Request for CHANGING an Existing Course

Department: Human Ecology
Course Rubric and #: HUEC 4021
College: Agriculture
Date: 04/19/13

Present Course Description

Title: Contemporary Topics in Nutrition

Semester Hours of Credit: 

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

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 ___ LAB ___ SEM ___ REC ___ RES/ IND ___ CLIN/ PRACT ___

Total Weekly Contact Hours: ___

Grading System: Letter Grade ___ Pass/Fail ___

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
Prereq.: HUEC 3115 and permission of department. May be taken for a max. of 2 hrs. credit when topics vary. Oral presentations of independent library or other research on selected contemporary issues in food, nutrition, dietetics or food systems.

Proposed Course Description

Title: Contemporary Topics in Nutrition

Short Title: Topics in Nutrition

Semester Hours of Credit: 

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

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 ___ LAB ___ SEM ___ REC ___ RES/ IND ___ CLIN/ PRACT ___

Total Weekly Contact Hours: ___

Grading System: Letter Grade ___ Pass/Fail ___

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
Prereq.: BIOL 2083 or 4087 and credit or registration in HUEC 3116 and permission of department. May be taken for a max. of 2 hrs. credit when topics vary. Oral presentations of independent library or other research on selected contemporary issues in food, nutrition, dietetics or food systems.

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 ( )
If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes ( ) No ( )
If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) 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: 4/30/2013
Department Chair's Signature: 

Graduate Dean's Signature: 

College Faculty Approval Date: 9/5/13
College Dean's Signature: 

Chair, FS C & C Committee: 

Academic Affairs Approval: 

College Contact: jshrew @isu.edu
(Please print name.)

College Contact E-mail: jshrew @isu.edu
(Please print name.)
This course is required for three of the four concentrations in the Nutrition and Food Sciences curriculum: Dietetics, Nutritional Sciences/Pre-Medical, and Nutrition, Health, & Society.

Justification: Although the pre-requisites for this course were just changed; it was discovered that an error had been made. In the new curriculum (instituted in the 1S13 semester) a new concentration was introduced into Nutritional Sciences. The new concentration is required to take HUEC 4021, but does not take HUEC 3115. Therefore, courses that students in all three concentrations in Nutrition and Food Sciences are required to take were included in the pre-requisites. The original idea was be sure that students would have an adequate number of nutrition courses prior to taking this seminar, and the new set of pre-requisites assures this.
Request for CHANGING an Existing Course

Department: Marketing  
Course Rubric and #: MKT 4445  
College: Business  
Date: 8/26/2013

Present Course Description
Title: Internship in Marketing

Semester Hours of Credit: 1-6
If combination course type, # hrs. of credit for lecture: lab/sem
Repeat Credit Max (if repeatable): 6
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 ___ LAB ___ SEM ___ REC ___ RES/IND ___ CLIN/ PRACT __
Total Weekly Contact Hours: ______
Grading System: Letter Grade _____ Pass/Fail _X_

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog.
MKT 4445 Internship in Marketing (1-6) Prereq.: senior standing or consent of instructor. Pass-fail grading. May be repeated for a max. of 6 sem. hrs. credit. Primarily for seniors in marketing. On-the-job experience in approved marketing positions.

Proposed Course Description
Title
Short Title: INTERNSHIP IN MKT
Semester Hours of Credit: 1-6
If combination course type, # hrs. of credit for lecture: lab/sem
Repeat Credit Max (if repeatable) 6
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 ___ LAB ___ SEM ___ REC ___ RES/IND ___ CLIN/ PRACT __
Total Weekly Contact Hours: ______
Grading System: Letter Grade _____ Pass/Fail _X_

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog.
MKT 4445 Internship in Marketing (1-6) Prereq.: senior standing or permission of department. Pass-fail grading. May be repeated for a max. of 6 sem. hrs. credit. Primarily for seniors in marketing. On-the-job experience in approved marketing positions.

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) 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: 8/26/13  
Department Chair’s Signature: [Signature] 9/13/13
College Faculty Approval Date: 8/26/13  
College Dean’s Signature: [Signature] 9/12/13
Chair, FS C & C Committee: [Signature] 10/7/13

College Contact: ____________________________  
(Please print name.)
College Contact E-mail: _________________________
Academic Affairs Approval: ______________________  
(Date)
DATE: Monday, August 26, 2013

TO: Office of the University Registrar
    Ms. Anna Castrillo

FROM: Karen S Watson
       Administrative Coordinator
       Department of Marketing
       2100A Business Education Complex

The Department of Marketing would like to change the (PI) permission of Instructor code to (PD) permission of department on three courses, MKT 4445, MKT 4477, MKT 7477. The courses may have one to three sections per semester. This change is so the students would have to come to the Department to get a form to be filled out by them with a signature from them and their supervisor or Instructor. Then the Administrator would happily schedule the class for them, permitting they have enough credit hours.

Otherwise with the PI code it is very time consuming by letting the student add themselves and then the Administrator would have to approve the course not knowing who that student is and without paperwork on the student. Also the Internship advisor would not have any idea of whom the student is without the form so grades may be posted.

If we put the course on hold to make the students come to the Department, the Administrator of the Marketing department cannot add them without calling the Registrar’s office to lift the hold on the course. We could have up to 25 students per semester, this would be very time consuming.

Thanks,
Request for CHANGING an Existing Course

Department: Marketing
College: Business
Course Rubric and #: MKT 4477
Date: 8/26/2013

Present Course Description
Title: Independent Study: Advanced Marketing Problems
Semester Hours of Credit: 1-6
If combination course type, # hrs. of credit for lecture: ___________ lab/sem ___________ rec: ___________
Repeat Credit Max (if repeatable): 6 __
Graduate Credit? Yes: ___________ No: ___________
Credit will not be given for this course and: ___________

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC ___________ LAB ___________ SEM ___________ REC ___________ X CLIN/PRAC ___________
Total Weekly Contact Hours: ___________
Grading System: Letter Grade ______ Pass/Fail _____

Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog
MKT 4477 Independent Study: Advanced Marketing Problems (1-6) Pass/fail grading. May be repeated for a max. of 6 sem. hrs. credit. For undergraduate students in the E. J. Ourso College of Business with a GPA of 3.00 or above. Independent research under direction of a faculty member.

Proposed Course Description
Title: Independent Study: Advanced Marketing Problems
Short Title: IND ST DY ADV MKT PB
Semester Hours of Credit: 1-6
If combination course type, # hrs. of credit for lecture: ___________ lab/sem ___________ rec: ___________
Repeat Credit Max (if repeatable): 6 __
Graduate Credit? Yes: ___________ No: ___________
Credit will not be given for this course and: ___________

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC ___________ LAB ___________ SEM ___________ REC ___________ X CLIN/PRAC ___________
Total Weekly Contact Hours: ___________
Grading System: Letter Grade ______ Pass/Fail _____

Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog
MKT 4477 Independent Study: Advanced Marketing Problems (1-6) Prereq.: permission of department. Pass-fail grading. May be repeated for a max. of 6 sem. hrs. credit. For undergraduate students in the E. J. Ourso College of Business with a GPA of 3.00 or above. Independent research under direction of a faculty member.

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) 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: 8/26/13
Department Chair's Signature: [Signature] (Date) 9-13-13
Graduate Dean's Signature: [Signature] (Date)

College Faculty Approval Date: 8/26/13
College Dean’s Signature: [Signature] (Date) 9/17/13
Chair, FS C & C Committee (Date)

Academic Affairs Approval: 10/7/13
LOUISIANA STATE UNIVERSITY  
E. J. OURSO COLLEGE OF BUSINESS  
DEPARTMENT OF MARKETING  
2100 BUSINESS EDUCATION COMPLEX  

DATE: Monday, August 26, 2013  

TO: Office of the University Registrar  
Ms. Anna Castrillo  

FROM: Karen S Watson  
Administrative Coordinator  
Department of Marketing  
2100A Business Education Complex  

The Department of Marketing would like to change the (PI) permission of Instructor code to (PD) permission of department on three courses, MKT 4445, MKT 4477, MKT 7477. The courses may have one to three sections per semester. This change is so the students would have to come to the Department to get a form to be filled out by them with a signature from them and their supervisor or Instructor. Then the Administrator would happily schedule the class for them, permitting they have enough credit hours. Otherwise with the PI code it is very time consuming by letting the student add themselves and then the Administrator would have to approve the course not knowing who that student is and without paperwork on the student. Also the Internship advisor would not have any idea of whom the student is without the form so grades may be posted. If we put the course on hold to make the students come to the Department, the Administrator of the Marketing department cannot add them without calling the Registrar’s office to lift the hold on the course. We could have up to 25 students per semester, this would be very time consuming. Thanks,
Request for CHANGING an Existing Course

Department: Marketing  
Course Rubric and #: MKT 7477  
College: Business  
Date: 8/26/2013

Present Course Description
Title: Seminar in Advanced Marketing Problems

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem/rec: 
Repeat Credit Max (if repeatable): 9
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: LAB: SEM: REC: RES/IND: CLIN/PRAC: 
Total Weekly Contact Hours: 3
Grading System: Letter Grade: X Pass/Fail

Course Description:
MKT 7477 Seminar in Advanced Marketing Problems (3) May be taken for a max. of 9 hrs. of credit.

Proposed Course Description
Title: Seminar in Advanced Marketing Problems

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem/rec: 
Repeat Credit Max (if repeatable): 9
Graduate Credit?: Yes: 
No: 
Credit will not be given for this course and:

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

Course Description:
MKT 7477 Seminar in Advanced Marketing Problems (3) Prereq.: permission of department. May be taken for a max. of 9 hrs. of credit when topics vary.

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) If yes, 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: 8/26/13  
Department Chair's Signature: 
(Date)  
Graduate Dean's Signature: 
(Date)  
College Contact: 
(Please print name.)
College Contact E-mail: 

College Faculty Approval Date: 8/26/13  
Rowe, (CGR)  
(Date)  
College Dean's Signature: 
(Date)  
Chair, FS C & C Committee: 
(Date)  
Academic Affairs Approval Date: 10/7/13  
Academic Affairs Approval: 
(Date)
DATE: Monday, August 26, 2013

TO: Office of the University Registrar
    Ms. Anne Castrillo

FROM: Karen S Watson
    Administrative Coordinator
    Department of Marketing
    2100A Business Education Complex

The Department of Marketing would like to change the (PI) permission of Instructor code to (PD) permission of department on three courses, MKT 4445, MKT 4477, MKT 7477. The courses may have one to three sections per semester. This change is so the students would have to come to the Department to get a form to be filled out by them with a signature from them and their supervisor or Instructor. Then the Administrator would happily schedule the class for them, permitting they have enough credit hours.

Otherwise with the PI code it is very time consuming by letting the student add themselves and then the Administrator would have to approve the course not knowing who that student is and without paperwork on the student. Also the Internship advisor would not have any idea of whom the student is without the form so grades may be posted.

If we put the course on hold to make the students come to the Department, the Administrator of the Marketing department cannot add them without calling the Registrar’s office to lift the hold on the course. We could have up to 25 students per semester, this would be very time consuming.

Thanks,
Request for CHANGING an Existing Course

Department: Experimental Statistics  
Course Rubric and #: EXST 4025  
College: Agriculture  
Date: 5/31/2013

Present Course Description

Title: SAS Programming

Semester Hours of Credit: 3.0

If combination course type, # hrs. of 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

EXST 4025 SAS Programming (3) Su Prereq.: EXST 2201 or equivalent. Reading, processing, manipulating, transforming, and outputting data in various formats; descriptive and summary statistics procedures; subsetting and combining data sets; DO loops and arrays; industry standard programming practices.

Proposed Course Description

Title: SAS Programming

Semester Hours of Credit: 3.0

If combination course type, # hrs. of 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

EXST 4025 SAS Programming (3) Prereq.: EXST 2201 or equivalent. Reading, processing, manipulating, transforming, and outputting data in various formats; descriptive and summary statistics procedures; subsetting and combining data sets; DO loops and arrays; industry standard programming practices.

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 (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 7/17/2013

Department Chair's Signature

Graduate Dean's Signature 9/13/13

College Contact: Jennifer Neal (Please print name.)

College Contact E-mail: jsheaur@isu.edu

College Faculty Approval Date 9/5/13

Kenneth P. Hoese

College Dean's Signature (Date)

Chair, FS C & C Committee

Academic Affairs Approval (Date)

10/17/13
Justification for EXST 4025 Form C

We are only changing when we offer this course. Previously it was only offered during the summer semester. We propose to offer it during the fall, spring, and summer semesters.

This course is included in the following curricula, concentrations, or minors:

Mathematical Statistics Concentration
Request for CHANGING an Existing Course

Department: Agricultural Economics & Agribusiness
College: Agriculture

Course Rubric and #: AGEC 3003
Date: 8/7/13

Present Course Description
Title: Economic Analysis in Agricultural Business

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:

- Lecture: 2
- Lab/sem/ rec: 1

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 2 LAB 2 SEM ___ REC ___ RES/ IND CLIN/ PRACT ___

Total Weekly Contact Hours: 4

Grading System: Letter Grade _X_ Pass/Fail ___

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

3003 Economic Analysis in Agricultural Business (3)
Prereq.: grade of “C” or above in AGEC 2003 and ECON 2030 or ECON 2000 and ECON 2010 or equivalent; MATH 1431.
2 hrs lecture; 2 hrs lab.
Applications of graphical, mathematical and computer-based microeconomic analysis to problems in the production and marketing of food and agricultural products.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY AND 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) If yes, 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: 8/16/2013
Department Chair’s Signature: 8/19/13

Graduate Dean’s Signature: (Date)
College Contact: Jennifer Neal
College Contact E-mail: jshew.1@isu.edu

College Faculty Approval Date: 9/5/13
College Dean’s Signature: (Date)
Chair, FS C & C Committee: (Date)

Academic Affairs Approval: (Date)
Justification: Some students who transfer into the Agricultural Business curriculum, particularly those coming from engineering and other curricula that require more rigorous math, already have credit for MATH 1550. Since it is a higher level course than MATH 1431, the substitution always has been made. Having this clearly stated in the prerequisites for this course clarifies the issue for the student and reduces paperwork associated with transfers.

Courses for which AGEC 3003 is a prerequisite:

- AGEC 4203
- AGEC 4613
- AGEC 4623
Request for CHANGING an Existing Course

Department: Agricultural Economics & Agribusiness
College: Agriculture
Course Rubric and #: AGEC 4273
Present Course Description
Title: Agricultural Price Analysis
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 1 LAB SEM REC RES/ IND CLIN/ PRACT
Total Weekly Contact Hours: _3_ Grading System: Letter Grade __X__ Pass/Fail

4273 Agricultural Price Analysis (3) Prereq.: grade of “C” or above in AGEC 2003 and ECON 2030 or ECON 2000 and ECON 2010 or equivalent; MATH 1431; EXST 2201 or ISDS 2001. Economic processes of price discovery and price determination in agricultural input and output markets; emphasis on methods of price analysis and their application to decision processes; analysis of cyclical, trend and seasonal movements in prices.

Proposed Course Description
Title: Agricultural Price Analysis
Short Title: AGRIC PRICE ANALYSI 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/ PRACT
Total Weekly Contact Hours: _3_ Grading System: Letter Grade __X__ Pass/Fail

4273 Agricultural Price Analysis (3) Prereq.: grade of “C” or above in [AGEC 2003 and ECON 2030] or [ECON 2000 and ECON 2010] or equivalent; MATH 1431 or MATH 1550; EXST 2201 or ISDS 2001. Economic processes of price discovery and price determination in agricultural input and output markets; emphasis on methods of price analysis and their application to decision processes; analysis of cyclical, trend and seasonal movements in prices.

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 ( ) No ( x ) 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: 8/17/2013
Department Chair’s Signature: 8/19/13 (Date)
Graduate Dean’s Signature: 9-13-13
College Contact: Jennifer Neal
(Please print name.)
College Contact E-mail: jsheaw1@sau.edu

College Faculty Approval Date: 9/5/13
College Dean’s Signature: (Date)
Chair, FS C & C Committee: 9/17/13
Academic Affairs Approval: (Date)
Justification: Some students who transfer into the Agricultural Business curriculum, particularly those coming from engineering and other curricula that require more rigorous math, already have credit for Math 1550. Since it is a higher level course than MATH 1431, the substitution always has been made. Having this clearly stated in the prerequisites for this course clarifies the issue for the student and reduces paperwork associated with transfers.
### Request for CHANGING an Existing Course

**Department**: Communication Studies  
**College**: H&SS  
**Course Code**: CMST 2063  
**Date**: 1-23-2013

#### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Argumentation and Debate</th>
</tr>
</thead>
</table>

**Semester Hours of Credit**: 3

- **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**: _3_  
  - **SEM**: _3_  
  - **REC**: _X_  
  - **RES**: _IND_  
  - **CLIN**: _PRACT_

**Total Weekly Contact Hours**: _3_

**Grading System**: Letter Grade _x_ Pass/Fail

#### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Argumentation and Debate</th>
</tr>
</thead>
</table>

**Semester Hours of Credit**: 3

- **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**: _3_  
  - **SEM**: _3_  
  - **REC**: _X_  
  - **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.

**CMST 2063 Argumentation and Debate. (3) Prereq.: CMST 1061 or 2060.** Principles of argumentation and debate; analysis, briefing, evidence, reasoning, and refutation; debating on vital questions.

**CMST 2063 Argumentation and Debate. (3) Principles of argumentation and debate; analysis, briefing, evidence, reasoning, and refutation; debating on vital questions.**

---

**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 ( ) 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 (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**: March 27, 2013
- **Department Chair's Signature**: [Signature]

- **Graduate Dean's Signature**: [Signature] (Date)
- **College Contact**: [Name] (Please print name.)

- **College Contact Email**: [Email]

- **College Faculty Approval Date**: 9-4-13
- **College Dean's Signature**: [Signature] (Date)

- **Chair, FSC & C Committee**: [Signature] (Date)

- **Academic Affairs Approval**: 9/17/13

---

**Effective: 2/5/19**
Is this course included in any curricula, concentrations, or minors? Yes (X) No ( )

B.A., Communication Studies
Minor in Communication Studies

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

CMST 2063 Argumentation and Debate is in the list for General Education Humanities. We notified the Faculty Senate General Education Committee and received the following reply.

From: General Education Committee [mailto:gened@lsu.edu]
Sent: Thursday, March 14, 2013 4:45 PM
To: Renee Edwards
Cc: James L Murphy; Bobby L Matthews; Sandi Guillot; Anna M Castrillo
Subject: FW: CMST 2063

To: Renee Edwards [mailto:edwards@lsu.edu]

The General Education Committee approved your request regarding the removal of the prerequisite for CMST 2063. Please be sure to note on your form that you send to the Courses and Curriculum Committee that CMST 2063 is a General Education course – it was approved on 10/24/2012.

Thank you.

JUSTIFICATION/EXPLANATION:

The purpose of this change is to drop the prerequisite of CMST 1061 or CMST 2060 for this course. The opinion of the instructor who teaches the class, and of faculty in the area, is that the prerequisite is unnecessary. Students permitted to enroll without satisfying the prerequisite have performed as well as other students.
CMST 2063
ARGUMENTATION AND DEBATE
FALL 2013

Lyman D. Hunt, Ph.D.
109a Prescott Hall
578-5989
hunt@lsu.edu

OFFICE HOURS:
M, W, F: 11:30 - 12:20
W: 2:30 - 4:00

"Only an open conflict of ideas and principles can produce any clarity." - Christopher Hitchens

TEXT:

The Course:

CMST 2063 awards General Education Humanities credit because it addresses the achievement of the following General Education Competency:

*LSU graduates will demonstrate an understanding of historical, cultural, and philosophical complexity which supports sophisticated discourse.*

CMST 2063 seeks to develop students' capability to construct, analyze and evaluate the competing claims which characterize civic discourse in a contingent world. In other words, we seek to increase awareness of the methods of interaction demanded by an open society and acquire a wider range of strategies for dealing with the possibilities, pressures, and responsibilities offered therein.

Following Protagoras and Socrates, we hold that the ability to use language to address practical problems while furthering the core values of freedom, self-control, and virtue is a hallmark of liberal education and a required skill for maintenance of a free society. This course is informed by our confidence that an understanding of the basic precepts of argumentation and debate along with their application is fundamental to the maturation of civic merit in the individual as well as society as a whole.

To this end we will seek pragmatic tools for use whenever we find ourselves summoned to the agora. Accordingly, we will mine classical as well as contemporary theory for concepts that can serve as those tools. At the end of the semester we should have access to a range of goal-directed strategies that will hone our critical competence and help everyone construct happier, more productive social lives. In sum, this course is about acquiring a bigger tool box in service of both self and community.

The Rules:

1) Attendance and participation are both essential. You should come to class on time. Tardiness is becoming an increasingly annoying problem. If you are late, enter quietly to minimize the disruption. If you are late on presentation days, wait outside the door to avoid disrupting a presentation in progress. I will take roll. All absences after three will be penalized at the rate of three points each (NOTE: THIS IS A DEDUCTION). If any of these imperatives are beyond your abilities: DROP THE CLASS NOW!

2) All assignments must be completed on time. Late assignments will lose 20% from the earned point total per class period late. Moreover, assignments not completed on time will be dealt with harshly. Due to scheduling problems inherent in this class, I will only entertain late assignments in the most unusual and most extreme circumstances. Mostly, I will not hear them at all. In other words, if you are going to be unable to be prompt: DROP THE CLASS NOW!

3) Make-up work is your responsibility. If you fail to make arrangements with me to make up a missed assignment for which you have a documented excuse (see attendance above) within 24 hours of the assignment's due date you will receive a zero. I will not repeat lecture material -- see a classmate for missed notes.

4) You will be responsible for all material in the book, manual, and lectures. Additionally, mastery of in-class assignments alone will not result in a top course grade. One must also demonstrate a superior appreciation for the body of theory that undergirds practice. If you feel that too much weight is placed on the exams; DROP THE CLASS NOW!

5) If you are taking this class under the illusion that it is an easy class; DROP THE CLASS NOW! NEVER approach me and
say something like “I really need an A in this class because of my scholarship and my other classes are really hard and . . . .” This IS a hard class – in many ways much harder than a subject that provides tight formulas for which there are objectively correct answers. There will be NO extra credit.

6) ALWAYS REMEMBER: YOUR LACK OF PREPAREDNESS, YOUR PERSONAL PROBLEMS, AND YOUR SCHOLARSHIP ARE YOUR RESPONSIBILITY AND YOURS ALONE. NONE CONSTITUTE A CRISIS FOR ME. MY OBLIGATION IS TO THE STUDENTS WHO ARE HERE, PREPARED, AND MOTIVATED. I REFUSE TO DIMINISH THEIR EDUCATIONAL EXPERIENCE IN ORDER TO ACCOMMODATE THE LOWEST COMMON DENOMINATOR.

The Assignments:

With the exception of exams, assignments will mainly be presented in class, many with a group component. There will be four “informal assignments,” two “formal assignments,” and two exams. The informal and formal assignments are included in the course manual, but will be modified for class presentation. I will discuss the particulars of each assignment before it is due. The Mid-Term will consist of multiple choice questions and focus on understanding of the vocabulary of argumentation. The Final will include a similar component along with an essay element which will allow you to reflect on a core principle from the course as a whole.

Attendance is critical here (see the policy on attendance above in the Rules section).

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA 1 (Free Speech Scavenger Hunt*)</td>
<td>75</td>
</tr>
<tr>
<td>IA 2 (Arresting Images)</td>
<td>75</td>
</tr>
<tr>
<td>IA 3 (If the Glove Does Not Fit*)</td>
<td>75</td>
</tr>
<tr>
<td>IA 4 (Preparatory Debates*)</td>
<td>75</td>
</tr>
<tr>
<td>FA 1 (Multi Genre/Media Argument)</td>
<td>150</td>
</tr>
<tr>
<td>FA 2 (Formal Debate*)</td>
<td>200</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>*Group Assignment</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

The Grading Scale and Rationale:

<table>
<thead>
<tr>
<th>%</th>
<th>POINTS</th>
<th>LETTER</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>≥900</td>
<td>A</td>
<td>Comprehensive mastery of subject matter.</td>
</tr>
<tr>
<td>80</td>
<td>800-899</td>
<td>B</td>
<td>Superior grasp of subject matter.</td>
</tr>
<tr>
<td>70</td>
<td>700-799</td>
<td>C</td>
<td>Typical grasp of subject matter.</td>
</tr>
<tr>
<td>60</td>
<td>600-699</td>
<td>D</td>
<td>Vague grasp of subject matter.</td>
</tr>
<tr>
<td>≤599</td>
<td></td>
<td>F</td>
<td>No grasp of subject matter and/or missing assignments and/or lack of effort.</td>
</tr>
</tbody>
</table>

IMPORTANT NOTE:

The Americans with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations can be arranged. After you receive your accommodation letter, you must meet with me to discuss the provisions of those accommodations.

THE SCHEDULE (tentative)

WEEK 1
WEEK 2  Basics of Argumentation: C.2  
Manual Section One, ctd.

WEEK 3  Propositions: C.3  
IA 1

WEEK 4  Propositions, ctd.: C.4

WEEK 5  Propositions, ctd  
IA 2

WEEK 6  Reasoning and the Toulmin Model: C.5  
Manual Section Two: Modern Models for Arg.

WEEK 7  Evidence and Proof: C.6  
IA 3

WEEK 8  Forms of Argument: C.7  
*MID-TERM EXAM*

WEEK 9  Fallacies: C.8

WEEK 10  IA 4: Appendix A  
Manual Section 3: A Focus on Debate Application

WEEK 11  Fact: C.9

WEEK 12  Value: C.10  
FA 1

WEEK 13  Policy: C.11

WEEK 14  FA 2

WEEK 15  FA 2

WEEK 16  Final Exam*

*University policy requires that this exam be given during the scheduled final exam period. Keep this imperative in mind when scheduling end-of-semester plans.
# Request for CHANGING an Existing Course

**Department**: Geography and Anthropology  
**College**: Humanities and Social Sciences  
**Course Rubric and #**: ANTH 4083  
**Date**: 3/19/13

### Present Course Description

**Title**: Quaternary Palaeoecology

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

**Contact Hours Per Week (from ACM)**: 3  
LEC __ LAB __ SEM __ 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

ANTH 4083 Quaternary Palaeoecology (3) See Geog 4083.

### Proposed Course Description

**Title**: Environmental change of the Ice Age

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

**Contact Hours Per Week**:

<table>
<thead>
<tr>
<th>LEC</th>
<th>LAB</th>
<th>SEM</th>
<th>RES/IND</th>
<th>CLIN/PRACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

ANTH 4083 Environmental change of the Ice Age (3) See Geog 4083.

---

**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 (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**: 5/3/2013  
**College Faculty Approval Date**: 9/4/13

**Department Chair's Signature**:  
**Date**: 7/11/13

**College Dean's Signature**:  
**Date**: 9/5/13

**Graduate Dean's Signature**:  
**Date**: 9/17/13

**Chair, FS C & C Committee**:  
**Date**: 10/7/13

**Academic Affairs Approval**:  
**Date**:
Justification

The proposed change of the title to "Environmental Change of the Ice Age" reflects a more descriptive and common language title to attract students not familiar with geological periods such as Quaternary. The intent of the title change is to encourage more students to enroll in ANTH 4083 as part of their course work.
This course is an option for the ANTH minor and ANTH BA.
# Request for CHANGING an Existing Course

## Present Course Description

**Title:** Quaternary Paleoecology  
**Semester Hours of Credit:** 3  
**Contact Hours Per Week (from ACM):** LEC 3  

### Course Description:
GEOG 4083 Quaternary Paleoecology (3) Prereq.: GEOG 2050 and GEOG 2051 or GEOL 1001 and 1003 or consent of the instructor. Also offered as ANTH 4083. Theory of climatic variability on orbital to inter-annual time scales and the methods of reconstructing ecological and climatic variability with biological, geological and historical archives.

## Proposed Course Description

**Title:** Environmental Change of the Ice Age  
**Semester Hours of Credit:** 3  
**Contact Hours Per Week:** LEC 3  

### Course Description:
GEOG 4083 Environmental Change of the Ice Age (3) Prereq.: GEOG 2050 and GEOG 2051 or GEOL 1001 and 1003 or consent of the instructor. Also offered as ANTH 4083. Theory of climatic variability on orbital to inter-annual time scales and the methods of reconstructing ecological and climatic variability with biological, geological and historical archives.

---

**JUSTIFICATION/EXPLANATION:** Use separate sheet.

---

**APPROVALS:**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/3/13</td>
<td>9/4/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair's Signature</th>
<th>College Dean's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/19/13</td>
<td>9/5/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean's Signature</th>
<th>Chair, FSC C &amp; C Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13/13</td>
<td>9/17/13</td>
</tr>
</tbody>
</table>

**Academic Affairs Approval**

(Date)
Justification

The proposed change of the title to "Environmental Change of the Ice Age" reflects a more descriptive and common language title to attract students not familiar with geological periods such as Quaternary. The intent of the title change is to encourage more students to enroll in GEOG 4083 as part of their course work.
This course is an option for the GEOG minor, GEOG BA, and GEOG BS.
Request for CHANGING an Existing Course

Department: Geography and Anthropology
College: Humanities and Social Sciences
Course Rubric and #: GEOG 4998
Date: 3/1/13

Present Course Description
Title: Independent Reading and Research in Geography

Semester Hours of Credit: 1-6
If lecture/lab, # hrs. of credit for lecture: ___ lab: ___
Repeat Credit Max (if repeatable): ___
Graduate Credit? Yes: ___ No: ___
Credit will not be given for this course and: GEOG 4999

Contact Hours Per Week (from ACM): 4
LEC ___ LAB ___ SEM ___ RES/IND ___ CLIN/PRACT ___
Total Weekly Contact Hours: 1-6
Grading System: Letter Grade ___ Pass/Fail ___

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
4998 Independent Reading and Research in Geography (1-6) Permission of instructor. May be repeated for credit. An Honors course, GEOG 4999, is also available. Credit will not be given for this course and Geog 4999. Supervised reading or research on topics selected by qualified advanced students.

Proposed Course Description
Title: Independent Study and Research in Geography
Short Title: INDPNT STUDY & RES

Semester Hours of Credit: 1-6
If lecture/lab, # hrs. of credit for lecture: ___ lab: ___
Repeat Credit Max (if repeatable): 9
Graduate Credit? Yes: ___ No: ___
Credit will not be given for this course and: GEOG 4999

Contact Hours Per Week:
LEC ___ LAB ___ SEM ___ RES/IND ___ CLIN/PRACT ___
Total Weekly Contact Hours: 1-6
Grading System: Letter Grade ___ Pass/Fail ___

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
4998 Independent Study and Research in Geography (1-6) Prereq: written consent of instructor. May be taken for a max. of 9 sem. hrs. An honors course, GEOG 4999, is also available. Credit will not be given for this course and Geog 4999. Supervised study or research on topics selected by qualified advanced students.

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 ( ) 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: 5/3/2013

Department Chair’s Signature: ___
(Date) ___

Graduate Dean’s Signature: ___
(Date) ___

College Faculty Approval Date: 9-4-13

College Dean’s Signature: ___
(Date) ___

Chair, FS C & C Committee: ___
(Date) ___

Academic Affairs Approval: ___
(Date) ___
Justification

The proposed change of the title to "Independent Study and Research in Geography" reflects a wider scope of possible independent study program students may undertake in the Department of Geography and Anthropology to include laboratory projects as well as independent reading. The intent of the title change is to encourage more students to enroll in independent study as part of their course work.

Add the limit of a maximum of 9 semester hours, similar to ANTH 4998, to limit students from enrolling for more than 9 hours of independent study. Other department place limits on similar undergraduate courses that vary between 4 to 9 credit hours.
This course is an option for the GEOG minor and GEOG BA.
Request for CHANGING an Existing Course

Department: English
Course Code: ENGL 4304

College: H&SS
Date: 4/10/13

Present Course Description
Title: Capstone Seminar in Writing and Culture

Semester Hours of Credit: 3.0

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 LAB rec Clini/ 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

4304 Capstone Seminar in Writing and Culture (3)
Prep.: for English Majors with 92 total credit hrs. and 27 hrs. in English beyond ENGL 2000, including three hours from ENGL 3024 or 3084 or 3384 or permission of instructor. Advanced seminar in which students consolidate their knowledge in English and obtain a perspective on the significance of that knowledge. Independent research project. Course topics will vary.

Proposed Course Description
Title: Capstone Seminar in Rhetoric, Writing and Culture

Semester Hours of Credit: 3.0

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 LAB rec Clini/ 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

4304 Capstone Seminar in Rhetoric, Writing and Culture (3)
Prep.: for English Majors with 92 total credit hrs. and 27 hrs. in English beyond ENGL 2000, including three hours from ENGL 3024 or 3084 or 3384 or permission of instructor. Advanced seminar in which students consolidate their knowledge in English and obtain a perspective on the significance of that knowledge. Independent research project. Course topics will vary.

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 ( X ) 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: 4/10/13

Department Chair's Signature: (Date)

Graduate Dean's Signature: (Date)

College Contact: Tianna Powers
(Please print name.)

College Contact E-mail: tpowers@isu.edu

College Faculty Approval Date: 9/4/13

College Dean's Signature: (Date)

Chair, FS C & C Committee: (Date)

Academic Affairs Approval: 10/17/13

(Date)
Justification for Proposed Change in the name of the Writing and Culture Concentration of the B.A. in English to ‘Rhetoric, Writing and Culture’

Courses in this concentration, and the scholarship which underlies them, employ a range of disciplinary and theoretical models to study language, literacy, and representation in their social and cultural contexts, through history and across modes of communication. Building on work from Aristotle to the present day, scholars and students in these fields view language as a dynamic force in cultural formation, representation, and interpretation. Participants in this multidisciplinary project in the English Department are drawn from fields such as linguistics, literary studies, folklore, gender studies, film and digital media, and the teaching of writing.

Rhetoric is central to these endeavors, and several of our faculty teaching for this concentration identify themselves primarily as specialists in rhetorical theory. The role of rhetorical studies as a unifying theme in teaching and research for this concentration has been longstanding, but has become increasingly apparent in recent years, even apart from the fact that that role has itself increased in scope within the concentration.

The faculty in this concentration have come to realize that the scope of rhetorical studies in the concentration is so great that it should be reflected in the title of the concentration. The English Department faculty as a whole agree, and approved the change on 4/10/13.

This concentration was originally designed to unite all topic areas dealt with in our undergraduate program which do not pertain primarily to Creative Writing, Literature, or English Secondary Education. The name ‘Writing and Culture’ was given to reflect the focus on composition studies and the interpretation of language in cultural contexts. The addition of ‘Rhetoric’ broadens that not only by including the study of rhetoric. It evokes visual rhetoric, thus bringing in digital and film media, and it evokes forms of language in oral folklore, and the study of language more broadly outside of the composition and interpretation of literary texts.

The English Department recognizes that rhetoric is a concern of Communication Studies, Classical Studies, Linguistics, and Philosophy, as well as other language departments. The Writing and Culture curriculum of the English BA does not duplicate BA programs in any of these units, and the title ‘Rhetoric, Writing and Culture’ does not verge on the title of any of their concentrations.

Other Departments or Curricula Affected: NONE.
REQUEST TO RENUMBER A COURSE OR CHANGE RUBRIC

Department: Schools of Education and Social Work          Date: 01/25/13
College: Human Sciences and Education
Theories in Family Science
Course Title: HUEC 7057
CURRENT course rubric & no. CFS 7057
PROPOSED course rubric & no. 

List all pages in the LSU General Catalog where the course appears: (attach extra sheets if necessary)
p. 277

NOTES:
* This form may only be used to change a course number and/or rubric.
* New course numbers cannot have been used for any other course during the previous 10 years.
* The first digit of a course number may not be changed. For example, a 4000-level course cannot be given a number at any level other than the 4000-level.
* This form CANNOT be used to make changes to course titles, descriptions, contact or credit hours, prerequisites, or any other substantive characteristics of a course.
* This form authorizes the replacement of the old course rubric and number with the new course rubric and number wherever the old rubric/number appears, including all:
  Course descriptions (prerequisites, co-requisites, cross-listings, etc.)
  Curricula, descriptions of curricula and degree audits.
  Concentrations, descriptions of concentrations and degree audits.
  Minors, descriptions of minors and degree audits.
  The General Education course list.

ATTACH JUSTIFICATION FOR REQUEST TO CHANGE COURSE NUMBER AND/OR RUBRIC

APPROVALS:

Department Faculty Approval Date 10/12/2012
Emile Cheeks
Department Chair's Signature (Date)

College Faculty Approval Date 5-1-13
Victor J. Hopson
College Dean’s Signature (Date)

Graduate Dean’s Signature (for 4000 level and above) 9/17/13

College Contact: Casey Bennett (Please print name.)
College Contact E-mail: cbenne5@lsu.edu

Academic Affairs Approval 10/7/13
JUSTIFICATION:

The PhD program that requires this course has been removed from Human Ecology and merged with Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.
Casey H Bennett

From: Michael F Burnett
Sent: Tuesday, April 30, 2013 12:07 PM
To: Casey H Bennett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: RE: Rubric Changes for HUEC courses

Casey,

Yes, this is accurate.

Thanks for your work on this and other issues.

Mike Burnett

From: Casey H Bennett
Sent: Tuesday, April 30, 2013 9:26 AM
To: Michael F Burnett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: Rubric Changes for HUEC courses
Importance: High

Good morning Dr. Burnett. I have received requests to change rubrics from HUEC to EDCI/CFS on the following courses:

HUEC 7051
HUEC 7052
HUEC 7055
HUEC 7056
HUEC 7057

The justification for these changes has been stated as:
The PhD program that requires these courses has been removed from Human Ecology and merged with the School of Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.

Is this justification accurate? Thank you, cb

Warmest regards,
Casey
Request for CHANGING an Existing Course

Department: Social Work
Course Rubric and #; CFS 7057
College: HSE
Date: 5-7-2013

Present Course Description
Title: Theories in Family Science

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 ___ 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:
7057 Theories in Family Science (3) Historical and contemporary theories and conceptual frameworks in family science.

Proposed Course Description
Title: Theories in Family Science
Short Title: THEORIES F MLY S C I E N
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: EDCI 7057
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC ___ 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:
7057 Theories in Family Science (3) Also offered as EDCI 7057. Historical and contemporary theories and conceptual frameworks in family science.
Credit will not be given for both this course and EDCI 7057.

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 ( ) No (X) 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: 10-12-2012
Department Chair's Signature: ____________________________ (Date) 9-13-13
Graduate Dean's Signature: ____________________________ (Date)
College Contact: Casey Bennett ____________________________ (Please print name.)
College Contact E-mail: cbenne5@lsu.edu
College Faculty Approval Date: 5-1-2013
College Dean's Signature: ____________________________ (Date) 9/17/13
Chair, FS C & C Committee: ____________________________ (Date)
Academic Affairs Approval: ____________________________ (Date)
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as EDCI 7057.
CFS 7057: THEORIES IN FAMILY SCIENCE

Instructor: Dr. Loren Marks
341 Human Ecology Building
Telephone: (225)578-2405 E-mail: lorem@lsu.edu
Office Hours: Monday 11-1 or by appointment

Course Description: CFS 7057 Theories of Family Science (3 Credits): “Historical and contemporary theories and conceptual frameworks in family science.” (LSU Catalog)

Objectives: At the end of this course, students will have:
1. developed the ability to explain and apply a variety of theories of individual and family development;
2. increased critical thinking skills and be able to identify strengths and weaknesses of different theoretical approaches; [objectives 1 & 2 will be assessed on a closed book final exam], and
3. prepare a literature review of dominant theories relating to their selected topic of interest [graded on a 30 point scale].

Teaching Philosophy:
First: As this is an upper-level graduate course, I see my role primarily as the organizer and facilitator of the course. I will not be an instructor in the traditional sense of the word. The task of teaching (and learning) will be a joint one that I hope we will all take very seriously. You should come every week prepared to both teach and learn.
Second: Often in graduate courses, thinking is emphasized while personal practice and application is almost never mentioned or considered. I challenge each member of the class to dispel this notion and to keep an eye open for the best of what family research has discovered and then seek to put this knowledge to pragmatic use. We should not only be developing a scholarly awareness, we should become better family members as a result of this course. I embrace this challenge, please consider it.

Course Requirements:
Class Participation (15 points / 15% of final grade): In a graduate level course, your active participation is required every class period for a successful learning experience. Active participation means that you have read assignments in their entirety and have a written list (at least in outline form) of five comments (criticisms, questions, extensions, insights, etc.) that are drawn from the readings. These comments will form the backbone of class discussion and are the basis of your participation grade for the course.

As you prepare your comments, some questions that prompt critical thinking include:
1. What did you learn? How can we APPLY this knowledge?
2. What theory or theories seem to undergird this book/article?
3. What are the strengths and limitations of the spotlighted theory?
4. What are the strengths and limitations of the book/article overall?
5. What do you agree with or disagree with and Why?
6. How does the reading compare/contrast with other readings, what you already know, and/or conventional wisdom?

(ARTS) Article Review w/Theory Summaries (2 x 5 = 10 points / 10% of final grade): There will be two article summaries due in this class as noted on the Class Schedule. You will select two articles/chapters relating to or heavily incorporating theory from the sources listed below. You will then prepare a brief overview (one page maximum, single-spaced, 12-point font) of each of the articles and their critical points. You will prepare hard copies of these summaries for your classmates and give a TWO minute presentation (please do not take longer...short and sweet).

Possible sources from which to draw your Articles/Chapters:
- Sourcebook of Family Theory and Research (2005)
- Other sources need to be approved by Dr. Marks

Book Summary (10 points / 10% of final grade): There will be one book summary due in this class as noted on the Class Schedule. You will prepare a brief (one page maximum, single-spaced, 12-point font) explanation of the data collection/analysis/presentation of the researcher but your focus will be on the theoretical perspective(s) the researcher utilizes. You will prepare hard copies of this summary for your classmates and give a TWO minute presentation (please do not take longer...short and sweet) comparing and contrasting the book with other materials we have covered in class.

Examination (25 points / 25% of final grade): There is one examination in this class. It will be a closed-book, essay-type final. The exam will be designed to serve as a preparation for comprehensive exams so the requirements will differ for M.S. and Ph.D. students and will be explained in more detail later.
Theory Review Paper (30 points / 30% of final grade) and Presentation (10 points / 10%): Each student will prepare a review of the research on a family-related topic. The review is worth 30 points and the accompanying 12 minute oral presentation (no longer...as practice for professional conferences where this is the standard allotted time) is worth 10 points. APA style (5th ed.) is required. The basic steps of this assignment are:

1. Select a substantive family-related issue or topic.
2. Identify relevant references and obtain or photocopy them.
3. Read your resources carefully, identifying key themes and issues
4. Write a report that includes:
   Part A: Introduction (including a statement of the problem and objectives),
   Part B: Findings (may include tables, figures, or models),
   Part C: Conclusions and Implications.

Grading and Evaluation:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15</td>
</tr>
<tr>
<td>Article Review &amp; Theo. Sum (2x5)</td>
<td>10</td>
</tr>
<tr>
<td>Book Summary and Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Theory Review Paper</td>
<td>30</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25</td>
</tr>
</tbody>
</table>

100 Points Total

Grading Scale:
A=95-100%; B=85-94%; C=75-84%

Required Texts:


Tentative Class Schedule:

Jan 20: Ingoldsby et al. (Intro, Ch. 1, Ch. 2); Miller (Piaget)

Jan 27: Ingoldsby et al. (Ch. 3, Ch. 4); Miller (Social Learning)

Feb 3: Article Review and Theory Summaries; Ingoldsby et al. (Ch. 5, Ch. 6); Miller (Vygotsky)

Feb 10: Ingoldsby et al. (Ch. 7, Ch. 8, Ch. 9); Miller (Ethiological)

Feb 17: Miller (Freud and Erikson); The Life Cycle Completed (Ioan and Erik Erikson)

Feb 24: Ambiguous Loss (Boss)

Mar 3: In a Different Voice (Gilligan)

Mar 10: Gilligan (cont.); begin with Man’s Search for Meaning (Frankl)

Mar 17: Frankl (cont.)

Mar 24: Putting Family First (Doherty & Carlson)

Mar 31: Number Our Days (Myerhoff); Book Summaries

April 7: Spring Break

April 14: Myerhoff (cont.); Book Summaries (cont.)

April 21: TBA (Burr’s recent work?)

April 28: Theory Review Papers due; Theory Review Presentations

May 5: Theory Review Presentations; Course Summary and Wrap-Up
   (Final Exam Questions handed out)

Final: TBA (***)
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
Human Sciences and Education

Date: 5-7-2013

Collage: ________________________________

PROPOSED COURSE
Short Title: THEORIES IN FAMILY SCIENCE
Rubric & No.: EDCI 7057
Title: THEORIES IN FAMILY SCIENCE

COURSE CREDIT
Graduate Credit: X YES ___ NO
Semester Hours of Credit: 3
(For combination course types only: 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: CFS 7057
(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
(Indicate hours in the appropriate course type)

___ LEC/REC ___ LEC/SEM ___ LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/IND
Maximum enrollment per section: 20
(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)
EDCI 7057 (3) See CFS 7057.

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 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 10/12/2012
College Faculty Approval 5-1-2013

Earl Cheley, 9/3/13
College Dean's Signature

Carri Bye 9-13-13
Graduate Dean's Signature (for 4000 level and above)

College Contact: Casev Bennett
(Please print name.)
College Contact E-mail: cbenne5@lsu.edu

T. J. Moore 9/17/13
Academic Affairs Approval (date)
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as CFS 7057.
REQUEST TO RENUMBER A COURSE OR CHANGE RUBRIC

Department: Schools of Education and Social Work Date: 01/25/13
College: Human Sciences and Education
Theories of Child Development

Course Title: HUEC 7056

CURRENT course rubric & no. /CFS 7056

PROPOSED course rubric & no. 

List all pages in the LSU General Catalog where the course appears: (attach extra sheets if necessary)
p. 277

NOTES:
* This form may only be used to change a course number and/or rubric.
* New course numbers cannot have been used for any other course during the previous 10 years.
* The first digit of a course number may not be changed. For example, a 4000-level course cannot be given a number at any level other than the 4000-level.
* This form CANNOT be used to make changes to course titles, descriptions, contact or credit hours, prerequisites, or any other substantive characteristics of a course.
* This form authorizes the replacement of the old course rubric and number with the new course rubric and number wherever the old rubric/number appears, including all:
  Course descriptions (prerequisites, co-requisites, cross-listings, etc.)
  Curricula, descriptions of curricula and degree audits.
  Concentrations, descriptions of concentrations and degree audits.
  Minors, descriptions of minors and degree audits.
  The General Education course list.

ATTACH JUSTIFICATION FOR REQUEST TO CHANGE COURSE NUMBER AND/OR RUBRIC

APPROVALS:

Department Faculty Approval Date 10/12/2012

Emel Chachwa                      (Date)
Department Chair’s Signature

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

College Faculty Approval Date 5-1-13

Laura C. Lindsey                  (Date)
College Dean’s Signature

Chair, FS C & C Committee (Date)

College Contact: Casey Bennett (Please print name.)
cbenne5@lsu.edu

College Contact E-mail: __________________________

Academic Affairs Approval (Date)
JUSTIFICATION:

The PhD program that requires this course has been removed from Human Ecology and merged with Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.
Casey H Bennett

From: Michael F Burnett
Sent: Tuesday, April 30, 2013 12:07 PM
To: Casey H Bennett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: RE: Rubric Changes for HUEC courses

Casey,

Yes, this is accurate.

Thanks for your work on this and other issues.

Mike Burnett

From: Casey H Bennett
Sent: Tuesday, April 30, 2013 9:26 AM
To: Michael F Burnett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: Rubric Changes for HUEC courses
Importance: High

Good morning Dr. Burnett. I have received requests to change rubrics from HUEC to EDCI/CFS on the following courses:

HUEC 7051
HUEC 7052
HUEC 7055
HUEC 7056
HUEC 7057

The justification for these changes has been stated as:
The PhD program that requires these courses has been removed from Human Ecology and merged with the School of Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.

Is this justification accurate? Thank you, cb

Warmest regards,
Casey

1
Request for CHANGING an Existing Course

Department: Social Work
Course Rubric and #: CFS 7056

Present Course Description
Title: Theories in Child Development

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: ___/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 ___ LAB ___ SEM ___ REC ___ RES/ IND ___ CLIN/ PRACT ___

Total Weekly Contact Hours: ___
Grading System: Letter Grade: X Pass/Fail __

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

7056 Theories of Child Development (3) Research and theory in child development; relation to the major domains in the child's ecology-child development, the family, services and the environment.

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 ( ) No (X) 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: 10-12-2012
Department Chair's Signature: [Signature] (Date): 9-17-13
Graduate Dean's Signature: [Signature] (Date): 9-17-13
College Contact: Casey Bennett
(Please print name.)
College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval Date: 5-1-2013
College Dean's Signature: [Signature] (Date): 9-17-13
Chair, FS C & C Committee: [Signature] (Date): 10-7-13
Academic Affairs Approval: (Date)
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as EDCI 7056.
CFS 7056: Theories of Child Development

Dr. Sarah Pierce
Room 327, Human Ecology Building
578-1725
Office Hours: M W F; 3:45 - 4:30
pierce@lsu.edu

Course title and catalogue description:

Theories of Child Development (3) Research and theory in child development; relation to the major domains in the child's ecology - child development, the family, services, and the environment.

Required Texts


Optional


Moodle

All LSU students have a PAWS account. If you do not know how to access your account, contact SNCC (the computing center) in the Fred Frey building. Grades will be posted on Moodle, as well as announcements and other class matters. You must be able to access your PAWS account and Moodle for this course. If you do not use your LSU email address, you must notify SNCC to forward your mail to the address that you do use. I cannot do that.

Attendance

Attendance is required. Graduate students do not cut class; however, emergencies arise. If an emergency arises in your life that compels you to miss a class, you need not tell me the reason.

Class participation

Students are expected to have read the assigned materials before class and to be prepared to discuss the topic and the issues involved.

Grades

Grading criteria. The degree to which grading should be objective or subjective is a widely debated topic in academia. The following represents what I believe to be a reflection of grading reality, and a reality that I believe to be appropriate:

Over the course of one's collegiate career, grading tends to move along a continuum from more objective to less objective. That is, introductory freshman and sophomore courses tend to be more objective than upper-level courses. In introductory courses, the "material" tends to be more objective, as well as the assessment methods, for example, multiple choice versus essay. At each successively higher level of graduate school, grading becomes increasingly subjective, but please note that subjective does not mean arbitrary.

Your graduate-level grades represent a record of your professor's judgment. Assignment grades and the course grade are therefore strongly influenced by the professor's own training and experience, as well as by the professor's familiarity with national norms and expectations. My expectations are shaped by my experiences with colleagues in the Society for Research in Child Development (SRCD) and in the American Psychological Association (APA).

Please note that in evaluating your work, I do not "give points" or "take off points." Your grades will reflect my judgment of the clarity, accuracy, and thoughtfulness of your summarizing, analyzing, and synthesizing the ideas that were expressed in the readings and class discussions, and the extent to which you stay on topic. Your course grade will also reflect my judgment of the extent to which you follow up class comments with appropriate and thoughtful responses. Appropriate and thoughtful contributions to class discussions are required for a course grade of “A.” Appropriate and thoughtful comments are not anecdotal meanderings.

There are no "right answers," that is, no answers already thought of by someone else, that you need to find. The "answers" must be constructed, and can only be constructed by your mind. It is inappropriate to ask a graduate professor “what do you want?” We want you to think and to express your thinking with clarity, accuracy, and thoughtfulness.

Summary of grading criteria:

- objectivity
- clarity
- accuracy
- appropriateness and thoughtfulness
Clarity and brevity are the values of a sharp and disciplined mind.

A course grade of "B" represents good, acceptable graduate-level work. A grade of "A" represents sustained excellence in both written work and participation in class discussions. A grade of "C" suggests that the student might need to reconsider his or her commitment to graduate education, at least in this field. Please remember that your grade is NOT a measure of your self-worth.

10-point scale
90-100 = A
80-89.9 = B
70-79.9 = C
60-69.9 = D
0-59.9 = F

% of grade
Mid-term exam 40
Final exam 40
Paper 20

Exams
Both the mid-term and the final exams will be written in class in blue books that you provide. You may use either pen or pencil. You will be given study questions prior to each exam.

Paper
Specific directions for the paper will be forthcoming. The paper, and all writing that you do in this graduate program, should be written following the guidelines in the APA Publication Manual (5th edition).

The difference between recognition memory and recall memory

There are two major categories of memory: recognition and recall. Recognition memory is the feeling of familiarity that one has previously experienced sights, sounds, or even smells that are present in the sensory tableau - as when you pull up into a driveway and recognize that you have been to that house before. "Oh yes, I’ve been here before; I remember now." Recognition therefore requires some external sensory stimulation to occur. Children as young as 3 years old have a recognition memory almost equal to that of an adult.

The category of memory that actually develops over time is recall. Recall memory is the retrieval of information or thoughts that are not present in the sensory tableau. Recall therefore does not require an external stimuli in order to occur, but relies on internal stimuli. Recall requires the construction of a thought that can be retrieved, and is therefore an active process, rather than the passive process of recognizing external sensory stimuli.

When asked about a concept, if you say, “I know it; I just can’t put it into words,” it is most likely that the concept is not present in your mind to be retrieved. When someone else then verbalizes the concept, and you say, “That’s it! That’s what I meant to say,” that is recognition memory. If you cannot “put it into words,” you do not “know” it.

Never ask your professor for information that you can get yourself.
Course Outline

Part I: Three Enduring Theories of Development:
Cognitive Developmental, Social Cognitive, and Attachment
(Piaget, Bandura, Bowlby and Ainsworth)

Reading Assignment

Week 1  Madigan, Johnson, & Linton (1995)
Lerner, Ch. 15, pp. 360 - 372: introduction to stage theories
Week 3  Lerner, Ch. 15, pp. 372 - 388: Piaget’s theory; p. 408 “Conclusions”
Week 4  Bandura, “Social cognitive theory”
Week 5  Cassidy, “The nature of the child’s ties”
Week 6  Catch-up and review
Fall Break
Week 7  Exam 1

Part II: Developmental Systems Theory and Probabalistic Epigenesis/Lerner (2002):

Prefaces  xvii-xxv
Ch. 1:  Human Development: Facts or Theory? 1-17
Week 8  Introduction to Developmental Systems Theory
Week 9  Ch. 2:  Historical Roots 18-47
omit “Other instances of contextual theorizing in the 1970s and 1980s”
Week 10  Ch. 3:  Philosophical Models  48-85
Week 11  Ch. 4:  The Nature-Nurture Controversy: Implications of the Question How? 86-105
Week 12  Ch. 6:  Resolving the Nature-Nurture Controversy: T. C. Schneirla and the Concept of “Levels of Integration”
read only the following sections about Schneirla: 138-142; 151-155 and the “Conclusions” and “Circular Functions ...”:
154-155; 159-160; 160-162
Week 13  Ch. 7:  Developmental Systems Theories 163-194 but omit “Wapner’s Holistic, Developmental, Systems-Oriented Perspective”
Ch. 9:  Life-Span, Action Theory, Life-Course, and Bioecological Perspectives only “Urie Bronfenbrenner’s Bioecological Theory of Developmental Processes” and “Conclusions: From Developmental Systems to Nativism” 238-242
Week 14  Ch. 8:  Developmental Systems Theory: The Sample Case of Developmental Contextualism 195-217
Week 15  catch up and review
Week 16  10:00-noon  Final Exam
Each week, after reading (and rereading) the assigned pages in Lerner (2002), answer each thought question that I have provided. Make a copy for me, and a copy for the other students (there are 13 students total). Bring all copies to class. You will be asked to read it and to explain what your writing means to the class.

- use either the question or a meaningful phrase from the question as the title
- only one paragraph (per question)
- follow the guidelines that are posted on Moodle and that were discussed in class
- use APA style; you may use either the 5th edition or the new, 6th edition

Thought Questions

Ch. 1: Human Development: Facts or Theory?
What is “developmental contextualism”?
Ch. 2: Historical Roots
What is the “split-view” of reality?
Ch. 3: Philosophical Models
Compare and contrast the “mechanistic” view of development with the “organismic” view.
What is “probabilistic epigenesis”?
Ch. 4: The Nature-Nurture Controversy: Implications of the Question ‘How?’
On p. 90, Lerner refers to a very famous article by Anne Anastasi, and says, “Anastasi argued that the effects of heredity on behavior were diverse and always indirect.” What does that mean?
Ch. 6: Resolving the Nature-Nurture Controversy: T.C. Schneirla and the Concept of “Levels of Integration”
1. Explain why Lerner says that “we must avoid terms such as ‘innate’” (p. 159)?
2. According to Lerner (p. 152), Schneirla proposed that “experience always has an effect on the organism, and in a specific way. Experience [always] results in trace effects.” What on earth are “trace effects” and what does Schneirla mean when he says that experience always results in them?

Ch. 7: Developmental Systems Theories
Below are four principles from Lerner & Ford’s developmental contextualism theory. Explain what is meant by each one and give an example. (One paragraph per principle.)

A. Children influence their own development.
B. Development is a life-span phenomenon.
C. Development is characterized by circular functions and bidirectional socialization.
D. “Goodness of fit” is an important developmental principle.

Ch. 9: Life-Span, Action Theory, Life-Course, and Bioecological Perspectives
Research studies that use Uri Bronfenbrenner’s (1998) “bioecological” theory use the “PPCT model.” Each of the 4 letters represents one of the 4 components that Bronfenbrenner argues should be considered when designing research. Briefly explain the component that each letter represents. Use your life or the life of someone that you know to provide a concrete example of each component. (This question could need two paragraphs.)

Ch. 8: Developmental Systems Theory: The Sample Case of Developmental Contextualism
What is heterochrony? What is neotony? How are they related in human development?
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
Human Sciences and Education

Date: 5-7-2013

PROPOSED COURSE
Rubric & No.: EDCI 7056
Title: THEORIES OF CHILD DEVELOPMENT

COURSE CREDIT
Graduate Credit: X YES NO

Semester Hours of Credit: 3
(For combination course types only: 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: CFS 7056

(Give 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
(Indicate hours in the appropriate course type)

LECR/REC LEC/SEM LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND

Maximum enrollment per section: 10 (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
EDCI 7056 (3) See CFS 7056.

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 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 10/12/2012
College Faculty Approval 5-1-2013

Department Chair’s Signature: 

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

College Contact: Casey Bennett (Please print name.)

College Contact E-mail: cbenne5@lsu.edu
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as CFS 7056.
REQUEST TO RENUMBER A COURSE OR CHANGE RUBRIC

Department: Schools of Education and Social Work  Date: 01/25/13
College: Human Sciences and Education
Course Title: HUEC 7055

CURRENT course rubric & no.  ICFS 7055

PROPOSED course rubric & no.

List all pages in the LSU General Catalog where the course appears: (attach extra sheets if necessary)

p. 277

NOTES:

* This form may only be used to change a course number and/or rubric.
* New course numbers cannot have been used for any other course during the previous 10 years.
* The first digit of a course number cannot be changed. For example, a 4000-level course cannot be given a number at any level other than the 4000-level.
* This form CANNOT be used to make changes to course titles, descriptions, contact or credit hours, prerequisites, or any other substantive characteristics of a course.
* This form authorizes the replacement of the old course rubric and number with the new course rubric and number wherever the old rubric/number appears, including all:
  Course descriptions (prerequisites, co-requisites, cross-listings, etc.)
  Curricula, descriptions of curricula and degree audits.
  Concentrations, descriptions of concentrations and degree audits.
  Minors, descriptions of minors and degree audits.
  The General Education course list.

ATTACH JUSTIFICATION FOR REQUEST TO CHANGE COURSE NUMBER AND/OR RUBRIC

APPROVALS:

Department Faculty Approval Date  10/12/12  College Faculty Approval Date  5-1-13

Department Chair:

Department Chair’s Signature  1-29-13  College Dean’s Signature  5-2-13  (Date)  (Date)

Graduate Dean’s Signature  9-17-13

for 4000 level and above  (Date)  Chair, FS C & C Committee

College Dean’s Approval  9-17-13

Semester Dean:  5-1-13  Academic Affairs Approval  9-17-13

College Contact:  Casey Bennett  (Please print name.)

College Contact E-mail:  cbenne5@lsu.edu

(Date)
JUSTIFICATION:

The PhD program that requires this course has been removed from Human Ecology and merged with Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.
Casey H Bennett

From: Michael F Burnett
Sent: Tuesday, April 30, 2013 12:07 PM
To: Casey H Bennett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: RE: Rubric Changes for HUEC courses

Casey,

Yes, this is accurate.

Thanks for your work on this and other issues.

Mike Burnett

From: Casey H Bennett
Sent: Tuesday, April 30, 2013 9:26 AM
To: Michael F Burnett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: Rubric Changes for HUEC courses
Importance: High

Good morning Dr. Burnett. I have received requests to change rubrics from HUEC to EDCI/CFS on the following courses:

HUEC 7051
HUEC 7052
HUEC 7055
HUEC 7056
HUEC 7057

The justification for these changes has been stated as:
The PhD program that requires these courses has been removed from Human Ecology and merged with the School of Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.

Is this justification accurate? Thank you, cb

Warmest regards,
Casey
Request for CHANGING an Existing Course

Department: Social Work
Course Rubric and #: CFS 7055
College: HSE
Date: 5-7-2013

Present Course Description
Title: Human Development

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for:
lec: __________________________
lab/sem: ______________________
rec: __________________________
Repeat Credit Max (if repeatable) __6___
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 ___, LAB _____, SEM _____, REC _____, RES/IND _____, CLIN/PRAC _____
Total Weekly Contact Hours: ___
Grading System: Letter Grade X Pass/Fail ___

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

7055 Human Development (3) Prereq.: consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Dynamics of human development and practical implications.

3055 Human Development (3) Prereq.: consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Dynamics of human development and practical implications.

Credit will not be given for both this course and EDCI 7055.

Proposed Course Description
Title: Human Development
Short Title: HUMAN DEVELOPMENT

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for:
lec: __________________________
lab/sem: ______________________
rec: __________________________
Repeat Credit Max (if repeatable) __6___
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 ___, LAB _____, SEM _____, REC _____, RES/IND _____, CLIN/PRAC _____
Total Weekly Contact Hours: ___
Grading System: Letter Grade X Pass/Fail ___

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

7055 Human Development (3) Prereq.: consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Dynamics of human development and practical implications.

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 ( ) No (X) If yes, please list on a separate sheet.
Is this course a prerequisite or corerequisite 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/Explanations: 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: 10-12-2012

Department Chair's Signature: [Signature]
(Date: 9-13-13)

Graduate Dean's Signature: [Signature]
(Date: 9-13-13)

College Contact: Casey Bennett
(Please print name.)
College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval Date: 5-1-2013

College Dean's Signature: [Signature]
(Date: 9-17-13)
Chair, FS C & C Committee: [Signature]
(Date: 9-17-13)

Academic Affairs Approval: [Signature]
(Date: 9-17-13)
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as EDCI 7055.
In this course we will delve into the broad, deep, seldom clear but always fascinating, study of the self from the perspective of developmental science as practiced in the Western scientific community. I say “the self” with some hesitation, because there is an increasing number of scholars who argue that there is no “self” per se, rather that our “sense of self” is made up of multiple, fluid cognitive and social processes. Our focus will follow that of Susan Harter’s, that is that the self is both a cognitive construction and a social construction. The course is divided into three sections:

I The historical foundation and the current empirical foundation
II How developmental science conceptualizes and conducts research on the self and the construction of the self
III Challenging assumptions about the self; recent work on consciousness and will in adults

If we find that we have time, we may also take a brief look at the view and work from the Eastern perspective, which is gaining adherents in the West, particularly among clinical practitioners (both clinical psychologists and physicians).

Required


Course requirements

**PAWS account.** All LSU students have a PAWS account. If you do not know how to access your account, contact SNCC (the computing center) in the Fred Frey building. Grades will be posted on your PAWS account, as well as announcements and other class matters. You must be able to access your account for this course.

**Exams and Assignments**

**Exams**

There will be 2 essay exams, written in large blue books in class:

- Mid-term exam
- Cumulative final exam

**NOTE:** Both exams will be graded “blind”; that is, you will only provide your student id number on the blue book, and I will not know whose paper I am reading.

**Written assignments**

In addition to the two exams, there are several written assignments, some that will be graded and some that will not. The written assignments included the following:

- 4 content analyses; 2 are ungraded, 2 are graded
- 1 research proposal; you will also present your proposal to the class

Specific instructions for the content analyses and for the research proposal will be forthcoming at the appropriate time.
General Guidelines for the Written Assignments

* All papers will be written following the guidelines in the APA *Publication Manual* (5th edition). See also the summary guidelines attached to the end of the syllabus.
* Do not be creative. Verbal creativity is valued in literature, but not in scientific writing.
* Use *objective* language.

Grades

*Grading criteria.* The degree to which grading should be objective or subjective is a widely debated topic in academia. The following represents what I believe to be a reflection of grading reality, and a reality that I believe to be appropriate:

Over the course of one’s collegiate career, grading tends to move along a continuum from more objective to less objective. That is, introductory freshman and sophomore courses tend to be more objective than upper-level courses. In introductory courses, the "material" tends to be more objective, as well as the assessment methods, for example, multiple choice versus essay. At each successively higher level of graduate school, grading becomes increasingly subjective, but please note that subjective does not mean arbitrary.

Your graduate-level grades represent a record of your professor's judgment. Assignment grades and the course grade are therefore strongly influenced by the professor's own training and experience, as well as by the professor's familiarity with national norms and expectations. My expectations are shaped by my experiences with colleagues in the Society for Research in Child Development (SRCD) and in the American Psychological Association (APA).

Please note that in evaluating your work, I do not "give points" or "take off points." Your grades will reflect my judgment of the *clarity, accuracy, and thoughtfulness* of your summarizing, analyzing, and synthesizing the ideas that were expressed in the readings and class discussions, and the extent to which you stay *on topic*. Your course grade will also reflect my judgment of the extent to which you follow up class comments with *appropriate* and *thoughtful* responses. Appropriate and thoughtful contributions to class discussions are required for a course grade of "A." Appropriate and thoughtful comments are not anecdotal meanderings.

There are no "right answers," that is, no answers already thought of by someone else, that you need to find. The "answers" must be constructed, and can only be constructed by your mind. It is inappropriate to ask a graduate professor "what do you want?" We want you to *think* and to express your thinking with clarity, accuracy, and thoughtfulness.

Grades.

10-point scale
90-100 = A
80-89.9 = B
70-79.9 = C
60-69.9 = D
0-59.9 = F

<table>
<thead>
<tr>
<th>% of grade</th>
<th>Mid-term exam</th>
<th>Content analyses</th>
<th>Research proposal</th>
<th>Final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>10</td>
<td>20</td>
<td>45</td>
</tr>
</tbody>
</table>

A course grade of "B" represents good, acceptable graduate-level work. A grade of "A" represents sustained excellence in both written work and participation in class discussions. A grade of "C" suggests that the student might need to reconsider his or her commitment to graduate education, at least in this field. Please remember that your grade is NOT a measure of your self-worth.

Assignments, Exams, and Grading

Graduate students do no cut class. You are expected to attend all lectures without fail, and you should read for class according to the schedule indicated at the end of the syllabus. The energy and fruitfulness of class discussion is dependent on the
thoroughness with which you have read the text or articles and *internalized* them.

Grades will be based on a mid-semester exam, a cumulative final exam, two graded content analyses, and one research proposal. The mid-semester exam will focus on Western thought about the self, and will be based on the readings from William James and Susan Harter. The final exam is cumulative. I will try to provide study questions for you prior to the James-Harter exam, and will definitely provide study questions for the final exam.

Never ask your professor for information that you can obtain yourself.

Schedule

PART I: HISTORICAL FOUNDATION & THE CURRENT STATE OF THE FIELD:

THE SELF IS BOTH A COGNITIVE CONSTRUCTION AND A SOCIAL CONSTRUCTION

Week

1
empiricism, objectivity; overview of course
*Historical Foundation:* Allport, pp. xiii-xxiii (Introduction in James); James, pp. 43-83

Do you need to review Piaget's theory or attachment theory? Susan Harter (see reading assignments for September) assumes that you have a working knowledge of both theories.

*Labor Day*

2
*Summary of the State of the Field:* Harter, Foreword, p. ix; and
Ch. 1: Contemporary issues and historical perspectives
Ch. 2: The normative development of self-representations during childhood

3
Harter
Ch. 4: The developmental emergence of self-conscious emotions
Ch. 5: The content, valence, and organization of self-evaluative judgments
Ch. 6: Discrepancies between real and ideal self-concepts

4
Harter
Ch. 7: Social sources of individual differences in self-evaluation
Ch. 8: A model of the causes, correlates, and consequences of global self-worth

5
Harter
Ch. 9: The authenticity of the self
Ch. 10: The effects of child abuse on I-self and me-self processes
Ch. 11: Autonomy and connectedness as dimensions of the self
Exam study questions

6
Read Madigan, Johnson, & Linton (1995); Bring *APA Manual*
catch-up and review

7
Mid-semester exam: James & Harter

PART II: HOW DOES DEVELOPMENTAL SCIENCE CONCEPTUALIZE AND STUDY SELF AND THE DEVELOPMENT OF THE SELF?

8
Content analysis in class
Bring to class copies of the following articles:


Content analyses of assigned articles due (ungraded)

Content analyses of 5 articles chosen by students due (graded)
See the list of acceptable empirical journals at the end of the syllabus.

**PART III: CHALLENGING ASSUMPTIONS ABOUT SELF: RESEARCH ON ADULT SELF**

Content analysis in class (ungraded)
Bring to class the following articles:


Content analyses of assigned articles due
Catch-up and review
research proposals and presentations due
NOTE: NO POWERPOINTS!!!

*Thanksgiving*

research proposals and presentations due

**3:00 - 5:00 cumulative final exam**

Peer-Reviewed Journals to Choose Articles for Content Analyses

American Psychologist
Applied Developmental Science
Attachment & Human Development
Child Development
Developmental Psychology
Infant Behavior & Development
Journal of Experimental Child Psychology
Journal of Social & Personality Psychology
Other Resources; Not Required but Fruitful Reading


Philosophical Writings That Are Frequently Referenced in the Empirical Literature


REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
Human Sciences and Education

Date: 5-7-2013

College:

PROPOSED COURSE
Short Title: HUMAN DEVELOPMENT
Rubric & No.: EDCI 7055
Title: HUMAN DEVELOPMENT

COURSE CREDIT
Graduate Credit: X YES NO

Semester Hours of Credit: 3
(For combination course types only: 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 6 credit hours.
Credit will not be given for this course and: CFS 7055

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
(Indicate hours in the appropriate course type)

LEC/REC LEC/SEM LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND

Maximum enrollment per section: 16 (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)
EDCI 7055 (3) See CFS 7055.

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.)

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 10/12/2012
College Faculty Approval 5-1-2013

Department Chair's Signature

College Dean's Signature (for 4000 level and above) (date)

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

College Contact: Casey Bennett
College Contact E-mail: cbenne5@lsu.edu

Academic Affairs Approval (date)
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as CFS 7055.
REQUEST TO **RENUMBER A COURSE OR CHANGE RUBRIC**

Department: Schools of Education and Social Work       Date: 01/25/13
College: Human Sciences and Education
Course Title: Topics and Issues in Family and Consumer Sciences

CURRENT course rubric & no.       HUEC 7052
PROPOSED course rubric & no.       VCF 7052

List all pages in the **LSU General Catalog** where the course appears: (attach extra sheets if necessary)
p. 277

NOTES:
* This form may only be used to change a course number and/or rubric.
* New course numbers cannot have been used for any other course during the previous 10 years.
* The first digit of a course number may not be changed. For example, a 4000-level course cannot be given a number at any level other than the 4000-level.
* This form CANNOT be used to make changes to course titles, descriptions, contact or credit hours, prerequisites, or any other substantive characteristics of a course.
* This form authorizes the replacement of the old course rubric and number with the new course rubric and number wherever the old rubric/number appears, including all:
  Course descriptions (prerequisites, co-requisites, cross-listings, etc.)
  Curricula, descriptions of curricula and degree audits.
  Concentrations, descriptions of concentrations and degree audits.
  Minors, descriptions of minors and degree audits.
  The General Education course list.

ATTACH JUSTIFICATION FOR REQUEST TO CHANGE COURSE NUMBER AND/OR RUBRIC

APPROVALS:

Department Faculty Approval Date 10/12/2012

[Signature]

(Graduate Dean's Signature)

College Faculty Approval Date 5-1-13

[Signature]

(Chair, FS C & C Committee)

College Dean's Signature 9/17/13

[Signature]

(Academic Affairs Approval)

[Signature]

(Please print name.)

[Signature]

(College Contact)

[Signature]

(College Contact E-mail)
Justification:

The PhD program that requires this course has been removed from Human Ecology and merged with Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.
Casey H Bennett

From: Michael F Burnett
Sent: Tuesday, April 30, 2013 12:07 PM
To: Casey H Bennett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: RE: Rubric Changes for HUEC courses

Casey,

Yes, this is accurate.

Thanks for your work on this and other issues.

Mike Burnett

From: Casey H Bennett
Sent: Tuesday, April 30, 2013 9:26 AM
To: Michael F Burnett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: Rubric Changes for HUEC courses
Importance: High

Good morning Dr. Burnett. I have received requests to change rubrics from HUEC to EDCI/CFS on the following courses:

HUEC 7051
HUEC 7052
HUEC 7055
HUEC 7056
HUEC 7057

The justification for these changes has been stated as:
The PhD program that requires these courses has been removed from Human Ecology and merged with the School of Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.

Is this justification accurate? Thank you, cb

Warmest regards,
Casey
Request for CHANGING an Existing Course

Department: Social Work  College: HSE
Course Rubric and #: CFS 7052  Date: 5-7-2013

Present Course Description
Title: Topics and Issues in Family and Consumer Sciences

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem rec: __________
Repeat Credit Max (if repeatable): __6__
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 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.

7052 Topics and Issues in Family and Consumer Sciences (3) May be taken for a max. of 6 sem. hrs. of credit when topics vary. Lectures and research on topics not covered in other family or consumer science courses.

Proposed Course Description
Title: Topics and Issues in Family and Consumer Sciences
Short Title: TIPS&ISSFMY/CON
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: lab/sem rec: __________
Repeat Credit Max (if repeatable): __6__
Graduate Credit? Yes: X  No: __________
Credit will not be given for this course and: EDCI 7052
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 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.

7052 Topics and Issues in Family and Consumer Sciences (3) May be taken for a max. of 6 sem. hrs. of credit when topics vary. Also offered as EDCI 7052. Lectures and research on topics not covered in other family or consumer science courses.
Credit will not be given for both this course and EDCI 7052.

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 ( )  No (X)  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: 10-12-2012
Department Chair's Signature: 9/13/13
Graduate Dean's Signature: 9-13-13
College Contact: Casey Bennett  (Please print name.)
College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval Date: 5-1-2013
College Dean's Signature: 9/17/13
Chair, FS C & C Committee: 9/17/13
Academic Affairs Approval: 10/7/13
The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as EDCI 7052.
CFS 7052: Topics and Issues in Family and Consumer Sciences

QUALITATIVE RESEARCH METHODS – Meet in 118 Prescott
M-Sat 12:30-4:00 PM (See course schedule for Lecture/Lab details)

Instructor: Dr. Loren Marks
Office: 325 Huey P. Long Fieldhouse
Telephone: (225) 578-0433
E-mail: lo rem@lsu.edu
Office Hours: Tuesdays by appointment

Objectives: At the end of this course, students will have gained:
1. hands-on analysis and coding experience
2. understanding of the challenges inherent in conducting, funding, and publishing qualitative research and pro-active strategies to overcome these obstacles; and
3. the ability to compare and contrast various quantitative and qualitative methods from theoretical/philosophical, methodological, and pragmatic perspectives.

Three Brief Notes on Teaching Philosophy:
First: The task of teaching (and learning) will be a joint one that I hope we will all take very seriously. You should come to every session prepared to both teach and learn.
Second: Often in graduate courses, thinking is emphasized while personal practice and application is almost never mentioned or considered. I challenge each member of the class to both learn and apply the best of what is discussed. We should not only be developing a scholarly awareness, we should become better scholars and persons as a result of this course. I embrace this challenge, please consider it.
Third: I believe in personal, individualized instruction from (and access to) the professor. Each of you will have a personal qualitative methods consultation with me so that I can best meet your academic needs (e.g., thesis, dissertation, general exam preparation).

Course Requirements:
Class Participation and Preparation (40 points / 40% of final grade): Your active participation is required every session for a successful learning experience. Active participation means that you have read the assignments and have a written list of five comments (criticisms, questions, extensions, insights, etc.) that are drawn from the readings. These comments will form the backbone of class discussion and are the basis of your participation grade for the course. As you prepare your comments, some questions that prompt critical thinking include:

1. What did you learn? How can we APPLY this knowledge?
2. What are the strengths and limitations of the selected methodology?
3. What are the strengths and limitations of the reading overall?
4. What do you agree with or disagree with and Why?
5. How does the reading compare/contrast with other readings, what you already know, and/or conventional wisdom?
6. What personal and methodological biases does the author reveal?

Qualitative Methodology Summary (10 points / 10% of final grade): There will be one brief chapter/article summary due in this class as noted on the Class Schedule. You will select and carefully read a chapter/article relating to qualitative methodology and prepare a brief overview (one page maximum, single-spaced, 12-point font) of the article and its critical points. You will prepare hard copies of this summary for your classmates and give a 1 minute presentation comparing and contrasting the article with other materials we have covered in class.

Book or Dissertation Summary (10 points / 10% of final grade): There will be one book summary due in this class as noted on the Class Schedule. You will prepare a brief (one page maximum, single-spaced, 12-point font) explanation of the data collection, data analysis, and data presentation methodologies employed by the author/researcher. You will prepare hard copies of this summary for your classmates and give a 1 minute presentation comparing and contrasting the book with other materials we have covered in class.

Qualitative Data Analysis Assignment (10 points / 10% of your final grade): Perform open coding analysis and Numeric Content Analysis of one in-depth interview (this will be explained in class).

Examination (30 points / 30% of final grade): There is one examination in this class. It will be a closed-book, essay-type final. The exam will be designed to serve as a preparation for comprehensive exams, so the requirements will differ for M.S. and Ph.D. students.
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Preparation</td>
<td>40</td>
</tr>
<tr>
<td>Qual. Meth. Summary</td>
<td>10</td>
</tr>
<tr>
<td>Book or Dissertation Summary</td>
<td>10</td>
</tr>
<tr>
<td>Qual. Data Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale:
A=95-100%; B=85-94%; C=75-84%

Required Texts:

Tentative Class Schedule:

**Th, May 23:** Syllabus; Slife & Williams Ch. 1 & 2; Daly Ch. 1 & 2

**F, May 24:** LAB: Selection/Preparation of Article/Chapter for Summary
Preparation of Article/Chapter Summary Assignment
Personal Qualitative Research Consultations with me, by appointment.

**S, May 25:** Daly Ch. 3 & 4
Marks 2005 article

**M, May 27:** LSU Closed for Memorial Day Holiday
LAB: Read and Prepare for Next Class

**Tu, May 28:** Slife & Williams Ch. 3 & 4
Daly 5 & 6
Presentation of Article/Chapter Summaries

**W, May 29:** LAB: Read and Prepare for Next Class
Personal Qualitative Research Consultations with me, by appointment.

**Th, May 30:** Daly 7 & 8; Slife & Williams Ch. 5
Go over Qualitative Coding Assignment
Marks and colleagues’ 2008 article

**F, May 31:** LAB: Read and Prepare for Next Class
Selection/Preparation of Qualitative Book for Summary/Review
Personal Qualitative Research Consultations with me, by appointment.

**S, June 1:** Slife & Williams Ch. 6 & 7
Daly 9 & 10
Presentation of Qualitative Book Summaries

**M, June 3:** Number Our Days (Myerhoff); Exam Preparation

**Tu, June 4:** Exam Preparation
Personal Qualitative Research Consultations with me, by appointment.

**Wed, June 5:** Take Final Exam and e-mail Exam to Marks

*"Be your self, but always be your better self."
-Karl G. Maeser*
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
Human Sciences and Education
College: ____________________________

Date: 5-7-2013

PROPOSED COURSE
Rubric & No.: EDCI 7052
Title: Topics and Issues in Family and Consumer Sciences

COURSE CREDIT
Graduate Credit: X YES  NO
Semester Hours of Credit: 3
(For combination course types only: 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: CFS 7052
(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
(Indicate hours in the appropriate course type)

/ LEC/REC  / LEC/SEM  LEC  LAB  LEC/LAB  3 SEM  CLIN/PRACT  RES/IND
Maximum enrollment per section: 15 (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)
EDCI 7052 (3) See CFS 7052.

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 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 10/12/2012
College Faculty Approval 5-1-2013

Department Chair's Signature  9-3-13
College Dean's Signature  9-17-13
Graduate Dean's Signature (for 4000 level and above) (date)
Chair, FS C&C Committee (date)

College Contact: Casov Bennett
(Please print name.)
College Contact E-mail: cbenne5@lsu.edu

Academic Affairs Approval 9-17-13
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as CFS 7052.
REQUEST TO RENUMBER A COURSE OR CHANGE RUBRIC

Department: Schools of Education and Social Work
College: Human Sciences and Education - The Contemporary Family
Course Title: HUEC 7051

CURRENT course rubric & no.:

PROPOSED course rubric & no.:

List all pages in the LSU General Catalog where the course appears: (attach extra sheets if necessary)
p. 277

NOTES:
* This form may only be used to change a course number and/or rubric.
* New course numbers cannot have been used for any other course during the previous 10 years.
* The first digit of a course number may not be changed. For example, a 4000-level course cannot be given a number at any level other than the 4000-level.
* This form CANNOT be used to make changes to course titles, descriptions, contact or credit hours, prerequisites, or any other substantive characteristics of a course.
* This form authorizes the replacement of the old course rubric and number with the new course rubric and number wherever the old rubric/number appears, including all:
  Course descriptions (prerequisites, co-requisites, cross-listings, etc.)
  Curricula, descriptions of curricula and degree audits.
  Concentrations, descriptions of concentrations and degree audits.
  Minors, descriptions of minors and degree audits.
  The General Education course list.

ATTACH JUSTIFICATION FOR REQUEST TO CHANGE COURSE NUMBER AND/OR RUBRIC

APPROVALS:
Department Faculty Approval Date 10/12/2012

College Faculty Approval Date 5-1-13

Graduate Dean's Signature (for 4000 level and above)

College Contact: Casey Bennett
cbenne5@lsu.edu

College Contact E-mail:

FORM R
ADMINISTRATIVE USE ONLY

Effective: 25/2014

Chair, FS C & C Committee

Academic Affairs Approval
Justification:

The PhD program that requires this course has been removed from Human Ecology and merged with Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.
Casey H Bennett

From: Michael F Burnett
Sent: Tuesday, April 30, 2013 12:07 PM
To: Casey H Bennett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: RE: Rubric Changes for HUEC courses

Casey,

Yes, this is accurate.

Thanks for your work on this and other issues.

Mike Burnett

From: Casey H Bennett
Sent: Tuesday, April 30, 2013 9:26 AM
To: Michael F Burnett
Cc: Patricia D Exner; Shelby K Pluskat
Subject: Rubric Changes for HUEC courses
Importance: High

Good morning Dr. Burnett. I have received requests to change rubrics from HUEC to EDCI/CFS on the following courses:

HUEC 7051
HUEC 7052
HUEC 7055
HUEC 7056
HUEC 7057

The justification for these changes has been stated as: The PhD program that requires these courses has been removed from Human Ecology and merged with the School of Social Work. The faculty who have historically taught these courses are now in either the School of Education or the School of Social Work. Therefore, we request that the rubric be changed from HUEC to EDCI/CFS. This has been discussed with and approved by HUEC Director, Dr. Mike Burnett.

Is this justification accurate? Thank you, cb

Warmest regards,
Casey
From: Anna M Castrillo
Sent: Thursday, May 02, 2013 3:55 PM
To: Casey H Bennett
Cc: Patricia D Exner
Subject: HUEC-CFS/EDCI rubric change

Casey,

I have just reviewed the School of Education proposals. They look great.

I have one question, however.

Since the HUEC courses are going to be essentially cross-listed courses, who will the main department be? Who will want the main course description in the catalog, and who will want the “see CFS or EDCI 7XXX” in the catalog?

Sincerely,

Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991
Request for CHANGING an Existing Course

Department: Social Work  
Course Rubric and #: CFS 7051

College: HSE  
Date: 5-7-2013

Present Course Description

Title: The Contemporary Family

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:

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   LAB   SEM   X   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

7051 The Contemporary Family (3) Effects of change on family integration; adaptive responses in family lifestyles, roles and relationships to political, social and technological change.

Proposed Course Description

Title: The Contemporary Family

Short Title: CONTEMPORARY FAMILY

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:

Repeat Credit Max (if repeatable): __________

Graduate Credit? Yes: X  No: _______

Credit will not be given for this course and: EDCI 7051

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

LEC   LAB   SEM   X   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

7051 The Contemporary Family (3) Also offered as EDCI 7051. Effects of change on family integration; adaptive responses in family lifestyles, roles and relationships to political, social and technological change. Credit will not be given for both this course and EDCI 7051.

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 ( ) No (X) 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 10-12-2012

Department Chair's Signature  
(Date)

Graduate Dean's Signature  
(Date)

College Contact: Casey Bennett  
(Please print name.)

College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval Date 5-1-2013

College Dean's Signature  
(Date)

Chair, FS C & C Committee  
(Date)

Academic Affairs Approval  
(Date)
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also listed as EDCI 7051.
Course Purpose: The aim of this graduate course is to provide students with an opportunity to become knowledgeable about a wide range of family problems studied by sociologists and other family scholars. Students will be exposed to material having to do with the effects of change on family formation and integration, adaptive responses in family lifestyles, roles, and relationships to political, social, and technological change. Students will critically examine features of contemporary family relations thought to be problems in themselves such as single parenthood, remarriage, and divorce. Attention will also be devoted to strategies families use to cope with stress as well as the nature of public policy aimed at various family problems. In addition to becoming knowledgeable with research on each subject, students are expected to become conversant with the issues associated with each topic.

Course Information: 140 Huey P. Long Fieldhouse
Thursdays, 12:00 – 3:00 p.m.

Instructor: Dr. Cassandra Chaney
Office: 323 Huey P. Long Fieldhouse
E-mail: cchaney@lsu.edu
Phone: 578-1159
Office Hours: Tuesdays, 1:00 p.m. – 2:00 p.m. or by appointment

Teaching Philosophy:

First: As this is an upper-level graduate course, I see my role primarily as the organizer and facilitator of the course. I will not be an instructor in the traditional sense of the word. The task of teaching (and learning) will be a joint one that I hope we will all take very seriously. You should come every week prepared to both teach and learn.

Second: Often in graduate courses, thinking is emphasized while personal practice and application is almost never mentioned or considered. I challenge each member of the class to dispel this notion and to keep an eye open for the best of what family research has discovered and then seek to put this knowledge to pragmatic use. We should not only be developing a scholarly awareness, we should become better family members as a result of this course. I embrace this challenge, please consider it.

Objectives:

1. Understand and develop skills in identifying family dynamics and values of culturally diverse families in the United States.
2. Develop an understanding of families and family science that is based upon empirical evidence.
3. Develop knowledge about the strengths of families from diverse cultures.
4. Develop and increase critical thinking skills.
5. Develop skill in creating programming with and for members of families from diverse cultures.
6. Develop skill in conducting research with members of diverse cultures.

Format of Class:

The course will have a readings/seminar format with students doing outside readings and leading the discussions of some of the readings. It is expected that students will have read all the assigned readings in advance of class, have knowledge of the content of the readings, will have thought about the implications of their content, and will participate in discussions in a thoughtful and scholarly way. The major assignment for this course will be to create a program plan or develop a research proposal, depending upon which assignment would best meet their educational needs. Students are encouraged to choose an assignment that they might actually use in their educational or professional lives.

Course Requirements:

(1) Class Participation
(2) Readings Facilitation
(3) Creation of Program Plan or Research Proposal
(4) Final Exam
Class Participation (14 class sessions @ 10 points each = 140 points total) (35% of grade).

In a graduate level course, your active participation is required every class period for a successful learning experience. Active participation means that you have read assignments in their entirety and have a written list (at least in outline form) of five comments (criticisms, questions, extensions, insights, etc.) that are drawn from the readings. These comments will form the backbone of class discussion and are the basis of your participation grade for the course. Points will be assigned, based upon demonstrated knowledge of assigned readings and questions/comments raised that indicate that students have read and reflected on material. Not attending class will result in no points.

As you prepare your comments, some questions that prompt critical thinking include:

1. What did you learn? How can we APPLY this knowledge?
2. What are the strengths and limitations of the selected methodology?
3. What are the strengths and limitations of the book/article overall?
4. What do you agree with or disagree with and Why?
5. How does the reading compare/contrast with other readings, what you already know, and/or conventional wisdom?
6. What biases does the author reveal?

Email me one question (or more if you wish) before class that you would like to have the class discuss. I will draw on the questions during class to ensure that what is on your mind is covered during class.

In addition, students are expected to prepare a synthesis (essay) analyzing the readings and turn it in during the class in which the topic is to be covered. The syntheses can address one or more questions for discussion listed at the bottom of each week’s reading assignment or any of the questions listed above. (NOTE: Students may make up their own question and answer it, but must begin with two or three sentences justifying the new question.) Essays are to be a minimum of two pages but not more than three. In preparing the synthesis, list the question and then your answer. Students should support their position with evidence, citing sources (authors' names) for everything that is not an original idea. Opinions without supporting evidence will be given low grades. Students are encouraged to identify unresolved issues, point out where the evidence is firm or weak, and incorporate new approaches to the issue. Students will not be penalized for drawing on outside readings. However, be sure to demonstrate familiarity with all of the assigned readings before drawing on other pertinent materials.

Readings Facilitation (3 facilitations @ 20 points each = 60 points total) (15% of grade).

I will ask teams of students to be responsible for co-leading three classes with me. The expectation is that the students will have identified the major points of the reading and summarize those points, engage other students in the discussion, and identify ways this knowledge applies to creating programming and/or conducting research with a diverse audience. To begin each class discussion a team of students will be involved in a stage setting activity that will serve to get the discussion underway. The nature and form of the stage setting activity will be suggested by me but students are free to change the activity. Co-leading student teams will need to meet prior to class to plan the activity in detail. Stage settings are designed to provoke new ideas and stimulate thinking to “kick-off” the session. The team of co-leaders is expected to continue to take an important role in facilitating discussion following the stage setting activity.

Program Plan or Research Proposal (Total Points = 100 points) (25% of grade).

Because students have differing professional goals, students may choose to develop a program plan or a research proposal to complete this assignment. Students are encouraged to use this assignment to accomplish an educational or professional goal, and the professor is open to making modifications of the assignments to meet individual student needs. Each assignment is worth the same number of points and a grading rubric will be provided for each assignment.

Program Plan

The program plan can be an educational program, such as parent education, marriage education, or other family education with a particular population in mind. The plan will focus on the strengths and needs of the population. The paper will need to include the following:

1. Description of the population being served
2. Program title, general content, and objectives describing what you plan to accomplish with your program
3. Issues one must consider in providing a program to this population
4. Description of methods of program delivery and learning activities
5. Location and format of the program
6. Outreach methods used to recruit participants

The components for the paper will need to reflect knowledge learned through readings and discussion in class, statistical information about that population in the geographical location where you plan to implement your program plan, information from at least six additional scholarly articles, and interviews with two members of the population. The goal of this paper is to develop a program that is culturally sensitive and appropriate and is ultimately beneficial to the target population within their cultural context.

Research Proposal

The research proposal will include the components required in a graduate proposal for a thesis or dissertation.

The paper will need to include the following:

1. An introduction describing an overview of your research project and describing the research strategy
2. A brief literature review to provide a context for the study and explain how the proposed study will address questions not addressed in existing literature
3. Provide a methods section that includes the following:
   a. Design of the study
   b. Data collection procedures which will include information about the instrument/s used for data collection and sample
   c. Data analysis

This research proposal will need to integrate the information learned about the population in class, what you gleaned from interviews with two members of the population, and apply the information learned about conducting research with diverse populations.

Examination (Total Points = 100 points) (25% of grade).

There is one examination in this class. It will be a closed-book, essay-type final designed to prepare students for general exams. The requirements will differ for M.S. and Ph.D. students and will be explained in more detail later.

Standards:

The combined emphasis on reading scholarly works, writing on each topic, taking part in class discussion and stage setting activities, and taking two essay exams is designed to maximize the chances that you will become thoroughly familiar with the information and concepts relevant to each topic, and will be able to use them in other contexts such preparing for other exams, writing papers, making presentations in other classes or professional conferences, and performing other professional activities.

Grading and Evaluation:

Final grades will be assigned using the following scale:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation (35%)</td>
<td>140</td>
</tr>
<tr>
<td>Readings Facilitation (15%)</td>
<td>60</td>
</tr>
<tr>
<td>Program Plan/Research Proposal (25%)</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination (25%)</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>400 Points Total</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%-100%</td>
<td>A</td>
</tr>
<tr>
<td>90%-94%</td>
<td>A-</td>
</tr>
<tr>
<td>87%-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83%-86%</td>
<td>B</td>
</tr>
<tr>
<td>80%-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77%-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73%-76%</td>
<td>C</td>
</tr>
<tr>
<td>70%-72%</td>
<td>C-</td>
</tr>
<tr>
<td>67%-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63%-66%</td>
<td>D</td>
</tr>
<tr>
<td>60%-62%</td>
<td>D-</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>F</td>
</tr>
</tbody>
</table>
Late Assignments: Late assignments will be docked 20 points for each day late and will automatically receive a grade of 0 on the 5th day.

Technology: Cell phones, pagers, and beepers have to be turned off while in attendance in this class.

Grievance Process: Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code: http://appl003.lsu.edu/slaz/dos.nsf/$Content/Code+of+Conduct?OpenDocument.

Learning Differently: If a student has any physical disabilities or other problems that will likely require some accommodation by the instructor, these must be made known to the instructor during the first week of the course. Please bring the Disability Resource Center Classroom/Exam Accommodation Form to the instructor during the first week of class. Any requests for special considerations relating to attendance, pedagogy, taking of examination, etc., must be discussed with and approved by the instructor prior to completion of the fifth day of the course.

Email: Students in this class must have their student email account activated. Announcements and messages may be communicated by email.

How to Retrieve Electronic Articles from the LSU Library System:

1. Go to http://www.lsu.edu/
2. Go to “LSU A-Z”
3. Go to “L” (Libraries, LSU)
4. Go to “Indexes & Databases”
5. Go to “Social Sciences”
6. Go to “Human Ecology”
7. Click “Academic Search Complete”
8. Enter your user id number AND your user PIN (if you’re not on campus)
9. Click “Authenticate”
10. Type in the complete title of the article, author/s last name, AND click the “full text” box on your left
11. Click “Search”
12. The full text (PDF) article will appear.

Other Matters:

• All written work is expected to be literate and polished. Please do not provide first drafts (except in exams). Among the requirements are complete sentences, accurate spelling, and reasonable punctuation.
• Be clear, be concise, and be critical of your own work.
• Incompletes are not awarded except under extraordinary circumstances. In each case, a completion date is negotiated. If the work is not completed by that date, a grade based on the work that is completed is turned in.
• Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty of others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Required Texts:


**America's Changing Family:**


**Family Formation: Cohabitation, Marriage and Nonfamily Living:**


**Work and Family Issues:**


**Parent-Child Relationships:**


Gay, Lesbian, & Bisexual Families:


Divorced and Step Families:


Single Mother Families:


Black Families in America:


Black Men and Fatherhood:


Violence and Families:


Aging and Families:


---

**Tentative Schedule of Events and Topics**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Course Introduction — What is The Family?</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Janet Giele (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diana Gittins (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manning &amp; Smock (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graefe &amp; Lichter (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jones-DeWeever (2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lillian Rubin (1994)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robertson et al (1991)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annette Lareau (2005)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maris Vinovskis (2007)</td>
</tr>
<tr>
<td>October 3</td>
<td>Gay, Lesbian, &amp; Bisexual Families</td>
<td>Savin-Williams &amp; Esterberg (2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ferguson (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brooks &amp; Goldberg (2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Documentary: We Are Dad</strong></td>
</tr>
</tbody>
</table>
October 10  Divorced and Step Families  Greeff & Van Der Merwe (2003)  
  Amato & Rogers (1999)  
  Lynn White (2005)  
  Hetherington & Hagan (2000)  
  Robert Weiss (1976)  
  Joseph Hopper (1993)

October 17  Single Mother Families  Rebecca Blank (2007)  
  Woody & Woody (2007)  
  Andrew Cherlin (2006)  
  Edin & Kefalas (2005)

October 24  Black Families in America  E. Franklin Frazier (1966)  
  Andrea Hunter (2006)  
  Ziba Kashef (2003)

October 31  Black Families in America, continued...  
  CNN Presents: Black in America  
  • The Black Woman & Family

November 14  Black Men and Fatherhood  Jennifer Hamer (2001)  
  Roberta Coles (2001)  
  Carl Maaza (2002)  
  Documentary: CNN Presents: Black in America: The Black Man

  James Piacek (2005)  
  Kersti Yllä (2007)  
  Claire Renzetti (2007)  
  DUE: Program Plan or Research Proposal

Nov. 27–Dec. 2  No Class – Thanksgiving Holiday  

December 5  Aging and Families  Gans & Silverstein (2006)  
  Vern Bengtson (2005)

Final Exam:  DUE Thursday, December 12

Tentative Schedule of Events and Topics

September 5  
  Topic: America’s Changing Family  
  Reading: Coontz, Stephanie (1997). The way we really are: Coming to terms with America’s changing families. New York: BasicBooks.


Essay Questions:
1. Create a definition of the family and justify it.
2. What family myths are prevalent in today’s society?
3. Which of these myths are most commonly held by you, members of your family or friends?
4. In what specific ways does the mass media (e.g., movies, television shows, books) advance and perpetuate erroneous notions of “the family?”

September 12

Topic: Family Formation: Cohabitation, Marriage and Marriage Promotion


Essay Questions:
1. Why has cohabitation increased?
2. What are the consequences of this increase for couple relationship quality and child well-being?
3. Why have non-marital births become a major way of beginning a family?

September 19

Topic: Work and Family Issues


Essay Questions:
1. What are the greatest psychological, marital and familial effects of members of the working class?
2. What are the unique strengths of working class families?

September 26

Topic: Parent-Child Relationships


Essay Questions:
1. What personal and environmental factors are most likely to lead to unsuccessful family formation experiences? Be sure to incorporate the timing of getting married and starting a family into your answer.
2. Develop a conceptual framework that includes the environmental, psychological, ecological and racial experiences between parents and their children.
3. If you grew up in a middle-class family, answer this question: Did your parents practice concerted cultivation? If you grew up in a working-class or poor family, answer this one: Did your parents practice the accomplishment of natural growth?

4. Why might concerted cultivation lead children to have a greater sense of entitlement when dealing with teachers, doctors, or other professionals?

---

**October 3**

**Topic:** Lesbian, Gay & Bisexual Families


**Essay Questions:**

1. How has the changing meaning of marriage made it easier for advocates of same-sex marriage to make their case?
2. Some gay and lesbian activists do not support the movement for same-sex marriage. Why?
3. What similarities exist between the relationship experiences of homosexual and heterosexual couples? In what ways are the experiences of these couples different?
4. With the legalization of gay marriage, should society expect comparable rates of divorce as those of heterosexual couples? Explain your rationale.
5. The documentary *We Are Dad* made a strong case for same-sex couples to adopt children. What aspects of these families’ lives did the filmmaker not cover, and would you have liked to see more of, and why?

---

**October 10**

**Topic:** Divorced and Step Families


**Essay Questions:**

1. What factors contribute to the success of divorced families?
2. Is it possible for couples to truly have a “conflict-free” divorce when children are not involved? When children are involved? Explain your answer.
3. In what ways might step families form stronger relationships with one another than nuclear, biological families?

---

**October 17**

**Topic:** Single Mother Families


**Essay Questions:**
1. In what ways does society fail to support women who no longer desire welfare assistance?
2. How did you feel about the choices made by many of these women? Explain.
3. Why are an increasing number of poor women putting motherhood before marriage?

**October 24**
**Topic:** Black Families in America


**Essay Questions:**
1. What are some of the greatest challenges of African-American families in the United States?
2. What family experiences are similar and different among Black families and families of other racial groups?
3. What modifications would you make to Frazier's Enslavement, Acculturation, and Social Adaptation model?
4. Why does the Black middle-class have more difficulty than the white middle class in distancing itself from the problems of poor neighborhoods?

**October 31**
**CNN Presents: Black in America: The Black Woman & Family**

**Overview Questions**

**Before viewing**
1. What is your impression of Black culture in American society?
2. What accomplishments have Blacks made in America since Martin Luther King Jr.'s assassination?
3. What challenges do you think exist for Black men and women in American society today?
5. Do you think that your family's history has affected your life? If so, how?

**After viewing**
1. What factors for success did you observe in the documentary?
2. Did any of the individuals in the program grow up in an environment similar to yours? Explain.
3. In your opinion, are there any aspects of Black society that could have been added to the program? If so, what are they?
4. Did anything in the documentary surprise you? If so, what?
5. Has anything in this program affected your view of Blacks in America? Explain.

**Other Questions for Consideration:**
1. What do current statistics tell us about the percentage of Black children born to unwed mothers? What is your reaction to this number? According to the program, what effects can single parenthood have on a child? What challenges do you think single parents face? How do some of the single parents featured in the program deal with those challenges? Do you think that you could handle being a single parent? Why or why not?
2. What diversity have you seen within the Black community as portrayed in this program?
3. How do you define success? What are some of the characteristics that you associate with successful people? Are there people featured in the program that you would consider successful? Explain.
4. What were your impressions of African-American culture before and after seeing this program? How might the story of Black America be different in 25 years, when you have children of your own? Do you think that the story will include more struggles or more successes? Explain.

November 14
Topic: Black Men and Fatherhood

Essay Questions:
1. What are some of the greatest challenges of Black men who want to be actively involved in the lives of their children?
2. How do some Black mothers make it difficult for Black men who want to be actively involved in the lives of their children?

CNN Presents: Black in America: The Black Man

1. According to the program, what percent of Black children are raised without a father? How are families with and without involved fathers portrayed in the program? In your opinion, what are some of the reasons why some fathers are not involved in their children's lives? What do you think are some of the negatives of being raised without a male role model? What influence have adult male role models had on your life?

2. What are some positive and negative images of Black men that you have seen in the media? According to the program, which of these types of images are more prevalent? Do you agree or disagree with this claim? Do you think that these images influence the impression that people of other races have about Black men? Explain.

3. How have some people from the program broken the "poverty cycle"? In your opinion, what might be some of the causes of disparities between Blacks and whites in terms of educational, financial, professional and personal achievements? Do you think that Blacks have to work harder than whites to attain the same level of success? State your rationale.


November 21
Topic: Violence in Families
Essay Questions:
1. Why might domestic violence be more common among low-income families?
2. Why might scholars and activists cling to the "myth" that class differences in domestic violence are minimal?
3. Johnson (1995, 2000) identified four major patterns of partner violence, specifically "common couple violence" (CCV), "intimate terrorism" (IT), "violent resistance" (VR), and "mutual violent control" (MVC). Is there a particular form of violence that this researcher is missing? If so, what is it?
4. How is homosexual battering different than heterosexual battering?

November 27 – December 2
No Class – Thanksgiving Break

December 5
Topic: Aging and Families

Essay Questions:
1. According to Bengston, why have multigenerational ties become more important to many Americans than nuclear family ties?
2. What are the characteristics of "the beanpole family?" What are its strengths and limitations?
3. How can the government best support families in their care for elder family members?
<table>
<thead>
<tr>
<th>Date</th>
<th>Knowledge of Readings (5 pts.)</th>
<th>Contribute Thoughtful/Critical Reflection to Class Discussion (5 pts.)</th>
<th>Total Points (10 possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Grading Sheet for Readings Facilitation

<table>
<thead>
<tr>
<th>Readings</th>
<th>Identified Major Issues in the Readings (8 points)</th>
<th>Engaged other Students in Discussion (8 points)</th>
<th>How Knowledge Applies to Diverse Audiences (4 points)</th>
<th>Total Points (20 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REQUEST FOR ADDITION OF NEW COURSE

PLEASE SUBMIT 16 COPIES OF EACH REQUEST

Department: Human Resource Education and Workforce Development  Date: 06/19/2007
College: Human Sciences + Education

PROPOSED COURSE

Short Title: FACILITATION SKILLS  (≤ 20 characters)
Rubric & No.: HRE7722  Title: Facilitation Skills in Human Resource Education

COURSE CREDIT

Graduate Credit: 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: YES  X  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: 25  (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)

7722 Facilitation Skills (3)
Understanding group dynamics, models of decision making, and intervention strategies includes both basic and advanced facilitation skills required to lead groups through numerous group processes, including developing mission, vision and values statements; strategic planning; focus groups and structured learning experiences.

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. 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  11/07/07  (date)
Department Chair's Signature  4/17/08  (date)
Graduate Dean's Signature (for 4000 level and above)  6/14/08  (date)

College Faculty Approval  6/2/08  (date)
College Dean's Signature  9/9/08  (date)
Chair, FS C&C Committee  9/9/08  (date)

Academic Affairs Approval  6/17/13  (date)
HRE 7722 (proposed)
3 credit hours
Facilitation Skills

Justification

The School of Human Resource Education (HRE) and Workforce Development prepares students to become world class practitioners, leaders and instructors. Working effectively with groups through the use of effective facilitation strategies is a critical skill for success in each of these areas. Whether facilitating learning in a classroom, facilitating groups in a corporate environment or simply facilitating a discussion between two individuals, facilitation is a skill that must be mastered by graduates from this program if they are to succeed. These essential foundational skills are not currently taught in this curriculum nor in any other that can be identified. Adding this class to the current curriculum will insure that HRE graduates and those in other disciplines are better equipped to handle real life group situations where facilitation skills are necessary. This course has been added as a core required course for those pursuing both Masters and Doctorate degrees in the Extension focus area of the Adult, Extension, and Agricultural Leadership concentration in HRE and as an elective in the Human Resource and Leadership Development (HRLD) concentration. This course has been taught under special topics number HRE 8900 for two semesters—Spring 2003 with 15 students and Spring 2009 with 17 students.

It is estimated that some 25 million meetings take place in corporate America each day and that at least 50% of those are unproductive (Moncrief, 2005) which translates to billions of dollars in wasted time. What causes unproductive meetings? Possible causes include a lack of understanding of how members of a group relate to one another, a lack of clearly defined objectives, poorly defined roles for group members, differing approaches to resolving an issue, unmanaged disruptive behavior, and lack of leadership. This course is one that students in any discipline would benefit from before going out into the work force. While its primary focus is on effective facilitation skills as they relate to group work, students will also learn strategies that will strengthen one-on-one communication in their daily lives.

Justification for not having a final exam in this course (HRE 7722): Facilitating and working with groups is not a competency that lends itself well to written performance evaluations or testing. It is best evaluated by using an observation checklist. Therefore students will be expected to actually conduct a meeting with a group using the skills and techniques learned in the class as their final project and to have themselves digitally video recorded as they do so. Their performance will be evaluated against a rubric developed during the class to determine mastery of the course concepts.
Course title: Facilitation Skills and Group Processes
Course number: HRE 7722
Credit hours: 3.0
Day/time: XXXX

Professor
Dr. Debra T. Davis
Office: Rm. 233, Knapp Hall
Office hours: By appointment
Phone: 225/578-4565
Cell: 225/937-1915
E-mail: DDavis@agcenter.lsu.edu

Course description:
This course is designed to assist the student in understanding group dynamics, models of decision making, and intervention strategies. The course also includes both basic and advanced facilitation skills required to lead groups through numerous group processes, including developing mission, vision and values statements; strategic planning; focus groups and structured learning experiences.

Course objectives:
Upon completion of this course students will:
1. Exhibit knowledge of group dynamics and group behavior.
2. Demonstrate fundamental group process and facilitation skills including: Designing and evaluating structured activities and processes; listening, paraphrasing, observing, clarifying, and elaborating; interpreting verbal and nonverbal behavior; confronting others; managing differences; collaborating with others; project management; meeting management and logistics management.
3. Demonstrate how and when to use basic decision making models with various groups.
4. Exhibit proficiency in the three phases of the facilitation process: Preparation, group work and follow-up.
5. Demonstrate the use of technology in facilitation.

Texts required:

Supplemental references:


Access to additional electronic references will be required for the course.

Additional selected readings as assigned.

Student Expectations & Course policies:

- University policies regarding cheating, plagiarism and other forms of academic misconduct will be strictly adhered to. A copy of the policies and disciplinary actions can be found in the Code of Student Conduct.
- Students are expected to attend and participate in class. In the event that a student must miss class, e-mail notification should be sent to the professor prior to class.
- Students will be expected to complete the assigned readings and review additional resources provided prior to the appointed class time in order to properly contribute to in-class discussions and assimilate concepts. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend, on average, approximately six hours outside of class each week reading, writing assignments, contributing to Moodle Forum posts and completing the assignments for the class.
- Course will be managed using Moodle. Students will be required to download class materials, participate in a discussion board as a part of this course and upload written assignments in Moodle.
- All written assignments must be submitted prior to the beginning of the class period for which they are due. Assignments received after class will be considered one day late. Late assignments will be penalized 10 points for each day late unless authorized by the professor and then only in dire emergency.
- Incompletes will be given for this course only under extreme circumstances.

Grading Scale:

- 100 - 93 = A
- 92 - 85 = B
- 84 - 77 = C
- 76 - 70 = D
- 69 - 0 = F
Grading & Assignment Details

NOTE: All written reports are expected to be submitted electronically via Moodle Assignments Section prior to the beginning of the class period for which they are due. Assignments not received by that time will be considered late. Late assignments will be penalized 10 points for each day late unless authorized by Dr. Davis and then only in dire emergency situations.

Class participation, attendance and discussion boards (25 points)
Participation grades will be based on attendance at class, discussion in class and in forums and submission of required un-graded assessments.

Case studies (25 points each—Case study #1 due 2/3/09; Case study #2 due 3/24/09)
There will be two case study assignments during the semester. Each will provide a specific situation and ask you how you might respond in each situation. The case studies will be posted to Moodle at least one week prior to their due date. You will prepare a written analysis of the situation and your solution to the problem(s) identified. Additional instructions will be provided with the individual case studies.

Inclusion Activity (25 points—Due as scheduled)
Sign up for, plan and conduct an inclusion activity during a class period during the semester. Assume that the members of the class are a group you will be working with for the first time. Design and conduct an inclusion activity that represents one of the five types described in the Justice & Jamieson book on pages 129-131 and relates to the topic of discussion for the class period. The activity should also help group members get to know one another better and to help the facilitator (you) get to know the group better. The activity should not be over 20 minutes in length. Keep in mind that the class is compressed video and that you will need to engage all class members in the process. You will need to sign up for a week to conduct your inclusion activity by the second week of class. The sign-up form will be available through Doodle and will be sent out in an email following the first class meeting. If any materials are required to conduct the activity, you must see that they get to your classmates prior to the activity. You can select an activity from any source as long as you give proper credit. Or you can design an activity of your own. You will be graded on your preparation for the activity, how well you facilitate it and how well you engage the group members in the activity.

Evaluation of selected group experience (50 points—Due 1/27/09)
Select a structured experience that you will not be conducting to evaluate. Rate the structured experience using the Structured Experience Evaluation form and instructions provided on the form by the professor. The structured
experience can be a meeting or a learning experience.

Final project (250 points—Due as scheduled on 4/14/09, 4/21/09 or 4/28/09 except otherwise noted)
Plan, conduct and evaluate a structured group experience that is 1-2 hours in length for a youth or adult audience. The experience must incorporate at least 5 of the facilitation techniques you learned in this class.

It must be digitally video-recorded and posted on Moodle in the Forums area are made available in some other format to the reviewers and professor (i.e. DVD) or on another website so that you and your classmates can view it. Additional details on this to follow. Participants will need to sign a Video Release form (attached) so that the video can be posted on the website for educational purposes. These forms will need to be turned in PRIOR to posting the video files to the course site. Note there is a separate form for minors.

You should consider the facilitation skills you identified as needing improvement from previous class assignments and work toward strengthening them in this assignment.

The final project must contain the following components:

1. Meeting agenda (50 points) (may be submitted for feedback prior to conducting meeting)
   Include date, time and place of meeting and a detailed outline of what will happen at the meeting. The agenda should be sent to participants prior to the meeting.

2. Detailed facilitation plan (50 points) (Due 3/17/09) including:
   a. Group name
   b. Meeting date, time and place
   c. A list of the objectives of the meeting
   d. A description of the setting for the meeting (i.e. location, room setup, etc.)
   e. A description of the inclusion activity you will use
   f. A list of the strategies you will use to obtain input from the group
   g. Identification of the techniques the group will use to make decisions
   h. A description of how you plan to bring closure to the group
   i. A detailed agenda with times and strategies for each component that you will use to guide you through the experience

3. Paper (100 points)
   Provide a detailed, type-written report of the structured group experience. It should be single-spaced and in 12 pt. font. I am not looking for minutes, per se, but instead a written account of the process used and the outcomes
achieved. Describe how you identified the need for the experience, your plan for conducting it, the objectives of the experience, the audience and how you identified and recruited them, the setting and the process used for the structured experience. In the process description, identify a minimum of 5 facilitation techniques you included in the experience and evaluate their effectiveness. Summarize the overall experience by describing its effectiveness. Did it accomplish what you intended? Why or why not? Be sure to include your peer reviewers’ comments in the report. What did you learn about yourself? If you had it to do over again, what might you do differently?

4. **Presentation as scheduled (50 points)**
   Provide an oral report of the structured experience using the following topics as a guide:
   a. Why you chose this structured group experience
   b. The objectives of the experience
   c. How you identified and recruited the participants
   d. At least 5 facilitation techniques you incorporated
   e. Overall effectiveness of effort
   f. What you learned about yourself
   g. What you would do differently next time

   The presentation should be no more than 10 minutes in length and may include multi-media components. Ten (10) additional minutes will be allowed for peer feedback.

Peer review of 2 meetings facilitated by classmates (50 points each—Due the day of facilitator's final project presentation, either 4/14/09, 4/21/09 or 4/28/09)

Students must attend or view 2 meetings facilitated by classmates and provide both a written and oral critique of each on the following criteria:
   a. Overall meeting design
   b. Strengths of the facilitator
   c. Suggestions for improvement

Written critiques must be posted on Moodle by the day the facilitator’s final project presentation is scheduled. However, peer comments must ALSO be submitted to the facilitator in time for him/her to include them in their final projects. Ten minutes will be allowed during the facilitator’s final project oral presentation to discuss peer comments. NOTE: Only 2 people will be allowed to sign up to review each structured experience. However, you may view or attend as many as you would like. If you attend others than the two you sign up for you can critique them during the class discussions on the day of the final project presentation.
Video Release Form

My signature on the page below indicates my permission for Louisiana State University and the LSU AgCenter to use the video of the ____________ meeting, (name of event) session or class I attended on ____________ at ____________ for (Date) (Location) educational purposes only.
Video Release Form for Minor (under 18 yrs.)

My signature on this form indicates my permission for Louisiana State University and the LSU AgCenter to use the video recording of the ___________________ meeting,

(name of event)

session or class my child ___________________ attended on ________________

(print name of child) (date)

at ___________________ for educational purposes only.

(location)

____________________________
Printed Name of Parent or Legal Guardian

____________________________
Signature of Parent or Legal Guardian

____________________________
Date
## Course Content Outline

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Content</th>
<th>Assignment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Orientation to course and expectations  &lt;br&gt; Inclusion Activity  &lt;br&gt; <strong>Using Moodle</strong>  &lt;br&gt; Introduction to Facilitation  &lt;br&gt; - Facilitation defined  &lt;br&gt; - Fundamental skills  &lt;br&gt; - Personal characteristics  &lt;br&gt; - Facilitation phases</td>
<td><strong>Facilitation Skills Self-Assessment</strong></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Understanding the adult learner  &lt;br&gt; The dynamics of group interaction</td>
<td><strong>Sign up for inclusion activity on Doodle</strong>  &lt;br&gt; <strong>Read pgs. 1-38</strong>  &lt;br&gt; <strong>Read Learning Styles article</strong>  &lt;br&gt; <strong>Learning Styles Self-Assessment</strong></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Core practices &amp; strategies  &lt;br&gt; Communication Skills  &lt;br&gt; - Active listening, speaking (paraphrasing, questioning and summarizing)  &lt;br&gt; - Interpreting verbal and non-verbal behavior</td>
<td><strong>Evaluation of selected group experience due</strong></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Phase 1: Planning (Before)  &lt;br&gt; - Understanding what is expected of you  &lt;br&gt; - Group organization  &lt;br&gt; - Playing by the rules</td>
<td><strong>Read pgs. 41-89</strong>  &lt;br&gt; <strong>Case study #1 due</strong></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Meeting Mania  &lt;br&gt; - Meeting types  &lt;br&gt; - Meeting agendas  &lt;br&gt; - Facilitation plan  &lt;br&gt; - Meeting logistics</td>
<td><strong>Read pgs. 90-114</strong>  &lt;br&gt; <strong>Post meeting date &amp; topic in FORUM</strong></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Phase II: Group Work (During)  &lt;br&gt; - Getting started  &lt;br&gt; - Generating Ideas  &lt;br&gt; - Brainstorming  &lt;br&gt; - Dialogue  &lt;br&gt; - Appreciative inquiry  &lt;br&gt; - Problem probe  &lt;br&gt; - Reflective listening  &lt;br&gt; - Recording Ideas</td>
<td><strong>Read pgs. 117-196</strong></td>
</tr>
<tr>
<td>Class #</td>
<td>Date</td>
<td>Content</td>
<td>Assignment*</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>----------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mardi Gras Holiday-NO CLASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyzing Ideas</td>
<td>➢ Read pgs. 197-222</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Tips, tools &amp; techniques</td>
<td>➢ Read pgs. 223-239</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision-making options</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Challenging Situations</td>
<td>➢ Read pgs. 240-272</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Getting Closure</td>
<td>➢ Read pgs. 273-289</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Putting it all Together: Process Designs</td>
<td>➢ Read pgs. 333-370</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Focus Groups</td>
<td>➢ Read pgs. 182-199 (Bens)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Nominal Group Technique</td>
<td>➢ Facilitation plan for final project due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Developing mission, vision and values</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ statements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Strategic planning sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Action planning</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Phase III: Follow-up and implementation (After)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ What to do with what you got</td>
<td>➢ Read pgs. 293-329</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Case study #2 due</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Working with large groups</td>
<td>➢ Read pgs. 371-394</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring break-NO CLASS</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Facilitating in a Virtual World</td>
<td>➢ Read pgs. 400-443</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Audio conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Video conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Other tips, tools and techniques</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Class presentations, as scheduled</td>
<td>➢ Final project and peer reviews due for scheduled class presentations</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Class presentations, as scheduled</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course evaluation</td>
<td>➢ Final project and peer reviews due for scheduled class presentations</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Class presentations, as scheduled</td>
<td></td>
</tr>
</tbody>
</table>

*Details of assignment requirements will be provided. All reading assignments are in the Justice & Jamieson book unless otherwise indicated.

**Grading criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation, attendance and discussion board</td>
<td>25 points</td>
</tr>
<tr>
<td>Case studies (2)</td>
<td>50 points (25 points each)</td>
</tr>
<tr>
<td>Inclusion activity</td>
<td>25 points</td>
</tr>
<tr>
<td>Evaluation of selected group experience</td>
<td>50 points</td>
</tr>
<tr>
<td>Peer review of 2 meetings facilitated by classmates</td>
<td>100 points (50 points each)</td>
</tr>
<tr>
<td>Final project</td>
<td>250 points</td>
</tr>
<tr>
<td><strong>Total possible</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>
Dr. Burnett,

In reviewing the proposal to add HRE 7722 for the upcoming Courses and Curricula meeting, the chair of the Committee is requesting two more items of information.

- Letter of support from Communication Studies, since this course is similar to some of their courses.
- Please provide whether the course is required or optional in the graduate programs of HRE (MS and PhD).

You may provide this information to me via email and I will attach to the proposal. Please let me know if you have any questions.

Thank you,

Sarah L. Martin

Administrative Coordinator 
Louisiana State University
Office of the University Registrar
112 Thomas Boyd Hall
225/373-2073 office
225/373-5941 fax
Anna M Castrillo

From: Ed Holton  
Sent: Tuesday, August 27, 2013 10:34 AM  
To: Anna M Castrillo  
Subject: FW: Letter of support regarding a HRE 7722 course in School of Human Resource Education and Workforce Dev.

Anna

Here is the support letter from CMST. I will have you the revised syllabus either tomorrow or Thursday so you can put it on the agenda.

Thanks for your help.

From: Renee Edwards  
Sent: Tuesday, August 27, 2013 10:32 AM  
To: Ed Holton  
Subject: RE: Letter of support regarding a HRE 7722 course in School of Human Resource Education and Workforce Dev.

Hi Ed,

Hope all is well with you and SHREWD. I heard the program has new offices in Coates – welcome to the neighborhood.

I approve this course. It does not conflict with anything we offer in Communication Studies.

Renee Edwards  
Professor and Chair  
Communication Studies, 136 Coates Hall  
Louisiana State University  
Baton Rouge, LA 70803  
225-578-0821

LSU  
College of Humanities & Social Sciences  
Department of Communication Studies

From: Ed Holton  
Sent: Tuesday, August 27, 2013 9:16 AM  
To: Renee Edwards  
Subject: FW: Letter of support regarding a HRE 7722 course in School of Human Resource Education and Workforce Dev.  
Importance: High

Hi Renee

Long time no see….hope this note finds you doing well.
We have been trying to get a course approved for years title HRE 7722 – Facilitation Skills in Human Resource Education. It seems to have just fallen through the cracks and we have never completed the process but would now like to do so.

As you can see below, Dr. Machtmes had contacted you to get a letter of support for this course, stating it doesn’t conflict with your courses. She has now left the university so nobody knows where the letter is, though we believe you said it was okay with you.

If you are okay with the course, can you send me an email of support. The syllabus and content is attached.

Thanks for your help...and take care.

From: Machtmes, Krisanna L. [mailto:IMCEAX-
O=LSU+20AGCENTER OU=AGCENTER CN=RECIPIENTS CN=KMACHTMES@nmprd08.prod.outlook.com]
Sent: Thursday, May 27, 2010 2:06 PM
To: Renee Edwards
Cc: Davis, Debra T.; Michael F Burnett
Subject: Letter of support regarding a HRE 7722 course in School of Human Resource Education and Workforce Dev.
Importance: High

Dr. Edwards,

I am writing to you in regards to obtaining a letter of support from you as the department head of Communications Studies. We are in the process of having our proposal for the course HRE 7722 titled Facilitation Skills reviewed by the University Course and Curriculum (C&C).

The Chair of the C&C requested that we contact you regarding a letter of support since this course is similar to some of the courses in your department. I have attached the course syllabus, justification, and course content outline for your review. I would like to suggest that we cross list this program between the two departments as this is a graduate level course.

Please if you have any questions regarding this request you may contact Dr. Debra Davis at either ddavis@agcenter.lsu.edu or 578-4565 or you may contact me at either machtmes@lsu.edu or 578-7892. Thank you for your time!

Krisanna

Krisanna Machtmes, PhD, Associate Professor
Organizational Development and Evaluation
LSU AgCenter
Knapp Hall, Room 214
P.O. Box 25100
Baton Rouge, LA, 70894-5100
Office: 225-578-7844
Fax: 225-278-5755
kmachtmes@agcenter.lsu.edu
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
Human Sciences and Education

Date: 5-7-2013

College: __________________________

PROPOSED COURSE
Rubric & No.: EDCI 7051
Title: The Contemporary Family

Short Title: CONTEMPORARY FAMILY

COURSE CREDIT
Graduate Credit: x YES __ NO

Semester Hours of Credit: 3

(For combination course types only: 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: CFS 7051

(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
(Indicate hours in the appropriate course type)

LECREC     LEC/SEM     LEC     LAB     LEC/LAB     SEM     CLIN/IPRACT     RES/IND

Maximum enrollment per section: 25
(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)
EDCI 7051 (3) See CFS 7051.

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? __ 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 10/12/2012

College Faculty Approval 5-1-2013

Department Chair’s Signature __________________________

(9-3-13)

College Dean’s Signature __________________________

(9-4-13)

Chair, FS C&C Committee __________________________

(7/14/13)

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

(9-13-13)

College Contact: Casey Bennett

(Please print name)

College Contact E-mail: cbenne5@lsu.edu

Academic Affairs Approval __________________________

(10-7-13)
JUSTIFICATION:

The Child and Family Studies (CFS) concentration was previously offered as a doctoral degree in the Human Ecology program which was phased out in July of 2012. At that time, CFS faculty, Drs. Chaney, Marks, Stamps-Mitchell, and Pierce, joined the School of Social Work (SSW) faculty and CFS was realigned with the SSW. Thus, current graduate students whose interests are in CFS will be able to pursue this concentration within the PhD degree program in Social Work which is a logically, logistically, and substantively appropriate degree program. Further, the CFS concentration will enable LSU to recruit Human Ecology students who might otherwise elect a different university to pursue doctoral studies.

This course is also offered as CFS 7051.