semester (22 quarter) hours

It is essential that every Constructor possess a well-developed concept of mathematics and physical science. Construction is in part a technical process that can be best controlled by applying the principles of mathematics, statistics, and computer science. Furthermore, an understanding of the behavior of the materials, equipment, and methods used in construction requires knowledge of the laws of physics, chemistry, geology, and environmental sciences.

Basic scientific, quantitative, and qualitative topics, which provide a foundation for subsequent technical subjects, are to be considered in this category.

<table>
<thead>
<tr>
<th>Core Subject Matter</th>
<th>Minimum Academic Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical: physical or environmental science</td>
<td>8 semester (12 quarter) hours</td>
</tr>
<tr>
<td>Statistics and/or Mathematics</td>
<td>3 semester (4.0 quarter) hours</td>
</tr>
</tbody>
</table>
Example courses in this division include:

a) Mathematics...analytic geometry, pre-calculus, calculus, linear algebra, statistics...

b) Physical Sciences...physics, chemistry, geology, environmental science

c) Other Sciences...computer science, etc.

Physical and environmental sciences must be analytically based (quantitative) and not descriptive. Laboratory based courses are strongly encouraged. Courses in computer sciences, general computer applications, programming, or computer languages are to be included in this category.

Exclusions: Only mathematics beyond college algebra and trigonometry may be used for this requirement. Other natural sciences do not fulfill this category requirement. Courses such as estimating, cost control, and scheduling that adapt the use of computers to construction are appropriate for the Construction category, but cannot be included in this category.

3) BUSINESS AND MANAGEMENT....18 semester (27 quarter) hours

The Constructor is a manager. To be an effective manager, the Constructor must know how to manage the principal resources of the industry, i.e., people and money. The Constructor should have a broad understanding of the fundamentals of the free enterprise system, accounting, finance, business regulations, contract law, labor law, and marketing.

Business courses within this category are to be taught within the academic business unit at the institution unless 1) they are not available within the business unit or 2) doing so would put an undue burden on the construction program. Diverse exposure to other curriculum areas is an important part of the overall educational experience. Business and Management courses, if taught within the construction academic unit, must be focused on fundamental concepts and faculty must have appropriate credentials to convey the material. The burden of proof is with the program.

This curriculum category involves fundamental courses to provide a foundation for contemporary business practices. No specific minimum number of semester/quarter hours of core subject matter is required;
however, eighteen semester (twenty seven quarter) hours are required in this category.

<table>
<thead>
<tr>
<th>Core Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Principles of Management</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Business Law</td>
</tr>
<tr>
<td>Other Business</td>
</tr>
</tbody>
</table>

Example fundamental courses in this category include:

a) Economics...macro, micro, or labor economics
b) Management...principles of management, business management, industrial management, organizational behavior, investment
c) Accounting and Finance...financial accounting, managerial accounting, cost accounting, finance, economic evaluation techniques and applications
d) Business Law...legal environments or administrative law
e) Other Business...courses in business or real estate finance, engineering economics, marketing, industrial relations, personnel management, labor relations, supervision, and productivity

Exclusions: Only general/fundamental business topics can be used for this requirement and are intended as foundational knowledge for the 5.0 Construction Category. These topics are typically taught outside of the construction unit. They are to be separate and distinct and are not to be confused or intermingled with the Construction/Construction Science Core Subject Matter 5.3 Construction Accounting and Finance and 5.4 Construction law.

4) CONSTRUCTION SCIENCE...........20 semester (30 quarter) hours

The Constructor is to have an understanding of the contribution of the design disciplines' processes. The Constructor must be able to communicate with the design professionals, and should be capable of participating during the planning phase of design-build projects.

Construction sciences and architectural or engineering design topics selected to facilitate communications with the design disciplines and to solve practical construction problems are to be considered in this category.
<table>
<thead>
<tr>
<th>Core Subject Matter</th>
<th>Minimum Academic Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Theory</td>
<td>3 semester (4 quarter) hours</td>
</tr>
<tr>
<td>Analysis and Design of Construction Systems</td>
<td>6 semester (9 quarter) hours</td>
</tr>
<tr>
<td>Construction Methods and Materials</td>
<td>6 semester (9 quarter) hours</td>
</tr>
<tr>
<td>Construction Graphics</td>
<td>1 semester (1.5 quarter) hour(s)</td>
</tr>
<tr>
<td>Construction Surveying</td>
<td>1 semester (1.5 quarter) hour(s)</td>
</tr>
<tr>
<td>Ethics</td>
<td>*</td>
</tr>
</tbody>
</table>

*Ethics (1 semester / 1.5 quarter) hour(s) must be incorporated/integrated throughout a minimum of five Construction Science and/or Construction courses. Individual, stand alone ethics courses by themselves do not satisfy this requirement.

Example courses in this division include:

a) Fundamentals of Design Theory...statics, strength of materials, dynamics, thermodynamics, soil mechanics, hydraulics, hydrology
b) Analysis and Design of Construction Systems...structural, HVAC, plumbing, mechanical, electrical, roadways, drainage, utilities
c) Construction Design...temporary facilities, rigging, formwork, scaffolding, foundations; construction surveying; and construction graphics
d) Construction Materials...construction materials, assembly techniques, equipment selection, components, and materials testing
e) Other...project development, feasibility studies, value analysis, site planning, building codes, inspection, basic elements of building and site design, and architectural or engineering electives

5) CONSTRUCTION...........20 semester (30 quarter) hours

The construction curriculum category is of vital importance in a quality construction curriculum. Courses should include both office and field activities and include the effective management of personnel, materials, equipment, costs, and time. All types of construction should be included.

Curricula topics should address the constructor's role as a member of a multi-disciplinary team, the assessment of project risk, and the alternate methods that can be used to structure the owner-designer-constructor team. Course work will examine the various roles and responsibilities of project participants throughout a project’s life and the creative ways that project teams can be assembled.
Fundamental topics to provide an appropriate combination of breadth and depth in current construction industry practice are to be considered in this category. These topics should develop skills, which will facilitate advancement of the individual in the construction profession.

Construction courses should be presented in a manner that encourages problem definition and solution, creativity, communication, evaluation, and continuous learning. The knowledge, understanding, and skills gained from prerequisite courses should be integrated and utilized in subsequent courses.

<table>
<thead>
<tr>
<th>Core Subject Matter</th>
<th>Minimum Academic Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimating</td>
<td>3 semester (4 quarter) hours</td>
</tr>
<tr>
<td>Planning and Scheduling</td>
<td>3 semester (4 quarter) hours</td>
</tr>
<tr>
<td>Construction Accounting and Finance</td>
<td>1 semester (1.5 quarter) hour(s)</td>
</tr>
<tr>
<td>Construction Law</td>
<td>1 semester (1.5 quarter) hour(s)</td>
</tr>
<tr>
<td>Safety</td>
<td>1 semester (1.5 quarter) hour(s)</td>
</tr>
<tr>
<td>Project Management</td>
<td>3 semester (4 quarter) hours</td>
</tr>
<tr>
<td>Ethics</td>
<td>*</td>
</tr>
</tbody>
</table>

*Ethics (1 semester / 1.5 quarter) hour(s) must be incorporated/integrated throughout a minimum of five Construction Science and/or Construction courses. Individual, stand alone ethics courses by themselves do not satisfy this requirement.

Example courses in this division include:

a) Construction Fundamentals...orientation, drawings and specifications, contract documents, computer applications in construction

b) Estimating and Bidding...quantity surveying, pricing, manpower estimates, bid compilation, bidding strategy

c) Project Execution...work analysis, safety, field records, quality control and assurance, job supervision, productivity

d) Project Control...scheduling, project budgeting, purchasing, expediting, cost control, cash flow

e) Specialty Construction Topics...mechanical, electrical, process plant construction, roadways

f) History of Construction...history of the construction process

g) Safety

h) Other construction...work experience, construction electives

6) OTHER CREDIT(S) ......There are no ACCE minimum hour requirements beyond the 120 semester (180 quarter) hour curriculum total.
L Leslie Rosso

From: Ed Laws
Sent: Thursday, September 08, 2011 5:31 AM
To: L Leslie Rosso
Subject: Re: ENVS 1126 in the CM Curriculum

Leslie:

OK

On 9/7/11 8:46 AM, "L Leslie Rosso" <lroso@lsu.edu> wrote:

Ed,
The Construction Management Curriculum Committee is considering ENVS 1126 as a required course in the CM Curriculum. It satisfies the General Education Life Sciences requirement and it also satisfies the American Council on Construction Education's (ACCE) Math and Sciences requirement. We are making other changes to the curriculum as per ACCE's mandate. We recently got approval to require CSC 1240 in the curriculum which satisfies, in part, the General Education Analytical Reasoning requirement. CSC 1240 also satisfies the ACCE Math and Science requirement, however we are 3 hours short of the total 15 hour requirement in this category. Therefore we are asking for your approval to require ENVS 1126 in the CM Curriculum to satisfy General Education and ACCE requirements. A simple reply to this email stating that it is "OK" will suffice. If you have any questions, please contact me.
Thanks,
Les

L. Leslie Rosso, Ph.D.
Associate Professor & CM Undergraduate Coordinator
LSU Department of Construction Management
and Industrial Engineering
3128 Patrick F. Taylor Hall (Formerly CEBA)
Baton Rouge, LA 70803-6419
Office: 2517-B Patrick F. Taylor Hall (Formerly CEBA)
Office Hours for the Fall 2011 Semester: 8:30-10:30 AM MTWTH
Phone: 225-578-8760
Fax: 225-578-5109
E-mail: lroso@lsu.edu
Department Website: www.cmie.lsu.edu/cm <http://www.cmie.lsu.edu/cm>

--
Edward Laws
School of the Coast & Environment
Department of Environmental Sciences
3141 Energy, Coast & Environment Building
Louisiana State University
Baton Rouge, LA 70803-4110

Phone: (225) 578-8800
FAX: (225) 578-5328
email: edlaws@lsu.edu
Dear Dr. Rosso,

The Computer Science Department welcomes CM students to its CSC 1240 classes. The expected enrollment increase of approximately 30-40 students per semester can be easily accommodated by scheduling an additional lab section when the need arises. Current departmental resources are adequate for instruction of the greater numbers of students.

Sincerely,
Coretta Douglas

Coretta Douglas, Ph.D. Computer Science
Instructor/Undergraduate and Instructional Coordinator
LSU - Department of Computer Science
295 Coates Hall

> Coretta,
> We will be having a CM Curriculum meeting tomorrow morning. One of the items on the agenda is the addition of CSC 1240 to satisfy in part the LSU general education analytical reasoning component and the ACCE Math & Science component. ACCE is our accreditation agency and they specify a minimum of 15 hours in this category. Are you still good with us adding CSC 1240 to the CM curriculum? This won't take effect until the 2012-2013 catalog issue if approved by C & C.
> Thanks,
> Les
> 
> L. Leslie Rosso, Ph.D.
> Associate Professor & CM Undergraduate Coordinator
> LSU Department of Construction Management
> and Industrial Engineering
> 3128 Patrick F. Taylor Hall (Formerly CEBA)
> Baton Rouge, LA 70803-6419
> Office: 2517-B Patrick F. Taylor Hall (Formerly CEBA)
> Office Hours for the Fall 2011 Semester: 8:30-10:30 AM MWF, 11:30 AM-12:30 PM Tues & Thurs
> Phone: 225-578-8760
> Fax: 225-578-5109
> E-mail: lrosso@lsu.edu
> Department Website: www.cmie.lsu.edu/cm
>

From: Coretta Douglas [mailto:douglas@www.csc.lsu.edu]
> Sent: Tue 5/17/2011 10:33 AM
> To: L Leslie Rosso
> Cc: Brener (CSC Instructor/Research Faculty), Nathan
> Subject: Re: CSC 1240 Syllabus
>
> Hi Les,
> I have copied Dr. Brener, who is the originator of the course and the faculty assigned to all sections of CSC 1240. Attached
From: L Leslie Rosso
Sent: Tuesday, June 07, 2011 8:19 AM
To: Timothy D Chandler
Cc: Richard D White; Warren N Waggenspack
Subject: Request to require MGT 3200 in the CM Curriculum

Tim,
I'm requesting your support to require MGT 3200 in the Construction Management Curriculum as part of the course work for the BADM Minor. Approximately 95% of our students already declare the BADM Minor and thus you won't see a significant increase in the demand for the course. A simple reply to this message with a typed "OK" will suffice.
Thanks,
Les

L. Leslie Rosso, Ph.D.
Associate Professor & CM Undergraduate Coordinator
LSU Department of Construction Management and Industrial Engineering
3128 Patrick F. Taylor Hall (Formerly CEBA)
Baton Rouge, LA 70803-6419
Office: 2517-B Patrick F. Taylor Hall (Formerly CEBA)
Office Hours: June 1 - July 29 (Summer 2011) 8:00 AM - 8:30 AM MTWTH
Phone: 225-578-8760
Fax: 225-578-5109
E-mail: lroso@lsu.edu
Department Website: www.cmie.lsu.edu/cm
OK
Al

Sent from Al's iPhone.
225-205-4615

On Jun 7, 2011, at 8:22 AM, "L Leslie Rosso" <llrosso@lsu.edu> wrote:

Al,
I'm requesting your support to require MKT 3401 in the Construction Management Curriculum as part of the course work for the BADM Minor. Approximately 95% of our students already declare the BADM Minor and thus you won't see a significant increase in the demand for the course. A simple reply to this message with a typed "OK" will suffice.
Thanks,
Les

L. Leslie Rosso, Ph.D.
Associate Professor & CM Undergraduate Coordinator
LSU Department of Construction Management
and Industrial Engineering
3128 Patrick F. Taylor Hall (Formerly CEBA)
Baton Rouge, LA 70803-6419
Office: 2517-B Patrick F. Taylor Hall (Formerly CEBA)
Office Hours: June 1 - July 29 (Summer 2011) 8:00 AM - 8:30 AM MWF
Phone: 225-578-8760
Fax: 225-578-5109
E-mail: llrosso@lsu.edu
Department Website: www.cmie.lsu.edu/cm
OK

On Tue, Jun 7, 2011 at 8:24 AM, L Leslie Rosso <llroso@lsu.edu> wrote:
Carlos,
I'm requesting your support to require FIN 3715 in the Construction Management Curriculum as part of the course work for the BADM Minor. Approximately 95% of our students already declare the BADM Minor and thus you won't see a significant increase in the demand for the course. A simple reply to this message with a typed "OK" will suffice.
Thanks,
Les

L. Leslie Rosso, Ph.D.
Associate Professor & CM Undergraduate Coordinator
LSU Department of Construction Management
and Industrial Engineering
3128 Patrick F. Taylor Hall (Formerly CEBA)
Baton Rouge, LA 70803-6419
Office: 2517-B Patrick F. Taylor Hall (Formerly CEBA)
Office Hours: June 1 - July 29 (Summer 2011) 8:00 AM - 8:30 AM MTWTH
Phone: 225-578-8760
Fax: 225-578-5109
E-mail: llroso@lsu.edu
Department Website: www.cmie.lsu.edu/cm
Les,

I meant to send a "yes" on this last week. Please accept it now.

I appreciate the reminder Ashley.

Carlos

On Wednesday, August 1, 2012, L Leslie Rosso <lrosso@lsu.edu> wrote:
> Carlos,
> >
> > Chuck Berryman, CM Chair, and I reviewed the Construction Management Curriculum and found that we were not in compliance with ACCE, our accreditation agency, on requiring BLAW 3201. Would you allow us to require BLAW 3201 in our curriculum beginning in the 2013-2014 Academic Year? You will probably encounter 40 - 45 of our students per year since we will place it in the Junior Year. A simple reply with "OK" will suffice. If you have any questions, please contact me.
> >
> > Thanks,
> >
> > Les
> >
> >
> > L. Leslie Rosso, Ph.D.
> >
> > Associate Professor & Undergraduate Coordinator
> >
> > LSU Department of Construction Management
> >
> > 3128 Patrick F. Taylor Hall
> >
> > Baton Rouge, LA 70803
> >
> > Office Number: 3130-B Patrick F. Taylor Hall
> >
> > Office Phone: 225-578-8760
> >
> > Office Hours: 8:30 AM - 10:30 AM MTWTh
> >
> >
Hi Les,

Let's give the students a choice of 1061 and 2060 - that will help with their scheduling and will be better for students who really want a course that focuses exclusively on public speaking (2060). We revised 1061 a couple of years ago to be a hybrid that introduces students to more forms of communication. We are still working the kinks out of it so let me know if your students have any particular comments about it.

Renee

Renee Edwards
Professor and Chair
Department of Communication Studies
Louisiana State University
Baton Rouge, LA 70803-3923
edwards@lsu.edu
(225) 578-6821
(225) 578-4828 FAX

-----Original Message-----
From: L Leslie Rosso
Sent: Thu 3/11/2010 8:90 AM
To: Renee Edwards
Subject: RE: CMST 1061

Renee,

Thanks for checking into this. We were allowing the students a CMST Gen Ed Humanities Elective (CMST 2010 or 2060). Now that CMST 1061 is a Gen Ed Humanities Elective, we can state: CMST 1061 or 2060. I'm not opposed to making CMST 1061 a required course, but I don't want to overburden your faculty. Keeping it an elective also gives the students some flexibility in scheduling. We currently take in 96 students per semester in CM 1010. The CMST Elective is in the sophomore year. Given that we loose some students via MATH 1550, we could plan on approximately 80 students per semester. Before approximately 50 students took CMST 2010 and the rest took CMST 2060. Would you like to continue with this being an elective or would you like for me to get a faculty vote on requiring CMST 1061? Our accreditation agency (ACCE) only states a minimum of 3 semester hours in oral communication. It doesn't specify what type. Therefore either way is acceptable.

Les

L. Leslie Rosso, Ph.D.
Associate Professor & CM Undergraduate Coordinator LSU Department of Construction Management and Industrial Engineering
3128 Patrick F. Taylor Hall (Formerly CEBA) Baton Rouge, LA 70803-6419
## BUSINESS ADMINISTRATION MINOR (BADM)

AND

## TECHNICAL SALES MINOR (TECHS)

<table>
<thead>
<tr>
<th>BADM COURSE WORK</th>
<th>TECHS COURSE WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISDS 1100* or IE 2060</td>
<td>N/A</td>
</tr>
<tr>
<td>ACCT 2000* or ACCT 2001</td>
<td>ACCT 2000* or ACCT 2001</td>
</tr>
<tr>
<td>ECON 2030* or ECON 2000 &amp; 2010</td>
<td>ECON 2030* or ECON 2000 &amp; 2010</td>
</tr>
<tr>
<td>MGT 3200</td>
<td>MGT 3200</td>
</tr>
<tr>
<td>MKT 3401</td>
<td>MKT 3401</td>
</tr>
<tr>
<td>FIN 3715</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>IE 3201*</td>
</tr>
<tr>
<td>N/A</td>
<td>PHYS 2002*</td>
</tr>
<tr>
<td>N/A</td>
<td>CMST 1061* or 2060*</td>
</tr>
<tr>
<td>N/A</td>
<td>CM 4201*</td>
</tr>
<tr>
<td>TOTAL HRS. = 18</td>
<td>TOTAL HRS. = 24</td>
</tr>
</tbody>
</table>

### NOTES:

1) Courses marked with an asterisk are required courses in the CM Curriculum.

2) Students that declare the BADM Minor will also have the required course work for the TECHS Minor.

3) Students may declare the TECHS Minor without the BADM Minor by NOT taking FIN 3715. Students must take MGT 3200, MKT 3401, and one business course elective at the 2000 level or above to satisfy the required nine hours of the business course electives in the curriculum.

4) If a student declares any minor or both minors, they must also complete the required course work with a minimum 2.00 GPA to successfully complete any minor or both minors.

6) To declare any minor or both minors go to 3139 Patrick F. Taylor Hall and see a counselor.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department: Psychology
College: HSS
Name of Curriculum/Major: Psychology
Type of Degree: BS
Date: 9/5/12

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (x )

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e. any department whose course(s) are to be added]
ATTACH FORM D ADDENDUM for all new curricula or changes involving General Education courses.

ACTION (check appropriate box):

( x ) ADDING: Show the entire new curriculum by year (freshman, sophomore, etc.) using catalog format. Use plain sheets and attach.

( x ) CHANGING: On a separate sheet of paper, include the current curriculum outline (all four years) which is to be changed in the left column and the proposed changes in the right column. In proposed column, use strikeout and bold to identify deletions and additions. Explain all changes adequately on attachment.

( ) SUSPENDING: Provide an adequate explanation for suspending the curriculum on plain sheets and attach.

( ) DROPPING: Provide an adequate explanation for dropping the curriculum on plain sheets and attach.

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum: 120</td>
<td>Total semester hours in proposed curriculum: 120</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: April 24, 2012

[Signature] 9/5/12

[Signature] 9/18/2012

Chair, FS C & C Committee

College Faculty Approval Date: 9/12/12

[Signature] 9/12/12

College Dean's Signature

[Signature] 9/18/2012

Academic Affairs Approval

[Signature] (Date)

College Contact: ____________

(Please print name.)

College Contact E-mail: ____________
GENERAL EDUCATION REQUIREMENTS

When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement.

Include course rubric, number, and credit hours when curricula differ from the default values.

Indicate the curriculum year for all General Education courses.

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
<td>(X) 1st</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 2nd</td>
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<td></td>
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<td>( ) 3rd</td>
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<td></td>
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<td></td>
<td>( ) 4th</td>
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<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td>( ) 1st</td>
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<td>( ) 3rd</td>
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<td></td>
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<td></td>
<td>( ) 4th</td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td>3</td>
<td>(X) 1st</td>
</tr>
<tr>
<td>(At least 3 hours credit must be from a MATH course.)</td>
<td></td>
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<td>( ) 2nd</td>
</tr>
<tr>
<td></td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td></td>
<td>( ) 3rd</td>
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<td></td>
<td></td>
<td>( ) 4th</td>
</tr>
<tr>
<td>Arts</td>
<td>General Education arts course</td>
<td>3</td>
<td>( ) 1st</td>
</tr>
<tr>
<td>(3 hrs.)</td>
<td></td>
<td></td>
<td>( ) 2nd</td>
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<td></td>
<td></td>
<td></td>
<td>( ) 3rd</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4th</td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 1st</td>
</tr>
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<td></td>
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<td>( ) 4th</td>
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<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 1st</td>
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<td>( ) 4th</td>
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<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 1st</td>
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<td>( ) 3rd</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4th</td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td>(X) 1st</td>
</tr>
<tr>
<td>(If 2 course sequence is taken in the physical sciences, the additional 3 hour course must be from the life sciences, and vice versa.)</td>
<td></td>
<td></td>
<td>( ) 2nd</td>
</tr>
<tr>
<td></td>
<td>General Education natural science course</td>
<td>3</td>
<td>(X) 1st</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 2nd</td>
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<td>( ) 3rd</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4th</td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
<td>(X) 1st</td>
</tr>
<tr>
<td>(At least three hours at or above the 2000-level.)</td>
<td></td>
<td></td>
<td>( ) 2nd</td>
</tr>
<tr>
<td></td>
<td>General Education social science course (2000-level or above)</td>
<td>3</td>
<td>(X) 1st</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 2nd</td>
</tr>
</tbody>
</table>
Justification PSYC 2005 and PSYC 4042

Introduction to the Psychology Major

This course will be an online course for Psychology majors. It will orient them to the basics of the major, including knowledge about the field of Psychology, career choices, graduate school options, and a curriculum planning section.

PSYC 2005 is modeled after a similar course at the University of Kansas, and we have worked closely with Dr. Paul Atchley, the creator of the course. It has been very successful there, and Dr. Atchley has recently published a peer-reviewed article regarding the outcomes of this course (Atchley, Hooker, Kroska, & Gilmour, 2012).

Our majors are required to take PSYC 2000, Introduction to Psychology, as well as PSYC 2017, Research Methods in Psychology. The prerequisite for PSYC 2005 will be either credit in PSYC 2000 or concurrent enrollment. Additionally, PSYC 2005 will be a prerequisite for PSYC 2017. This path will ensure that PSYC majors are taking the required courses in a timely fashion, and that they are taking PSYC 2005 relatively early in their undergraduate career. PSYC 2017 is critical in the 5th semester for our majors, so we are placing PSYC 2005 in the sophomore year.

Final exam: Given the adaptive nature of this course, content is “unlocked” only as a student progresses successfully through the material. For example, a student must first complete the assignments and work related to the first section of the course, and pass Quiz 1. At this time, additional content will be available to the student, and upon successful completion of Quiz 2, they will be able to move forward, and so forth. The culmination of the course is a final post-test that will be completed once a student has successfully completed all other elements of the course.

We are currently submitting Forms A (Request for Addition of a New Course for PSYC 2005 and PSYC 4042), C (Request for Changing an Existing Course), and D (Request for Adding, Changing, Suspending, or Dropping and Undergraduate Curriculum) to create PSYC 2005 and PSYC 4042, to add PSYC 2005 as a prerequisite for PSYC 2017, and to change the curriculum to include these changes, as well as the modification to the foreign language hours in the freshman year.

References:

CURRENT

Psychology

TOTAL SEM. HRS. 120

Consult "Degree Requirements of the College" in this section of the catalog for specific instructions regarding electives and foreign language requirements.

Consult "General Education" section of the catalog for the general education requirements.

*If a two-course sequence is taken in the life sciences, the remaining lecture credit hours must be from the physical sciences, and vice versa.

**Two credits of laboratory should be associated with the chosen two-course natural science requirement.

***Two general education humanities courses must be from history and one from among the literature courses on the general education humanities list.

FRESHMAN YEAR

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**PROPOSED**

**Psychology**

TOTAL SEM. HRS. 120

Consult “Degree Requirements of the College” in this section of the catalog for specific instructions regarding electives and foreign language requirements.

Consult “General Education” section of the catalog for the general education requirements.

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Psychology Courses
The Department of Psychology requires a minimum GPA of 2.50 (LSU and overall) to declare the major. Additionally, some courses have a prerequisite GPA minimum of 2.50. These courses are indicated below with an asterisk (*).

I. Basic Courses (Required of all majors)
PSYC 2000  (Introduction), or PSYC 2001 (Honors Introduction)
PSYC 2005  (Introduction to the Psychology Major)
PSYC 2017* (Experimental)
PSYC 4008* (History)
EXST 2201  (Statistics) (MATH 1021 or equivalent is prerequisite)

II. Core Areas (must take 1 course in 4 of these areas)

Advanced Methods:
- 3020 (Tests & Measurements)
- 4111 (Intermediate Statistics)

Biological Basis:
- 4031 (Sensory & Perceptual Processes)
- 4034 (Physiological)
- 4035 (Drugs & Behavior)
- 4037 (Neuropharmacology)

Learning & Cognition:
- 4030 (Thinking and Decision Making)
- 4032 (Learning)
- 4033 (Memory)
Developmental Processes:
- 4036 (Comparative)
- 4070 (Developmental)
- 4072 (Adulthood & Aging)
- 4176 (Advanced Child)

Applied/Social:
- 3050 (Introduction to Industrial/Organizational)
- 3083 (Counseling)
- 3140 (Advanced Social)
- 4080 (Applied Behavior Analysis)

III. Electives (Must complete 6 hours)
Choose additional courses from Section II about (Core Areas) or from the following courses:
- 2040 (Social)
- 3030 (Cognitive)
- 3081 (Personality)
- 3082 (Abnormal)
- 4039 (Madness & Medicine)
- 4040 (Sexuality)
- 4042 (Emotion)

IV. Exclusions
The following courses will not count toward the 32 hours required in the major, but are permissible electives.
- 2004 (Adjustment)
- 2060 (Educational)
- 2070 (Developmental)
- 2076 (Child)
- 2078 (Adolescent)

2999* (Undergraduate Practicum)

4999* (Independent Reading & Research)

Students choosing the Honors option will enroll in 3 to 6 hours of 4999, in addition to the 32 hours required in the major.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department: Sociology
College: Humanities and Social Sciences
Name of Curriculum/Major: Sociology
Type of Degree: BA
Date: 9/3/12

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A ( X )

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e. any department whose course/s] are to be added.
ATTACH FORM D ADDENDUM for all new curricula or changes involving General Education courses.

ACTION (check appropriate box):

( ) ADDING: Show the entire new curriculum by year (freshman, sophomore, etc.) using catalog format. Use plain sheets and attach.

( X ) CHANGING: On a separate sheet of paper, include the current curriculum outline (all four years) which is to be changed in the left column and the proposed changes in the right column. In proposed column, use strikeout and bold to identify deletions and additions. Explain all changes adequately on attachment.

( ) SUSPENDING: Provide an adequate explanation for suspending the curriculum on plain sheets and attach.

( ) DROPPING: Provide an adequate explanation for dropping the curriculum on plain sheets and attach.

CURRICULUM

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APPROVALS:

Department Faculty Approval Date: 9/3/12

[Signature] 9/3/12

Department Chair's Signature: 9/18/2012

[Signature]

College Faculty Approval Date: 9-12-12

[Signature] 9/12/12

[Signature] 9/18/2012

College Dean's Signature: 9/18/2012

[Signature]

Academic Affairs Approval: 9/20/12

[Signature] 9/20/12

College Contact: [Name]

College Contact E-mail: [Email]
Justification for Changes to the SOCL curriculum:

Effective in the Spring 2011 semester, several of the language options offered through the College of Humanities & Social Sciences were discontinued. Two of the languages that were discontinued, Japanese and Russian, were the only languages whose first two semesters worth of coursework totaled 10 hours instead of the eight hours seen in the other languages offered on our campus. In the Freshman Year of all of the degree programs that have a language option in the College of Humanities & Social Sciences, there is a range in the language component totaling 8-10 hours. This freshman year range needs to be changed to eight hours to reflect current course offerings. However, there is a range in the sophomore year language requirement that needs to remain intact as the third and fourth semester language courses in all areas remains the same. Specifically, the third and fourth semester courses are either three or four hours depending upon the language. To ensure that the degree totals remain at the needed 120 hours, a two hour range in another area of the degree program had to be added.
**GENERAL EDUCATION REQUIREMENTS**

When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement. Include course rubric, number, and credit hours when curricula differ from the default values. Indicate the curriculum year for all General Education courses.

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CURRENT

CURRICULUM IN SOCIOLOGY
TOTAL SEM. HRS. • 120
AA grade of “C” or higher must be earned in Sociology 2001, 2201, 2211, and 3101. Sociology majors are strongly advised to schedule all College of Humanities & Social Sciences and departmental lower-level requirements in their first two years.
*If two course natural science sequence is taken in the physical sciences, the additional three hour natural science course must be from the life sciences, and vice versa.

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<tr>
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<tr>
<td>Approved electives</td>
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</table>
SENIOR YEAR

Approved sociology electives (3000-level or above) 9
Approved sociology elective 3
Approved electives 17

Areas of Concentration

- **Applied Sociology**
  Applied sociology is the application of sociological research and theory in practical settings. A concentration in applied sociology is available by selecting the following courses: (1) SOCL 4301 or 4311 or 4321 or 4331 as an approved sociology elective (3000 level or above); (2) SOCL 4401 or 4411 or 4431 or 4451 as an approved sociology elective (3000 level or above); (3) SOCL 3505 or 4511 or 4521 or 4531 as an approved sociology elective (3000 level or above); and (4) SOCL 4011 as an approved sociology elective.

- **Criminology**
  Criminology is the study of the nature and causes of crime, patterns of crime, and the social control of criminal behavior. A concentration in criminology is available by selecting the following courses: (1) SOCL 3371, 3501, and 4471 as approved sociology electives (3000 level or above); (2) SOCL 4461 as an approved sociology elective and POLI 4020 or 4021 or 4022 or 4023.

- **Rural Sociology**
  Rural sociology explores the issues and challenges faced by people living in sparsely populated areas and small communities. A concentration in rural sociology is available by selecting the following courses: (1) SOCL 2351 as the approved sociology elective; (2) SOCL 4351 as an approved sociology elective (3000 level or above); and (3) AGEC 2003 and either AGEC 3503 or 4503 or 4603 as approved electives.
PROPOSED

CURRICULUM IN SOCIOLOGY
TOTAL SEM. HRS. • 120
AA grade of "C" or higher must be earned in Sociology 2001, 2201, 2211, and 3101. Sociology majors are strongly advised to schedule all College of Humanities & Social Sciences and departmental lower-level requirements in their first two years.
*If two course natural science sequence is taken in the physical sciences, the additional three hour natural science course must be from the life sciences, and vice versa.

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<tr>
<td>Approved electives</td>
<td>15</td>
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<td></td>
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</tbody>
</table>
SENIOR YEAR
Approved sociology electives (3000-level or above) 9
Approved sociology elective 3
Approved electives 17-19
29-31

Areas of Concentration

- **Applied Sociology**
  Applied sociology is the application of sociological research and theory in practical settings. A concentration in applied sociology is available by selecting the following courses: (1) SOCL 4301 or 4311 or 4321 or 4331 as an approved sociology elective (3000 level or above); (2) SOCL 4401 or 4411 or 4431 or 4451 as an approved sociology elective (3000 level or above); (3) SOCL 3505 or 4511 or 4521 or 4531 as an approved sociology elective (3000 level or above); and (4) SOCL 4011 as an approved sociology elective.

- **Criminology**
  Criminology is the study of the nature and causes of crime, patterns of crime, and the social control of criminal behavior. A concentration in criminology is available by selecting the following courses: (1) SOCL 3371, 3501, and 4471 as approved sociology electives (3000 level or above; (2) SOCL 4461 as an approved sociology elective and POLI 4020 or 4021 or 4022 or 4023.

- **Rural Sociology**
  Rural sociology explores the issues and challenges faced by people living in sparsely populated areas and small communities. A concentration in rural sociology is available by selecting the following courses: (1) SOCL 2351 as the approved sociology elective; (2) SOCL 4351 as an approved sociology elective (3000 level or above); and (3) AGEC 2003 and either AGEC 3503 or 4503 or 4603 as approved electives.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE CONCENTRATION

Department  Sociology  College  Humanities and Social Sciences  Date  3/26/12

Name of Concentration  Applied Sociology
Name of Curriculum/Major  Sociology  Type of Degree  BA

Has this change been discussed with and approved by all departments/colleges affected?  Yes ( )  No ( )  N/A ( X )

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e., any department whose course(s) are to be added.]

ACTION (check appropriate box):

( ) ADDING:  List the entire catalog description of the new concentration. Use plain sheets and attach, if necessary.

( ) CHANGING:  List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column, use *strikeout* and **bold** to indicate deletions and additions. Explain all changes adequately on attachment.

( ) SUSPENDING:  Provide an adequate explanation for suspending the concentration on plain sheets and attach.

( X ) DROPPING:  Provide an adequate explanation for dropping the concentration on plain sheets and attach.

CONCENTRATION

<table>
<thead>
<tr>
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<th>PROPOSED</th>
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</thead>
<tbody>
<tr>
<td>Total semester hours in current concentration:</td>
<td>Total semester hours in proposed concentration:</td>
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</table>

- Applied Sociology

  Applied sociology is the application of sociological research and theory in practical settings. A concentration in applied sociology is available by selecting the following courses: (1) SOCL 4321 or 4331 as an approved sociology elective (3000 level or above); (2) SOCL 4461 or 4431 or 4451 as an approved sociology elective (3000 level or above); (3) SOCL 3508 or 4521 or 4531 as an approved sociology elective (3000 level or above); and (4) SOCL 4011 as an approved sociology elective.

APPROVALS:

Department Faculty Approval Date  3/26/12

w. 3/22/2012

Department Chair’s Signature  (Date) 9/18/2012

Chair, FS C & C Committee  (Date)

College Faculty Approval Date  9/12/12

College Dean’s Signature  (Date) 9/18/2012

Academic Affairs Approval  (Date)
Justification for Dropping the Concentration in Applied Sociology

The sociology department has not offered the course SOCL 4011, Applied Social Research, in more than 10 years, and it is being dropped from the General Catalog. In the past, we have substituted other courses for SOCL 4011 for students concentrating in Applied Sociology, but as SOCL 4011 is the only true Applied Sociology course, it does not seem feasible to continue offering this concentration. Students who currently graduate with a concentration in Applied Sociology do not actually have knowledge of Applied Sociology, and we do not want to continue this practice any longer.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE CONCENTRATION

Department: Sociology
College: Humanities and Social Sciences
Name of Concentration: Rural Sociology
Name of Curriculum/Major: Sociology
Type of Degree: B.A.
Date: 8/23/12

Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) N/A ( )
ATTACH JUSTIFICATION for all actions. Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e., any department whose course(s) are to be added.]

ACTION (check appropriate box):

( ) ADDING:
List the entire catalog description of the new concentration. Use plain sheets and attach, if necessary.

( ) CHANGING:
List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column, use strikethrough and bold to indicate deletions and additions. Explain all changes adequately on attachment.

( ) SUSPENDING:
Provide an adequate explanation for suspending the concentration on plain sheets and attach.

( X ) DROPPING:
Provide an adequate explanation for dropping the concentration on plain sheets and attach.

CONCENTRATION

<table>
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<tbody>
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</table>

♦ Rural Sociology

Rural sociology explores the issues and challenges faced by people living in sparsely populated areas and small communities. A concentration in rural sociology is available by selecting the following courses: (1) SOCL 2351 as the approved sociology elective; (2) SOCL 4351 as an approved sociology elective (3000 level or above); and (3) AGEC 2003 and either AGEC 3503 or 4503 or 4603 as approved electives.

APPROVALS:

Department Faculty Approval Date: 8/23/12
Department Chair’s Signature: 9/18/12

College Faculty Approval Date: 9/12/12
College Dean’s Signature: 9/20/12

Academic Affairs Approval: (Date)

College Contact: ____________________________
(Please print name.)

College Contact E-mail: ____________________________
Justification for Dropping the Concentration in Rural Sociology

The Department of Sociology was notified that courses that had not been offered in 5-9 years would be made inactive. Two of those courses, SOCL 2351 and SOCL 4351, are required for the Rural Sociology concentration. There are no plans to offer either of these courses in the foreseeable future, and thus it was decided that the concentration should be dropped, since the required courses won’t be offered.

There are some AGEC courses that are required as part of the Rural Sociology concentration, and so the Department of Sociology contacted the Department of Agricultural Economics to get their approval of the decision to drop the concentration. The approval is attached.
Susan A Dumais

From: Cramer, Gail L. [GCramer@agcenter.lsu.edu]  
To: Susan A Dumais  
Cc:  
Subject: PW: dropping the rural sociology concentration  
Attachments: ☑ Prop rural soc concentration 2012.docx (19KB)

Susan,

Attached is the position of Ag Ec. We are ok with the drop, but we hope the concentration will return with more funding. Thanks, Gail.

Gail L. Cramer, Ph.D.
Professor and Head
Department of Agricultural Economics and Agribusiness
101 Martin D. Woodin Hall
LSU AgCenter and Louisiana State university
Baton Rouge, LA 70803-5604
Office: 225-579-3282
Fax: 225-578-2716
Home: 225-753-6068
gcramer@agcenter.lsu.edu
www.isuagcenter.com
www.agecon.lsu.edu

LSU AgCenter - Advancing and extending the knowledge of agriculture, food, agribusiness, communities, the environment, human health, and the quality of life.

From: Hinson, Roger A.
Sent: Wednesday, May 16, 2012 9:20 AM  
To: Cramer, Gail L.  
Subject: FW: dropping the rural sociology concentration

Gail – attached is a suggested response to the request from Sociology to respond to the proposal to drop the concentration in rural sociology. I received input from Fannin and Detre. Roger Hinson

From: Susan A Dumais [mailto:dumais@lsu.edu]  
Sent: Monday, May 07, 2012 3:39 PM  
To: Hinson, Roger A.  
Subject: FW: dropping the rural sociology concentration

Dear Professor Hinson,

I sent the message below to Professor Cramer but have not heard back from him, so I am hoping that you can respond to this message in your role as Undergraduate Advisor. Please see the message below and let me know if you approve of the dropping of Sociology’s concentration in Rural Sociology. Thank you so much for your help.

Sincerely,

Susan

From: Susan A Dumais  
Sent: Fri 4/13/2012 2:40 PM  
To: GCramer@agcenter.lsu.edu  
Subject: dropping the rural sociology concentration

Dear Professor Cramer,

I have received notice that several of our sociology courses are being made inactive, including SOCL 2351 and SOCL 4351, which are part of our Concentration in Rural Sociology. The Sociology Department is thus proposing to drop the Concentration in Rural Sociology. Because some of the courses for the concentration are AGEC (the concentration requires AGEC 2003 and either AGEC 3503, 4503, or 4603), we would like to
have your approval before we propose the dropping of the concentration to the Courses and Curriculum Committee. It is standard procedure for any departments that would be affected by the change to weigh in on the proposal. Therefore, could you please email me back and indicate whether you approve the dropping of our Rural Sociology concentration? Thank you so much for your help, and please let me know if you have any questions.

Sincerely,

Susan

Susan A. Dumais
Associate Professor and Director of Undergraduate Studies
Department of Sociology
Louisiana State University
126 Stubbs Hall
Baton Rouge, LA 70803
dumais@lsu.edu
We regret the Department of Sociology’s proposal to drop its undergraduate concentration in Rural Sociology and to make inactive the SOCL 2351 and SOCL 4351 courses. At the same time, we all face similar challenges in trying to cover courses with decreased teaching FTEs. We understand that this proposal is a strategy to leverage limited teaching resources to be most effective.

Faculty in Agricultural Economics and Agribusiness have cooperated on grants and agreements on rural topics with the faculty in Sociology. It is unfortunate that many of the research outputs from these projects will not be incorporated directly into rural-focused instruction in these specific courses. Further, we feel that “rural” as a unit of analysis is even more important today. The theory and methods in these courses are ever more important in meeting the university’s land grant mission. We feel that minimizing “rural” represents a step away from the mission of a “land grant university” and more towards a “flagship university.” We do not believe these classifications are mutually exclusive, so we hope that as resources become available in the future, investments can be made in more applied program areas within Sociology to help us better accomplish our land grant mission.

In summary, we do not object to this proposed action to drop the Concentration in Rural Sociology. It appears there will be minimal impact on the courses in AGEC that were required in the concentration. With regard to the courses that will be inactive, we will propose necessary changes in our own curriculum so that students who need SOCL 2351 and SOCL 4351 can obtain that material in a new combination of courses. We do hope that, at a minimum, these inactive courses stay on the books so they may be available in the future.
REQUEST FOR ADDING, CHANGING, OR DROPPING UNDERGRADUATE CONCENTRATION

Please submit 17 copies of each request

Department: Disaster Science & Management
College: Humanities and Social Sciences
Name of Concentration: Disaster Science & Management
Name of Curriculum/Major: Disaster Science & Management
Type of Degree: Liberal Arts (BA)

Date: 8-13-12

Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) N/A ( )

ATTACH JUSTIFICATION for all actions. Use separate sheet.
ATTACH RESPONSE from any departments affected [i.e., any department whose course(s) are to be added.]

ACTION (check appropriate box):

( ) ADDING: List the entire catalog description of the new concentration. Use plain sheets and attach

( ) CHANGING: List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column, use strikeout and bold to indicate deletions and additions. Explain all changes adequately on attachment

( ) SUSPENDING: Provide an adequate explanation for suspending the concentration on plain sheets and attach

( ) DROPPING: Provide an adequate explanation for dropping the concentration on plain sheets and attach

CONCENTRATION

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**Disaster Science & Management**

*If a two-course sequence is taken in the physical sciences, then the three-hour course must be from the life sciences and vice versa.*

**FRESHMAN YEAR**  
SEM HRS  
ENGL 1001:  
3  
Foreign language course:  
8-10  
General education analytical reasoning course (from mathematics department):  
3  
General education natural sciences sequence*:  
6  
General education social sciences course:  
3  
Approved electives:  
3  
**Total: 32-30**

**SOPHOMORE YEAR**  
SEM HRS  
ENGL 2011:  
3  
Foreign language course:  
8-6  
General education analytical reasoning course:  
3  
General education natural sciences course:  
6  
General education humanities courses:  
6  
DSM 2020, 2030:  
6  
Area of concentration course:  
3  
**Total: 32-30**

**JUNIOR YEAR**  
SEM HRS  
General education humanities course:  
3  
General education social sciences course:  
3  
DSM 3010:  
3  
Area of concentration course:  
9  
Approved electives:  
12  
**Total: 32-30**

**SENIOR YEAR**  
SEM HRS  
General education arts course:  
3  
DSM 4040:  
3  
Area of concentration course:  
12  
Approved electives:  
15  
**Total: 32-30**

*In addition to the 11 hours of required courses listed above, DSM 2000, 2010:  
10-11  
DSM 3020, 3030:  
10-11  
Area of concentration course:  
9-10  
Approved electives:  
12  
**Total: 32-30**

**APPROVALS:**

Department Faculty Approval Date: **8-13-12**

Department Chair's Signature: **9/18/2013**

College Faculty Approval Date: **9-12-12**

College Dean's Signature: **[Signature]**

Academic Affairs Approval: **[Signature]**
Effective in the Spring 2011 semester, several of the language options offered through the College of Humanities & Social Sciences were discontinued. Two of the languages that were discontinued, Japanese and Russian, were the only languages whose first two semesters worth of coursework totaled 10 hours instead of the eight hours seen in the other languages offered on our campus. In the Freshman Year of all of the degree programs that have a language option in the College of Humanities & Social Sciences, there is a range in the language component totaling 8-10 hours. This freshman year range needs to be changed to eight hours to reflect current course offerings. However, there is a range in the sophomore year language requirement that needs to remain intact as the third and fourth semester language courses in all areas remains the same. Specifically, the third and fourth semester courses are either three or four hours depending upon the language. To ensure that the degree totals remain at the needed 120 hours, a two hour range in another area of the degree program had to be added.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: Sociology  College: Humanities and Social Sciences  Date: 8/23/12
Name of Minor: Rural Sociology

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A ( X )

ATTACH JUSTIFICATION for all actions: Use separate sheet.
ATTACH RESPONSE from any departments affected (i.e. any department whose course(s) are to be added).

ACTION (check appropriate box):
- ( ) ADDING: Show the entire new minor using catalog format. Use plain sheets and attach.
- ( ) CHANGING: List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column use strikeout and bold to indicate deletions and additions. Explain all changes adequately on attachment.
- ( ) SUSPENDING: Provide an adequate explanation for suspending the minor on plain sheets and attach.
- (X) DROPPING: Provide an adequate explanation for dropping the minor on plain sheets and attach.

MINOR

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<tr>
<td>Total semester hours in proposed minor:</td>
<td>0</td>
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</tbody>
</table>

uestra Sociology

To graduate with a minor in rural sociology, students must complete (1) SOCL 2001; (2) SOCL 2351; (3) SOCL 4551 or 4701; and (4) at least six additional elective hours in sociology. Students interested in pursuing a graduate degree in rural sociology are encouraged to elect SOCL 2211 and 3101.

APPROVALS:

Department Faculty Approval Date: 8/23/12
Department Chair's Signature: 9/3/12 (Date)
Chair, FS C & C Committee: 9/18/2012 (Date)
College Faculty Approval Date: 9/12/12
College Dean's Signature: 9/11/12 (Date)
Academic Affairs Approval: 9/20/12 (Date)

College Contact:
(Please print name.)

College Contact Email:
Justification for Dropping the Minor in Rural Sociology

The Department of Sociology was notified that courses that had not been offered in 5-9 years would be made inactive. One of those courses, SOCL 2351, is required for the minor in Rural Sociology, and a second course, SOCL 4351, is an option out of four courses for the minor (students must take two of SOCL 4351, 4551, 4701, or 4711). There are no plans to offer either of these courses in the foreseeable future, and thus it was decided that the minor should be dropped, since the required courses won't be offered.
# REQUEST FOR ADDITION OF NEW COURSE

**Department:** Oceanography and Coastal Sciences  
**Date:** 1-18-12  
**College:** School of the Coast and Environment

## PROPOSED COURSE

**Short Title:** COAST ECO SYSTEM MODEL  
**Rubric & No.:** OCS 7029  
**Title:** Case Studies in Coastal Ecosystem Modeling

## COURSE CREDIT

**Graduate Credit:**  
- [X] YES  
- [ ] NO  
(Complete for 4000 level courses only)

**Semester Hours of Credit:** 3  
(For "Lecture/Lab" type courses only:  
- Lecture Hrs.  
- Lab Hrs.).

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of  
- [ ] credit hours.

Credit will not be given for this course and:  
- [ ]

(Indicate rubrics and course numbers)

## GRADING

**Final Exam:**  
- [X] YES  
- [ ] NO  
**Grading System:**  
- [X] Letter Grade  
- [ ] Pass/Fail

(Attach justification if the proposed course will not hold a final exam during examination week.)

## COURSE TYPE

Check one type:  
- [X] LEC  
- [ ] LAB  
- [ ] LEC/LAB  
- [ ] SEM  
- [ ] CLIN/PRACT  
- [ ] RES/IND

**Maximum enrollment per section:** 12  
(use integer, e.g. 25 not 20-30)

**Total weekly contact hours:** 3  
(If lecture/lab, contact hours of:  
- Lecture  
- Lab)

## CATALOG TEXT

(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)

**7029 Case Studies in Coastal Ecosystem Modeling (3)**  
Coastal ecosystem modeling in the northern Gulf of Mexico region. Modeling theory, case studies and overview of existing ecosystem models.

## BUDGET IMPACT

If this course is approved, will additional staff be needed?  
- [X] YES  
- [ ] NO

Will additional space, equipment, special library materials or other major expense be involved?  
- [X] YES  
- [ ] NO

(If answer to either question above is "yes" attach explanation)

**Academic Affairs Approval:**  
- [ ]

Date:  
- [ ]

## ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

**JUSTIFICATION:** Justification must explain why this course is needed. Will the course duplicate other courses?

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria.  
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

## APPROVALS

**Department Faculty Approval:** 7/24/12  
**Department Chair's Signature:** 11 Sep 12  
**Graduate Dean's Signature (for 4000 level and above):** 9-14-12

**College Faculty Approval:** 9/11/12  
**College Dean's Signature:** 9/11/12

**Chair, FS C&C Committee:** 9/13/12  
**Academic Affairs Approval:** 9/18/2012
SYLLABUS
Case Studies in Coastal Ecosystem Modeling
OCS 7029 (3 Credits)
Spring 2013

Instructors
Dr. Dubravko Justic, Professor, Department of Oceanography and Coastal Sciences, School of the Coast and Environment, 2221 Energy, Coast & Environment Bldg.; Phone: 578-6394; Email: djusti1@lsu.edu

Dr. Haosheng Huang, Assistant Professor, Department of Oceanography and Coastal Sciences, School of the Coast and Environment, 320 Howe-Russell Geoscience Complex; Phone: 578-5117; Email: hhuang7@lsu.edu

Prerequisites
Consent of instructors

Time and Place
Wednesday, 4:00 – 7:00 PM; Ecosystem Modeling Laboratory, 2208 School of the Coast and Environment

Course Description
This course is designed for graduate students with special interest in oceanography, environmental and engineering sciences. Its purpose is to provide a detailed overview of numerical simulation models developed for wetland, estuarine and coastal ecosystems in the northern Gulf of Mexico. At the same time, the course explores some fundamental challenges in developing complex ecosystem models that pertain to the coupling of physics and biology, model data requirements, model calibration and validation issues. The approach adopted for the course assumes no specialized knowledge of hydrodynamic or ecological modeling. Introductory accounts on history and theory of ecosystem modeling will be provided at the beginning of the course, followed by a series of lectures on diverse modeling topics. The topics range from applications of simple box models to case studies involving high resolution 3-dimensional coupled hydrodynamic-ecological models.

Course requirements
(1) – One mid-term exam
(2) – One final exam
(3) – One term paper/project
(4) – Oral presentation

Exams – Mid-term and final exams will have multiple-choice questions. Make-up exams will not be given unless under special circumstances (such as medical emergency).
Term paper/project - One written project per student is required on a selected ecosystem modeling topic that will be defined during the course. Students will receive instructions concerning term paper topics. The paper will include at least 5 pages of formal edited writing, and will conform to the style used in the journal Ecological Modelling (i.e., Introduction, Methods, Results, Discussion and Conclusions). Both a paper copy and an electronic version will be due on the date of the final exam.

Oral presentation – Each student will be required to give a 15-min (10-15 slides) PowerPoint presentation to the class. The presentation will summarize key points from the term paper and will be followed by a classroom discussion.

Course evaluation
Two written exams, term paper and oral presentation will be graded on the basis of their accuracy, quality and originality using the following scale:
A – 90% - 100%
B – 80% - 89%
C – 70% - 79%
D – 60% - 69%
F – 0% - 59%

The final grade will be calculated as follows: mid-term exam - 30%; final exam - 30%; term paper - 25%; oral presentation – 15%.

Materials
Required texts and readings - Lecture notes will be provided by the instructors. In addition, students will receive electronic copies of relevant journal articles and free copies of the instructional modeling software packages Odum Plot and Integra C#.

Term paper/project – Reading materials will be defined when the topic is selected.

Recommended texts:

Student responsibility
Students are expected to adhere to the Code of Student Conduct (http://www.lsu.edu/saa/Code%20of%20Student%20Conduct%20August%2009.pdf). Students are required to attend lectures, study materials assigned at the meetings and consult relevant additional literature when recommended by the instructor.

Class Schedule
Week 1 – Introduction to ecosystem modeling

Week 2 – Introduction to numerical modeling of ocean circulation
Week 3 - Strategy of ecological model construction: Description of physical and biological processes in aquatic ecosystem models

Week 4 – Fisheries modeling: Individual based fisheries models

Week 5 – Finite Volume Coastal Ocean Model (FVCOM); Water Analysis Simulation Program (WASP)

Week 6 – High resolution coupled hydrodynamic-water quality models: Barataria Bay case study

Week 7 – Hypoxia modeling in the northern Gulf of Mexico: From physics to fish

Week 8 – Mangrove modeling: Approaches and applications

Week 9 - Mid-term exam

Week 10 – Numerical modeling of hurricane generated waves, storm surges and coastal erosion

Week 11 – Hydrodynamic modeling in the lower Mississippi River

Week 12 – Wave modeling and its applications along the Gulf coast

Week 13 – An Introduction to Ecopath with Ecosim

Week 14 - Applications of hydrodynamic and mass transport models in Lake Pontchartrain

Week 15 – Modeling the effects of pulsed river diversions on oil transport in the Breton Sound estuary

Week 16 – Term paper presentations; Final exam
Justification for the Proposed New Course:  
Case Studies in Coastal Ecosystem Modeling  
OCS 7029 (3 Credits)

Ecosystem models have become major research tools across the aquatic sciences, both for heuristic understanding and management application. As increasingly relevant ecological models for coastal Louisiana continue to emerge, our students need to get informed about the role of ecosystem modeling in solving the complex environmental problems of the day.

The proposed course will fill an important curricular need in the university. It will (a) expand the courses in mathematical modeling offered by the School of the Coast and Environment and elsewhere at LSU, and, (b) provide graduate students the opportunity to advance their knowledge and understanding of the state-of-the-art ecosystem models developed for wetland, estuarine and coastal ecosystems in the northern Gulf of Mexico. The proposed course does not overlap with any other course currently offered at LSU. The course complements the knowledge students gain in OCS 4410 – Ecosystem Modeling and Analysis, BIOL 4210 – Biological Modeling and Data Analysis, OCS 7028 – Numerical Modeling of Ocean Circulation, ENVS 7010 – Mathematical Modeling in Energy and Environmental Management, ENVS 7050 – Spatial Modeling of Environmental Data, CE 7180 – Water Quality Simulations and ENVS 7335 – Water Quality Modeling for Management.

This same course has been offered (as OCS 7001) continuously since 2010. Enrollment ranged from 5 – 9 students and the course has received highly favorable student reviews (3.67 – 3.71 on a 4-point scale).
REQUEST FOR ADDITION OF NEW COURSE

Department: Psychology
College: HSS
Date: 08/15/12

PROPOSED COURSE
Short Title: INTRO TO PSYC MAJOR
Rubric & No.: PSYC 2005
Title: Introduction to the Psychology Major

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 1
(Lecture Hrs. Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of credit hours.)
Credit will not be given for this course and:

GRADING
Final Exam: YES X NO
Grading System: Letter Grade X Pass/Fail

COURSE TYPE
(Attach justification if the proposed course will not hold a final exam during examination week.)

Maximum enrollment per section: 300
(use integer, e.g. 25 not 20-30)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)

2005 Introduction to the Psychology Major (1) Prereq: credit or registration in PSYC 2000 or PSYC 2001 or equivalent. This course is only offered online. Introduction and orientation to the Psychology major, including information about the Psychology curriculum, selecting a career path, and graduate school options.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES X NO
Will additional space, equipment, special library materials or other major expense be involved? YES X NO
(If answer to either question above is "yes" attach explanation.)
Academic Affairs Approval: Date:

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter, titles of text, lab manual, and/or required readings, grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS
Department Faculty Approval 4/24/12
College Faculty Approval 9/12/12

Department Chair’s Signature 8/23/12
College Dean’s Signature 9/12/12

Graduate Dean’s Signature (for 4000 level and above) (date)

College Contact: ________________________________ (Please print name)
College Contact E-mail: ________________________________

Chair, FS C&I Committee 9/18/12
Academic Affairs Approval (date)
Justification PSYC 2005

Introduction to the Psychology Major

This course will be an online course for Psychology majors. It will orient them to the basics of the major, including knowledge about the field of Psychology, career choices, graduate school options, and a curriculum planning section.

PSYC 2005 is modeled after a similar course at the University of Kansas, and we have worked closely with Dr. Paul Atchley, the creator of the course. It has been very successful there, and Dr. Atchley has recently published a peer-reviewed article regarding the outcomes of this course (Atchley, Hooker, Kroska, & Gilmour, 2012). See attached.

Our majors are required to take PSYC 2000, Introduction to Psychology, as well as PSYC 2017, Research Methods in Psychology. The prerequisite for PSYC 2005 will be either credit in PSYC 2000 or concurrent enrollment. Additionally, PSYC 2005 will be a prerequisite for PSYC 2017. This path will ensure that PSYC majors are taking the required courses in a timely fashion, and that they are taking PSYC 2005 relatively early in their undergraduate career. PSYC 2017 is critical in the 5th semester for our majors, so we are placing PSYC 2005 in the sophomore year.

Final exam: Given the adaptive nature of this course, content is “unlocked” only as a student progresses successfully through the material. For example, a student must first complete the assignments and work related to the first section of the course, and pass Quiz 1. At this time, additional content will be available to the student, and upon successful completion of Quiz 2, they will be able to move forward, and so forth. The culmination of the course is a final post-test that will be completed once a student has successfully completed all other elements of the course.

We are currently submitting Forms A (Request for Addition of a New Course), C (Request for Changing an Existing Course), and D (Request for Adding, Changing, Suspending, or Dropping and Undergraduate Curriculum) to create PSYC 2005, to add PSYC 2005 as a prerequisite for PSYC 2017, and to change the curriculum to include these changes, as well as the modification to the foreign language hours in the freshman year.

References:

PSYC 2005 Syllabus

Instructor: Dr. Robert Mathews
Email: psmath@lsu.edu

Course Description
The goal of the course is to provide you with a context for your university psychology experience. A key aspect is to inform you of the necessity for career planning and how courses and opportunities in the Psychology Department and in the community can facilitate your goals. The purpose is not to make all students into professional psychologists, but for you to consider your efforts in our Department as a means to accomplish your goal.

- The prerequisite for this course is previous or concurrent enrollment in PSYC 2000.
- This course is a prerequisite for PSYC 2017 which is a requirement for all Psychology majors.
- This course is for one credit hour and MUST be completed within the semester in which you are enrolled. It will take 45 hours to complete the course.
- There is no textbook for this course. All content that you will need is presented within the Moodle course page.

Course Policies

You will learn the material through the Moodle website. The website provides a structure for you to access information to achieve the course goals. The website does not contain comprehensive information on all topics; rather, it links you to information that is critical to your success.

All students are responsible for observing the highest standards of academic and personal integrity. You are bound by the LSU code of Student Conduct. The penalties for academic misconduct are severe and ignorance is NOT an acceptable excuse. I will refer all suspected cases of alleged academic misconduct to the Office of the Dean of Students. Academic misconduct includes any act that violates the academic integrity of the university. A listing of what constitutes academic misconduct can be found here:

One example of academic dishonesty is plagiarism. I will not tolerate plagiarism. One of your first quizzes will be on plagiarism to ensure that you understand what this term means. If you copy the work of others, you will be referred to the Dean of Students for disciplinary action. In actuality, cheating or plagiarizing takes as much effort as actually doing the work or taking the quizzes yourself. The course is designed specifically to HELP YOU, so don't cheat yourself. For more information on plagiarizing see www.lsu.edu/judicialaffairs/Plagiarism.htm.

A copy of the LSU Student Code of Conduct can be found at www.lsu.edu/judicialaffairs. Please familiarize yourself with the university's policies on academic integrity.
Tasks and Quizzes

To ensure that you fully engage the material, many of the sections have associated tasks and quizzes. You will access each task via Moodle. Instructions will be posted within the sections that require a task; you must follow the instructions to complete each task and submit them via Moodle. The instructor will then review assignments to ensure that the basic requirements are met.

You will also take quizzes via Moodle, and you will be required to retake each quiz until you achieve a grade of 100%. In addition, you must complete all of the course tasks. Grading procedures are explained more fully below.

Course Content

The following information outlines the content of this course. Each section ends with a task and/or quiz, and you will not be allowed to move forward in the course until you have successfully completed each section task/quiz.

I. Know the Basics
   A. Introduction
      i. Quiz: Pre-test
      ii. What Do You Know Now?
   B. Task: Why Psychology?
      i. Know What You Don’t Know
   C. Know the Major
      i. Quiz: Know the Major
   D. Know Yourself
      i. Task: Know Yourself
   E. Know Psychology
      i. Quiz: Know Psychology
   F. Getting the Most Out Of Your Classes
      i. How To Study
      ii. Quiz: How To Study

II. Opportunities
   A. Introduction
   B. Scholarships
      i. Scholarships Wiki
      ii. Quiz: Scholarships
      iii. Task: Finding a Scholarship
   C. Careers
      i. Quiz: Careers
      ii. Task: Careers
   D. Department Opportunities
      i. Quiz: Department Opportunities
      ii. Task: Department Opportunities
E. External Opportunities  
   i. Quiz: External Opportunities  
   ii. Task: External Opportunities
F. Graduate School  
   i. Quiz: Graduate School  
   ii. Task: Postgraduate Planning

III. Planning  
A. Task: Course Planning  
B. Task: Career Planning  
C. Goal Setting  
D. Course Summary  
   i. Quiz: Post-test  
E. Exit Tasks

**Grading**

You must complete each task and quiz within a section before you can move on to the next section. Thus, the content in new sections is only unlocked once you complete all tasks and pass the quiz in a current section with 100% accuracy. However, the first attempt will be saved and entered into the grade book for the course. Your letter grade will be determined based upon your performance on your FIRST attempt.

There are 10 quizzes in this course, each worth 10% of your final grade.

**Grading Scale**

Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5% - 89.49%</td>
</tr>
<tr>
<td>C</td>
<td>69.5% - 79.49%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% - 69.49%</td>
</tr>
<tr>
<td>F</td>
<td>below 59.5%</td>
</tr>
</tbody>
</table>

I will round grades up (e.g., 89.50 will be rounded to a 90). An 89.49 will NOT be rounded; there will be no exceptions to this.
Validation of an Online Orientation Seminar to Improve Career and Major Preparedness

Paul Atchley¹, Emily Hooker¹, Emily Kroska¹, and Alexandra Gilmore¹

Abstract
Career planning and development for undergraduates is a goal for our field; yet, the majority of psychology departments do not offer a course to meet this goal. This article examines an online psychology orientation course that requires relatively few instructional resources to achieve success. Outcomes for the course are measured by student work along four dimensions: knowledge of the major, planning for the future, career knowledge, and self-assessment of fit. The analysis shows very large gains in student performance for major knowledge and planning for the future and moderate gains in the other areas. This work suggests that the online model is one potentially powerful tool for preparing undergraduate psychology majors to succeed in the major and after graduation.

Keywords
undergraduate curriculum, careers

Since Gottlieb’s call 35 years ago to improve undergraduate preparation for the profession (Gottlieb, 1975), psychology departments have developed and used a variety of methods to prepare undergraduate students to succeed in the major and professionally. As Lloyd (2004) pointed out, these methods include “(a) faculty-student contacts, (b) peer advising, (c) psychology clubs, (d) majors’ meetings and/or graduate school/career days, (e) majors’ handbooks, (f) display racks of advising materials, (g) departmental Webpages, (h) departmental library, and (i) departmental bulletin boards” (p. 1). Improvements in the usability of online resources from a student perspective and the availability of sophisticated online course development and management tools for faculty have made models of online education attractive across a variety of domains, including preparation of students for success in the major and beyond. Recent work (Brinhaupt, 2010) suggests students positively receive online career seminars and feel they learn a significant amount in such an environment. However, research has not studied if student self-reports of learning are supported by other measures of learning outcomes. The current work presents evidence that an online course, delivered to numerous students with minimal faculty interaction, can prepare students to succeed in the major and in planning for future success.

Problem and Solutions
Most faculty members can recall instances in which they have been approached by a bright student who is far along in his or her college experience—but seems uninformed about what they need to do to succeed after college. What makes this particularly problematic from the psychology major perspective is that the American Psychological Association (2010) found that 25% of psychology undergraduates will go on to complete graduate degrees in psychology. Other sources suggest that when factoring in other professional programs, such as law school or business school, the number of psychology undergraduate students seeking graduate training may be closer to 40% (Schwartz, 2000). Students have a short time in a 4-year program to develop the background, skills, and record necessary to successfully apply for graduate training or to make informed decisions about how to select a career with a bachelor’s degree and prepare themselves for a competitive job market once they graduate.

The American Psychological Association (2005) has recognized the pervasiveness of this issue, and in “Guidelines for the Undergraduate Psychology Major” it called for career planning and development as one of the ten learning goals for undergraduate programs. There is a rich body of work dating back to

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Email: patchley@ku.edu
Gottlieb’s (1975) proposal on what adding career courses and experiences to the psychology major does for student success. Numerous publications have presented both student self-report data for learning and course satisfaction (Brinbaum, 2010; Dillinger & Landrum, 2002; Dedson, Chastain, & Landrum, 1996; Landrum & Mulecek, 2007; Lattal, 1980; Maeria & Cohen, 2006; Zechmeister & Helkowski, 2001) and more objective measures of learning including knowledge surveys (Maynard, Maynard, & Rowe, 2004; Thomas & McDaniel, 2004) or changes standardized career maturity questionnaires (Ware, 1981) that strongly suggests these efforts improve student readiness.

Yet despite the level of awareness of the problem and the long history of efforts to solve it, the last systematic count suggests that a little over one third of psychology programs offer a course designed to directly meet the goal of improving career planning and student development (Landrum, Shoemaker, & Davis, 2003). There are undoubtedly a number of factors that contribute to this low rate. In departments with faculty appointments split between research teaching, and service, faculty at research-intensive institutions may perceive a disincentive toward developing new courses that concentrate on undergraduate careers. Faculty will also informally report that “the cream rises to the top,” meaning that the “good” students will succeed in any environment bringing into question the necessity for such efforts. The problem of undergraduate success may also be seen as the “elephant in the room”: Everyone is aware of the scope of the problem but many perceive it as too big to tackle. For example, if a faculty member were to consider building such a course and were to read the latest work describing an excellent example of similar efforts (Appleby, 2010), he or she might be daunted by the report of that faculty member that their course has two sections of 35 students with eight or nine teaching assistants per section. In a department with a large number of majors, acquiring the resources needed for such an effort may seem insurmountable.

Developments in online learning may provide one model to overcome some of these issues. Current students have been raised in an era of pervasive Internet access and are used to information delivery via the Internet. Students can experience high levels of satisfaction with online courses, leading to increased motivation and better learning outcomes (Eom, Wen, & Ashill, 2006). A recent meta-analysis of online education suggests that the online model can be as or even more effective than traditional face-to-face instruction (U.S. Department of Education, 2009). The rapid increase in the number of user-friendly course development tools, online learning systems adopted at the university level, and user familiarity with computer resources has also made development of these courses more attractive for faculty members. Because online courses can be delivered with a range of faculty student interactivity, an online course for career development may present one way to overcome some of the barriers for offering such a course that were previously discussed.

Using online resources in the context of improving undergraduate psychology career planning and development is an area with great promise. Early work (Johnson & Morgan, 2005) reported that a brief (three 45-minute sessions), interactive Web course helped to raise student self-reports of advising satisfaction. However, the Web course was delivered as part of a larger effort to improve undergraduate advising, so it is unclear what effect the Web course had by itself. More recent work (Brinbaum, 2010) examined an in-depth Web course used to serve a large number of majors (more than 900), which has been awarded a “exemplary course” designation by the hosting university. Data collected from students completing the course strongly suggested that students were satisfied with the course and that they felt they gained valuable knowledge by completing the course.

One aspect that could be added to the limited amount educators know about using online models to foster career and student development for psychology undergraduates is how these courses directly affect student learning. As we have reviewed, relatively few studies offer direct empirical data suggesting students improve as a result of career development courses. Much of the data on the effectiveness of these courses come in the form of student self-reports of learning and/or satisfaction. However, there are ways that the products of a course can be used to directly measure learning outcomes, such as: applying rubrics to existing student work to assess proficiency of students for desired skills (Halonen et al., 2003). In this article, we provide an example of this as applied to an online course designed to foster career planning and student development. To preview, the results of a rubric-based content analysis of precourse and postcourse student work suggested that an online course that is rich in content but that requires little faculty interactivity with individual students can produce measurable, positive outcomes for student success.

The Course

The course (PSYC 102: Orientation Seminar in Psychology) is a 1-credit-hour, credit/no-credit course. It is required before applying to become a psychology major. The course is delivered to approximately 500 students per year. It is self-paced and takes about 15 to 20 hours to complete. It is divided into four sections: Introduction, Know the Basics, Opportunities, and Planning. All content is offered exclusively via online delivery. The current version of the course is available to students through the university’s Web-based course management system.

The Introduction covers course structure, expectations and goals, and course procedures, and it includes a mandatory academic misconduct and plagiarism lesson and quiz that they must complete before moving forward in the course.

Know the Basics explains professional mentorship, major policies and procedures, student self-assessment of career fitness and personal values (e.g., using career assessment tests provided by the university’s Career Center), and an orientation to career options in psychology.

Opportunities helps students think about and find scholarships for undergraduate and graduate work, provides a lesson on happiness and data on the relationship between money and
happiness (prior to exposing them to salary information), describes career paths after college for both bachelor-level and graduate-level degrees, covers opportunities in the department beyond the required coursework such as research internships and honors projects, raises awareness of external opportunities such as service learning and volunteering, and covers successfully preparing for graduate school admissions.

Planning consists of two capstone exercises: preparing a course plan for the remainder of the students' college years, including departmental and external opportunities, and making a career plan that brings together work that they have completed in other sections.

In each section, students are encouraged to engage with the material in two ways. First, each subsection has an associated quiz that covers the basic information in that section. Students must achieve 90% on each quiz to pass the course. Second, students complete six tasks to encourage them to work through the most important concepts as well as two capstone exercises to help them bring all of their work together to promote learning how to plan for the future. Students build portfolios of their work at the end of the course. The instructor examines student work across the quizzes and tasks, but the level of individual student feedback is minimal.

**Method**

**Assessment of Course Effectiveness**

The course has two mechanisms to gauge effectiveness. First is an online, multiple-choice quiz delivered both precourse and postcourse that asks 15 questions about the major and career options, selected randomly from a 35-item pool. The second is a set of essays that students complete before and after the course. In the first set of two essays, students are asked to
write 250 to 400 words answering the questions, “Why do I want to be a psychology major?” and “Describe all of the things you think psychologists do for a living.” In the exit essays, they answer the prompts, “Please write a brief essay on what you think psychologists do for a living,” and “Please write a brief essay on why you still want to be a psychology major. If your mind has changed, explain why. In your essay, please elaborate on your understanding of any aspects of psychology that have changed while taking PSYC 102.” These essays are ungraded and only the first attempt is recorded.

To develop a scoring rubric, we collected a random set of essays from 30 students. We examined these essays for content that could be used to develop the coding rubric to classify student success. Initial analyses led to the development of four categories the team felt could be reliably extracted from the essays: knowledge of the major, knowledge about future goals and plans, knowledge of career diversity, and self-assessment of fit for the major and careers. We developed an initial coding rubric that classified essays along these four dimensions on a 3-point scale from novice to advanced performance. The rubric had descriptions of the categories, definitions of performance in each level of a category, and examples of performance at that level. This coding rubric was applied to the initial set of essays. Based on ratings by three research assistants and checks of interrater reliability, we further refined the rubric in terms of definitions and examples. In addition, the scale was made to range from 0 to 1 points, so that within a level of performance the rater could capture minimum and maximum performance for that level. The final version of the rubric is represented in Table 1. (The examples included in the actual rubric are available upon request.) To assess course effectiveness, sets of 81 precourse and postcourse essays were randomly selected from an additional set of students and were rated by a pair of raters trained to use the scoring rubric.

**Figure 1.** Student performance data in precourse and postcourse essays assessed with a scoring rubric across four factors.

**Discussion**

The popularity of the psychology major and the large proportion of majors who seek postgraduate opportunities reinforce the need for courses that can orient students to succeed in the major and develop professionally. Although many departments of psychology deliberately pursue this goal through curriculum design, a majority do not. There are a variety of perceived obstacles and reasons for this. One reason may be unwillingness to devote what may be seen as a prohibitive level of resources to tackle the problem well. However, this work suggests that this is not necessarily the case. The online orientation course examined here did take significant time to develop and does require the regular maintenance and updating that any other course requires, but the level of daily instructor involvement with the student population is minimal given the size of the student population the course serves. Even so, the current data clearly show that the course is effective, not just in terms of student reports of satisfaction as other work has shown (Braithwaite, 2010) but in terms of improvements in student work as assessed by better test performance and, more importantly, quantitative analysis of student work.

Student work revealed that, following the course, students were more aware of major requirements, goals, and courses that are optional but very important, such as honors opportunities and working in laboratories conducting research with faculty members. There were also large gains in student planning.
skills. Students were able to name qualification criteria for postgraduate options and careers as well as opportunities of which they need to take advantage to foster their own success, such as volunteer activities and scholarships. These effects were so large for these categories that almost every single student sampled showed improvement. There was a significant increase in career awareness and self-assessment of fit for the major, though these gains were smaller, due in part to moderately high performance of students on these prior to the course and possibly due to course design in terms of career emphasis and the fact that the students may already have an accurate assessment of their own fit for the major. It is important to note that the samples came from about a two-year period of time and a wide range of years in school. The range of time suggests there was a history confound in these data. Because one third of the responses were from juniors and seniors, the effects may actually be underestimates of how well such a course would work with first-semester students.

**Lessons Learned**

The course as presented here involved a process of years of planning and implementation. There have been many changes as a result of lessons learned. A few of these are worth sharing to conclude this work. The first lesson is that we, as educators, should not expect new college students to know what they do not know. Faculty status typically results from a lifetime of good decisions, but many of us will admit that there was a lot of luck involved. Perhaps we took the right class or an advisor saw potential and pointed us in the right direction. It is unreasonable to expect that method to work for hundreds of students in our departments each year. To that end, courses like the orientation seminar must be both (a) required and (b) timely. Our department has an admissions process for majors. Premajors have to take a set of classes, including the orientation seminar, before they can apply to be a major and the favored, advanced classes. These requirements help make sure that a young adult does not put off what might be a career-changing event. Another lesson is that the course should probably be structured in the same way other courses are in terms of time to completion and expectations. An early version allowed students to complete the course at their own pace, but the course quickly filled with sophomores that became seniors who put it off until the last semester they could. Students now have one semester to complete it like any other course, and this has helped students complete it in a timely manner.

**Acknowledgment**

We thank Aziz Solhany, Mary Pilman, and Christopher Cushing for their tireless efforts and wonderful enthusiasm in the development of the course. We also thank Barbara Watkins and Lynne Liptic at Continuing Education for making the course a reality.

**Declaration of Conflicting Interests**

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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**References**


Lively, M. A. (2004). The case for requiring a "careers" course for psychology majors. In W. Buskist, V. W. Hevener, B. K. Saville, & T. Zinn (Eds.), Essays from Excellence in teaching (Ch. 8).


REQUEST FOR ADDITION OF NEW COURSE

Department: Psychology
College: 

Date: 09/5/12

PROPOSED COURSE
Rubric & No.: PSYC 4042
Title: Psychology of Emotion

COURSE CREDIT
Graduate Credit: YES __ YES __ NO
Semester Hours of Credit: 3

Credit will not be given for this course and:

GRADING
Final Exam: YES __ NO
Grading System: Letter Grade ___ Pass/Fail ___

COURSE TYPE
Maximum enrollment per section: 100

CATALOG TEXT
4042 Psychology of Emotion (3)
Prep: credit in PSYC 2000 or PSYC 2001 or equivalent. Explore the nature and function of human emotion by inquiring into the composition, purpose, and import of emotion in our daily lives.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES __ YES __ NO
Will additional space, equipment, special library materials or other major expense be involved? YES __ YES __ NO

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

JUSTIFICATION:

SYLLABUS:
Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria.

APPROVALS
Department Faculty Approval 4/24/12
College Faculty Approval 9/12/12

Department Chair's Signature

Graduate Dean's Signature (for 4000 level and above) 9/14/12

College Dean's Signature 9/8/2013
Chair, FS CAC Committee

College Contact E-mail: (Please print name)
In previous years, the Psychology Department offered a course named Emotion and Motivation (PSYC 4038) which was considered a possible Psychology elective course within the major requirements, and also counted as a possible course for the minor. However, the course was not offered in 10 years and was deleted as a result. We have a renewed interest in offering the course. We present an updated version of the previous course, now titled “Psychology of Emotion” and propose the new course number of PSYC 4042. This course will take the place of the former PSYC 4038 as a Psychology elective, eligible to fulfill possible major and minor course requirements.
PSYC 4042: Emotion

Course on the Nature and Function of Human Emotion

[Days] | [Time] | [Room #] | Louisiana State University | [Semester]

<table>
<thead>
<tr>
<th>Basic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Office</td>
</tr>
<tr>
<td>Days</td>
</tr>
<tr>
<td>Time</td>
</tr>
</tbody>
</table>

Overview

This psychology course explores the nature and function of human emotion by inquiring into the composition, purpose, and import of emotion in our daily lives. Throughout this course you will learn about the psychological building blocks that make up these phenomena, critically examine the theoretical assumptions and empirical data underlying contemporary scholarship in these areas, and engage in experiential activities—including a systematic study of your affective style—designed to bridge the gap between scholarship and real-life practice.

As the instructor, I have three overarching aims for this course. First, I hope to provide you with relevant, contemporary knowledge regarding the subject of interest; second, I desire to help you cultivate intellectual skills for carefully consuming such knowledge; and third, I intend to facilitate your personal engagement with the subject of interest through intriguing instruction and opportunities for meaningful participation. To accomplish these aims, I will strive to sponsor an intellectually challenging, nurturing, respectful, and enjoyable learning environment. And I hope that you will join with me in doing likewise.

Lastly, although it is not one of my explicit aims, I wish that all of you may find something in this course—be it a nugget of knowledge, a fresh perspective, or a therapeutic practice—that you can take home and apply to your life to enhance your emotional well-being. Because changing lives for the better is, I think, the intent of the field of emotional inquiry.

Online Course Archive

All course documents (including this syllabus), slides, and media will be available to you via an online archive. You can access this archive directly ([enter URL here]) or via Moodle.
Required Books

Most readings come from two books, which you must purchase or rent or borrow:


Other Readings

Other course readings are available to you via the online course archive ([enter URL here]):


Assignments

You will complete four kinds of formal assignments throughout this course: reading reflections, an empirical study review, a self-therapy project, and exams. In addition, you are expected to complete the weekly readings and to actively participate in class discussions and activities. An overview of each of the formal assignment types is provided below:

**Reading Reflections.** At the beginning of each class, you will respond in writing to two brief questions derived from the most recent reading(s). These reflections serve as indicators of both attendance and reading comprehension. They are also intended to orient your mind to relevant subjects and to stimulate critical and creative thinking, preparing you for participation in class activities. To complete the reflection, you must bring a piece of paper and a pen or pencil to each class. Reflections will be collected during each class, and fifteen total reflections will be randomly selected for grading.

**Empirical Article Review.** Once during the semester you will present an empirical article review to the class. For undergraduate students, this will be a group project that requires only 10 slides and will last for about ten minutes. For graduate students, this will be an independent project that requires approximately 20 slides and will last for about 20 minutes. The purpose of this presentation is to help you become familiar with and think critically about the data, theories, and assumptions underlying the subjects covered in readings, lectures, and class
discussions. This presentation is also intended to provide you with an opportunity to hone your scholarly presentation skills.

Self-Study Project. For eight weeks during the semester you will undertake a self-study project, where you will systematically document your emotional experiences as well as their function and impact throughout daily life. The purpose of this project is to facilitate your personal engagement with the course material, while helping you bridge the gap between scholarship and real-life practice.

Exams. Twice during the semester you will take written exams. Both exams will consist of open-ended, multi-part questions that require short-answer and essay-type responses. The midsemester exam covers the first half of the course material, while the final exam covers the entire course. As part of the final exam, undergraduate students will be asked to reflect on how the overall course content applies to their daily life, while graduate students will be required to articulate their preferred theory for understanding emotion and its implications for professional psychology. You will be provided with a study guide one week prior to testing, and you are permitted to bring one page of notes—typed or hand-written, one-sided only—to assist you in completing the exam. The purpose of these exams is to assess your comprehension of course material, gauge your personal interests and critical thinking skills, and explore the depth and breadth of your personal engagement with the subject of interest.

Course Reflections. Twice during the semester you will provide written reflections regarding your experience in the class. Both reflections will consist of open-ended questions that require short-answer responses. The midsemester reflection covers the first half of the class, while the final reflection covers the entire class. These reflections are intended to solicit feedback from you regarding how the class is going, for the purpose of enhancing the course in the future.

Grade Point Distribution

Taken together, all course assignments total to one hundred possible grade points. Therefore each assignment point is equivalent to one percent of your final grade. Following is the complete grade point distribution for this course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reflections</td>
<td>15</td>
</tr>
<tr>
<td>Midsemester Exam</td>
<td>20</td>
</tr>
<tr>
<td>Self-Study Project</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Course Reflections</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Grading Scale

Given the grade point distribution above, below is the final grading scale for this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.50-100.00%</td>
</tr>
<tr>
<td>B</td>
<td>79.50-89.49%</td>
</tr>
<tr>
<td>C</td>
<td>69.50-79.49%</td>
</tr>
<tr>
<td>D</td>
<td>59.50-69.49%</td>
</tr>
<tr>
<td>F</td>
<td>00.00-59.49%</td>
</tr>
</tbody>
</table>

Policies

Grading. The grade-point distribution and grading scale presented above will be rigorously adhered to for all students in all circumstances, no exceptions. If you desire, for any reason, to seek an "Incomplete" grade, you must work with and receive authorization from your Dean's Office. Also, once final grades are posted, there is no way to improve them. Midterm grades will be posted at the appropriate time and all other grade checks must be conducted via Moodle. If you have any questions about your grade, you must meet with me to discuss the issue. Your grade will not be discussed with anyone else without your explicit, written consent.

Attendance & Participation. Although attendance is not mandatory, please remember that it is indirectly graded through reading reflections. Although participation in class discussions and other informal activities is not mandatory or graded, I hope you will participate to the best of your ability to enhance your and others' learning experiences.

Late & Make-Up Work. Late work will be marked down one letter grade for each day it is late. Make-up work is permissible for any assignment only if you have a justifiable excuse for missing class, which must be cleared with me before or immediately following your absence.

Extra Credit. You may receive up to three assignment points (or three overall grade percentage points) of extra credit in this course. You can earn these points by participating as a research subject in studies sponsored by the Psychology Department. Each half-hour of research participation is worth the equivalent of one assignment (or overall grade percentage) point. You can register for participation in these studies by following the steps posted on the course's Moodle site. As an alternative to participating as a research subject, you may also earn extra credit by sharing with the class a piece of media (e.g., text passage, photo, article, book, artwork, song, etc.) that touches on or relates to topics covered in class readings, lectures, discussions, and activities. Each piece of media must be approved by the instructor prior to sharing and is worth the equivalent of one assignment (or overall grade percentage) point.

Inclement Weather. Unless otherwise noted on the schedule, if the university is open then class is in session. If class (or any assignment) needs be canceled, I will notify you via email.
Academic Dishonesty. All forms of academic dishonesty—including plagiarism, sabotaging, and cheating—are intolerable. Suspected cases of academic dishonesty will be immediately referred to the Dean of Students Office.

Disability Accommodations. If you have a disability that adversely affects your performance in the course, you may work with an advisor in the Office of Disability Services (112 Johnston Hall; phone: 225.578.5919; email: disability@lsu.edu) and myself to arrange appropriate course accommodations. Written documentation from the Office of Disability Services regarding the nature of your disability is required prior to receiving any class accommodations.

Laptops, iPads/Pods, Cell Phones, etc. All personal electronic devices should be used for the purpose of enhancing your and others’ learning experiences. If it appears that you are using an electronic device for other purposes, I will ask you to please turn it off or put it away.

Mutual Respect. I strive to treat you respectfully and expect you to do likewise. If you feel that a student, or myself, have offended you, please share your concerns with me immediately.

Schedule

Following is a list of tentative topics, based on the above texts, for the duration of the course: (Exact readings and due dates TBD).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>?</td>
<td>Overview</td>
<td>Elements of Emotion</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>?</td>
<td>Cognitive Theories of Emotion</td>
<td>Embodied Theories of Emotion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>?</td>
<td>Basic Emotions</td>
<td>Emotions and Nature</td>
<td></td>
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<tr>
<td>4</td>
<td>?</td>
<td>Emotions and Nurture</td>
<td>Positive and Negative Emotion</td>
<td></td>
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<tr>
<td>5</td>
<td>?</td>
<td>Typology of Emotion</td>
<td>Emotional Awareness</td>
<td></td>
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<tr>
<td>6</td>
<td>?</td>
<td>Perceptual Theory of Emotion</td>
<td>Emotion and the Brain</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>?</td>
<td>Emotional Style: Resilience</td>
<td>Emotional Style: Outlook</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>?</td>
<td>Emotional Style: Social Intuition</td>
<td>Emotional Style: Self-Awareness</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>?</td>
<td>Emotional Style and Well-Being</td>
<td>Therapy for Emotional Style: Clinical</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>?</td>
<td>Therapy for Emotional Style: Self-Help</td>
<td>Therapy for Emotional Style: Systemic</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>12</td>
<td>Exploring Our Emotional Style</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Changing Our Emotional Style</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Emotion and Relationships</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Emotion and Personal Performance</td>
<td></td>
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<tr>
<td>14</td>
<td>Emotion and Civics</td>
<td></td>
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<tr>
<td></td>
<td>Jamesian/Deweyan Theory of Emotion</td>
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<tr>
<td>15</td>
<td>Solomonian Theory of Emotion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
H, Anna.

We have a faculty member who is ready to teach it this spring (Spring 2013) if that is possible. We plan to put it into regular rotation.

Thanks.
Emily

---

From: Tianna L Powers
Sent: Wednesday, September 12, 2012 11:38 AM
To: Emily M Elliott
Subject: FW: PSYC proposals

Emily

For you please answer the below question:

Anna M Castrillo
AN 206C
Office of Professors' Social Services
1234 Street, Anytown, USA
(650) 123-4567 Phone
(650) 123-4567 Fax
tpowers@blsu.edu

---

From: Anna M Castrillo
Sent: Wednesday, September 12, 2012 11:29 AM
To: Tianna L Powers
Subject: PSYC proposals

Tianna,

The proposals look great! I just received them. However, I was looking at the course proposal to add PSYC 4042, which is the replacement for the dropped course, PSYC 4038. The Committee will want to know when the course will be offered. Since the initial course was dropped because of inactivity for ten years, they want to be sure that the course will not do the same.

Sincerely,
Request for CHANGING an Existing Course

Department: ChE  
Course Rubric and #: ChE 2171  

Present Course Description

Title: Chemical Engineering Fundamentals: Material and Energy Balances

Semester Hours of Credit 3

If combination course type, # hrs. of
credit for lecture: ____________ 
lab/sem ____________ 
rec: ____________

Repeat Credit Max (if repeatable) ____________

Graduate Credit?  Yes: ____________  No: X

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)

LEC 3  
LAB ___  
SEM ___  
REC ____  
RES/IND ____  
CLIN/PRACT ____

Total Weekly Contact Hours: 3

Grading System: Letter Grade X  Pass/Fail

Course Description:

Include course number, title, etc. exactly as it appears in the General Catalog.

2171 Chemical Engineering Fundamentals: Material and Energy Balances (3) Prereq: MATH 1530 and CHEM 2102. Emphasis on basic principles and concepts used to make chemical engineering calculations, techniques used in these calculations applied to typical industrial problems.

Proposed Course Description

Title: Chemical Engineering Fundamentals: Material and Energy Balances

Short Title: CHE FUNDAMENTALS

Semester Hours of Credit 3

If combination course type, # hrs. of
credit for lecture: ____________ 
lab/sem ____________ 
rec: ____________

Repeat Credit Max (if repeatable) ____________

Graduate Credit?  Yes: ____________  No: X

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)

LEC 3  
LAB ___  
SEM ___  
REC ____  
RES/IND ____  
CLIN/PRACT ____

Total Weekly Contact Hours: 3

Grading System: Letter Grade X  Pass/Fail

Course Description:

Include course number, title, etc. exactly as it will appear in the General Catalog.

2171 Chemical Engineering Fundamentals: Material and Energy Balances (3) Prereq: MATH 1530 and CHEM 2102. Emphasis on basic principles and concepts used to make chemical engineering calculations, techniques used in these calculations applied to typical industrial problems.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? Yes (x)  No ( )  N/A ( )

Is this course included in any curricula, concentrations, or minors? Yes (x)  No ( )  If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes (x)  No ( )  If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes (x)  No ( )

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:

Department Faculty Approval Date 5-17-2012

Mary Jane Womack 3-19-12

Department Chair's Signature (Date)

College Faculty Approval Date 9/8/12

College Dean's Signature (Date)

Chair, FS C & C Committee 9/18/2012

Graduate Dean's Signature (Date)

College Contact: ____________________________

(Please print name.)

College Contact E-mail: ____________________________

Academic Affairs Approval (Date)
The only curriculum which includes ChE 2171 is chemical engineering.

ChE 2171 is a prerequisite for ChE 2176 and ChE 3101.

The requested change is to add CHE 1100 as a prerequisite to ChE 2171. CHE 1100, Introduction to chemical engineering, is a new required course that will be offered starting spring 2013. The aim of this course is to provide freshmen with an overview of the field of chemical engineering so that they can make an informed decision about whether or not chemical engineering is the right curriculum for them. This objective only makes sense if ChE 1100 is the first chemical engineering class that students can take and it therefore only makes sense to add CHE 1100 as a prerequisite to CHE 2171, the class which first introduces the students to chemical engineering calculations and methods.
Request for CHANGING an Existing Course

Department: Chemical Engineering  
Course Rubric and #: CHE 2176

College: Engineering  
Date: 8/7/12

Present Course Description
Title: Mathematical Modeling of Chemical Engineering Systems

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem /rec:  
Repeat Credit Max (if repeatable): X
Graduate Credit? Yes: ____ No: ____
Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 3 LAB ___ SEM ___ REC ___ RES/ IND ___ CLIN/ PRACT ___
Total Weekly Contact Hours: ___3___
Grading System: Letter Grade ___X___ Pass/Fail ___

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
2176 Mathematical Modeling of Chemical Engineering Systems (3) Preq: MATH 2090. CHE 2160 and 2171. Basic concepts and techniques in analysis of engineering processes; mathematical description of physical systems and application of modern computers to solution of resulting equations.

Proposed Course Description
Title: Mathematical Modeling of Chemical Engineering Systems
Short Title: MATH MOD CHM ENG SY
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem /rec:  
Repeat Credit Max (if repeatable): X
Graduate Credit? Yes: ____ No: ____
Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 3 LAB ___ SEM ___ REC ___ RES/ IND ___ CLIN/ PRACT ___
Total Weekly Contact Hours: ___3___
Grading System: Letter Grade ___X___ Pass/Fail ___

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog
2176 Mathematical Modeling of Chemical Engineering Systems (3) Preq: MATH 2090. CHE 2160 and 2171. Basic concepts and techniques in analysis of engineering processes; mathematical description of physical systems and application of modern computers to solution of resulting equations.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? Yes (x) No ( ) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes (x) No ( ) If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes (x) No ( ) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (x)

JUSTIFICATION/EXPLANATION: Use separate sheet.
Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date: 8/9/2011
Department Chair's Signature: John P. Verno 8-13-12

College Faculty Approval Date: 9/5/12
College Dean's Signature: (Date)

Graduate Dean's Signature: (Date)
College Contact: (Please print name.)
College Contact E-mail:

Academic Affairs Approval: (Date)
Request for CHANGING an Existing Course

Department: Construction Management  
Course Rubric and #: CM 4200  
College: Engineering  
Date: 8/20/12

Present Course Description

Title: Construction Administration

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for: lecture: lab/sem/rec: __________________________

Repeat Credit Max (if repeatable): ______

Graduate Credit?  Yes: X  No: _____

Credit will not be given for this course and: __________________________

Contact Hours Per Week: (Indicate hours in appropriate course type.)

LEC 3  LAB  SEM  REC  RES/IND  CLIN/PRAC

Total Weekly Contact Hours: 3

Grading System: Letter Grade: X  Pass/Fail: _____

Course Description:

Include course number, title, etc., exactly as it appears in the General Catalog:

CM 4200 Construction Administration (3) Prereq: CM 2141, 3121 and credit or registration in CM 3000. Principles and theory of ownership, organization, contracts, insurance, bonding and labor relations pertaining to the construction industry

Proposed Course Description

Title: Construction Administration

Short Title: CONS ADMINISTRATION

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for: lecture: lab/sem/rec: __________________________

Repeat Credit Max (if repeatable): ______

Graduate Credit?  Yes: _______  No: X

Credit will not be given for this course and: __________________________

Contact Hours Per Week: (Indicate hours in appropriate course type.)

LEC 3  LAB  SEM  REC  RES/IND  CLIN/PRAC

Total Weekly Contact Hours: 3

Grading System: Letter Grade: X  Pass/Fail: _____

Course Description:

Include course number, title, etc., exactly as it will appear in the General Catalog:

CM 4200 Construction Administration (3) Prereq: CM 2141, 3121 and credit or registration in CM 3000. Principles and theory of ownership, organization, contracts, insurance, bonding and labor relations pertaining to the construction industry

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A ( )

Is this course included in any curricula, concentrations, or minors? Yes (X) No ( ) Construction Management

Is this course a prerequisite or corequisite for other courses? Yes (X) No ( ) CM 4201 & 4202

Is this course on the General Education list? Yes ( ) No ( X )

JUSTIFICATION/EXPLANATION: Remove graduate credit

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:

Department Faculty Approval Date: 09/05/12

Department Chair's Signature: [Signature]

(Date)

College Faculty Approval Date: 9/16/12

College Dean’s Signature: [Signature]

(Date)

Graduate Dean’s Signature: [Signature]

(Date)

Chair, FS C & C Committee: [Signature]

(Date)

College Contact: [Name]

(Please print name.)

College Contact E-mail: [Email]

Academic Affairs Approval: [Signature]

(Date)
Justification:

CM 4200 & 4201 will be for undergraduate credit only. It was necessary to remove the graduate credit because of the newly approved MSCM Program. There will be graduate coverage of Construction Administration and Law in other graduate courses that will be developed in the near future.
Request for CHANGING an Existing Course

Department: Construction Management
Course Rubric and #: CM 4201
College: Engineering
Date: 8/20/12

Present Course Description

Title: Construction Law

Semester Hours of Credit:
If combination course type, # hrs. of credit for:
lecture: lab/sem rec: ___ ___
Repeat Credit Max (if repeatable): ______
Graduate Credit? Yes: x No: ___
Credit will not be given for this course and: ______

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 3 LAB ___ SEM ___ REC ___
Total Weekly Contact Hours: ___3___
Grading System: Letter Grade x Pass/Fail ___

Course Description:
Enter course number, title, etc., as it appears in the General Catalog.

Proposed Course Description

Title: Construction Law
Short Title: CONSTRUCTION LAW

Semester Hours of Credit:
If combination course type, # hrs. of credit for:
lecture: lab/sem rec: ___ ___
Repeat Credit Max (if repeatable): ______
Graduate Credit? Yes: ___ No: x
Credit will not be given for this course and: ______

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 3 LAB ___ SEM ___ REC ___
Total Weekly Contact Hours: ___3___
Grading System: Letter Grade x Pass/Fail ___

Course Description:
Enter course number, title, etc., as it appears in the General Catalog.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (X )
Is this course included in any curricula, concentrations, or minors? Yes ( ) No (X ) Construction Management
Is this course a prerequisite or corequisite for other courses? Yes ( ) No (X ) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (X )

JUSTIFICATION/EXPLANATION: Remove graduate credit.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS:
Department Faculty Approval Date: 8/20/12
Department Chair's Signature: 09/05/12

College Faculty Approval Date: 9/5/12
College Dean's Signature: 09/18/12
Chair, FS C & C Committee: (Date)

Graduate Dean's Signature: (Date)
College Contact: (Please print name.)
College Contact E-mail:

Academic Affairs Approval: (Date)
Justification:

CM 4200 & 4201 will be for undergraduate credit only. It was necessary to remove the graduate credit because of the newly approved MSCM Program. There will be graduate coverage of Construction Administration and Law in other graduate courses that will be developed in the near future.
Request for CHANGING an Existing Course

Department: Psychology
Course Rubric and #: PSYC 2017
College: HSS
Date: 8/15/2012

Present Course Description

Title: Research Methods in Psychology

Semester Hours of Credit: 4
If combination course type, # hrs. of credit for lecture: 3 /lab/sem |
Repeat Credit Max (if repeatable): 
Graduate Credit?: Yes: ___ ___ No: ___
Credit will not be given for this course and:

Contact Hours Per Week. (Indicate hours in appropriate course type)
LEC 3 _ LAB 2 _ SEM _ REC _ RES/IND _ CLIN/PRAC _

Total Weekly Contact Hours: 5
Grading System: Letter Grade _x_ Pass/Fail ___

Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog.
2017 Research Methods in Psychology (4) Prereq: EXST 2201 or equivalent. PSYC 2017 may not be taken concurrently with EXST 2201. 3 hrs. lecture; 2 hrs. lab. Senior college standing required. LSU and overall GPA of at least 2.50. Open to psychology majors; open to others with permission of instructor. Techniques and logic underlying standard research methodology in psychology, with special emphasis on experimentation, literature research and writing empirical reports.

Proposed Course Description

Title: Research Methods in Psychology
Short Title: ELEM EXPERMTL PSYC
Semester Hours of Credit: 4
If combination course type, # hrs. of credit for lecture: 3 /lab/sem |
Repeat Credit Max (if repeatable): 
Graduate Credit?: Yes: ___ ___ No: ___
Credit will not be given for this course and:

Contact Hours Per Week. (Indicate hours in appropriate course type)
LEC 3 _ LAB 2 _ SEM _ REC _ RES/IND _ CLIN/PRAC _

Total Weekly Contact Hours: 5
Grading System: Letter Grade _x_ Pass/Fail ___

Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog.
2017 Research Methods in Psychology (4) Prereq: EXST 2201 or equivalent. PSYC 2017 may not be taken concurrently with EXST 2201. 3 hrs. lecture; 2 hrs. lab. Senior college standing required. LSU and overall GPA of at least 2.50. Open to psychology majors; open to others with permission of instructor. Techniques and logic underlying standard research methodology in psychology, with special emphasis on experimentation, literature research and writing empirical reports.

THese Questions MUST be Answered Compleately and Accurately or Proposal Will Be Returned.
Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (x )
Is this course included in any curricula, concentrations, or minors? Yes (x) No ( ) If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes ( ) No (x) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) No (x)

Justification/Explanation: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

Approvals:
Department Faculty Approval Date: April 24, 2012
Department Chair's Signature: 7/12/12 (Date)
Graduate Dean's Signature: (Date)
College Contact: (Please print name.)
College Contact E-mail: 

College Faculty Approval Date: 9-1-12/12
College Dean's Signature: (Date)
Chair, FS C & C Committee: (Date)
Academic Affairs Approval: (Date)
Introduction to the Psychology Major

This course will be an online course for Psychology majors. It will orient them to the basics of the major, including knowledge about the field of Psychology, career choices, graduate school options, and a curriculum planning section.

PSYC 2005 is modeled after a similar course at the University of Kansas, and we have worked closely with Dr. Paul Atchley, the creator of the course. It has been very successful there, and Dr. Atchley has recently published a peer-reviewed article regarding the outcomes of this course (Atchley, Hooker, Kroska, & Gilmour, 2012). See (Attached)

Our majors are required to take PSYC 2000, Introduction to Psychology, as well as PSYC 2017, Research Methods in Psychology. The prerequisite for PSYC 2005 will be either credit in PSYC 2000 or concurrent enrollment. Additionally, PSYC 2005 will be a prerequisite for PSYC 2017. This path will ensure that PSYC majors are taking the required courses in a timely fashion, and that they are taking PSYC 2005 relatively early in their undergraduate career. PSYC 2017 is critical in the 5th semester for our majors, so we are placing PSYC 2005 in the sophomore year.

Final exam: Given the adaptive nature of this course, content is “unlocked” only as a student progresses successfully through the material. For example, a student must first complete the assignments and work related to the first section of the course, and pass Quiz 1. At this time, additional content will be available to the student, and upon successful completion of Quiz 2, they will be able to move forward, and so forth. The culmination of the course is a final post-test that will be completed once a student has successfully completed all other elements of the course.

We are currently submitting Forms A (Request for Addition of a New Course), C (Request for Changing an Existing Course), and D (Request for Adding, Changing, Suspending, or Dropping and Undergraduate Curriculum) to create PSYC 2005, to add PSYC 2005 as a prerequisite for PSYC 2017, and to change the curriculum to include these changes, as well as the modification to the foreign language hours in the freshman year.

References:

Psychology Courses
The Department of Psychology requires a minimum GPA of 2.50 (LSU and overall) to declare the major. Additionally, some courses have a prerequisite GPA minimum of 2.50. These courses are indicated below with an asterisk (*).

I. Basic Courses (Required of all majors)
   - PSYC 2000 (Introduction), or PSYC 2001 (Honors Introduction)
   - PSYC 2005 (Introduction to the Psychology Major)
   - PSYC 2017* (Experimental)
   - PSYC 4008* (History)
   - EXST 2201 (Statistics) (MATH 1021 or equivalent is prerequisite)

II. Core Areas (must take 1 course in 4 of these areas)

Advanced Methods:
   - 3020 (Tests & Measurements)
   - 4111 (Intermediate Statistics)

Biological Basis:
   - 4031 (Sensory & Perceptual Processes)
   - 4034 (Physiological)
   - 4035 (Drugs & Behavior)
   - 4037 (Neuropharmacology)

Learning & Cognition:
   - 4030 (Thinking and Decision Making)
   - 4032 (Learning)
   - 4033 (Memory)
Developmental Processes:

- 4036 (Comparative)
- 4070 (Developmental)
- 4072 (Adulthood & Aging)
- 4176 (Advanced Child)

Applied/Social:

- 3050 (Introduction to Industrial/Organizational)
- 3083 (Counseling)
- 3140 (Advanced Social)
- 4080 (Applied Behavior Analysis)

III. Electives (Must complete 6 hours)

Choose additional courses from Section II about (Core Areas) or from the following courses:

- 2040 (Social)
- 3030 (Cognitive)
- 3081 (Personality)
- 3082 (Abnormal)
- 4039 (Madness & Medicine)
- 4040 (Sexuality)

IV. Exclusions

The following courses will not count toward the 32 hours required in the major, but are permissible electives.

- 2004 (Adjustment)
- 2060 (Educational)
- 2070 (Developmental)
- 2076 (Child)
• 2078 (Adolescent)

2999* (Undergraduate Practicum)

4999* (Independent Reading & Research)

Students choosing the Honors option will enroll in 3 to 6 hours of 4999, in addition to the 32 hours required in the major.
REQUEST FOR DROPPING A COURSE

Department Chemical Engineering                                      Date 8/7/12
College Engineering

Course rubric & no. CHE 2160                             Title Computer Technology for Chemical Engineering Systems
Semester hours of credit: 1

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.
Has this drop been discussed with and approved by all departments/colleges affected? Yes (x) No ( ) N/A ( )
This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)

Is this course a prerequisite or corequisite for any other courses? Yes (x) No ( )
If answer to above is yes, please list courses by rubric and course number.
(If additional space is needed, please attach a separate piece of paper.)

Rubric CHE Course # 2176                                    Rubric Course #
Rubric Course #                                               Rubric Course #

Is this course on the general education list? Yes ( ) No ( )
If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:
Effective s3/2013, this class will be dropped and replaced with a 2 credit hour class, ChE 2162, Introduction to computer modeling and simulation. This is done as part of the changes in the curriculum motivated by the change from 132 hours to 128 hours.

APPROVALS:
Department Faculty Approval Date 16/9/2011
Department Chair’s Signature 9/13/12
Graduate Dean’s Signature  (Date)
College Contact:

College Faculty Approval Date 9/5/12
College Dean’s Signature  8/14/12
Chair, FS C & C Committee  (Date)
College Contact E-mail:

Academic Affairs Approval  9/20/12
(Date)