REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Applied Econometrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 7629</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short Title (≤ 19 characters)  
APPLIED ECONOMETRICS

Semester Hours of Credit
3

If combination course type, # hrs. of credit for
Lecture: Lab/Sem/Rec: ____________

Repeat Credit Max. (if repeatable):
credit hours Graduate Credit? Yes X No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)
Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract
3

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

Grading System:
Letter Grade Pass/Fail Final Exam:** Yes X No

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

Course Description:
Concise catalog statement exactly as you wish it to appear in the General Catalog
ECON 7629 Applied Econometrics (3) Prereq: Econ 2000 & 2010 or 2030; Math 1431 or equivalent; ISDS 2000 or equivalent. A survey of methods used in analyzing cross-sectional, time series, and panel data, including least squares estimation, generalized least squares, two-stage least squares, simultaneous equations, panel data, and qualitative choice models.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION)
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
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 Chair's Signature  
9-2-14
College Faculty Approval Date
9-30-14

Graduate Dean's Signature  
Date
Chair, FS C&C Committee's Signature
11/4/14

Contact Email: eodoug@lsu.edu
Academic Affairs Approval
Date
Justification for ECON 7629 Applied Econometrics

Professional economists rely on data analysis to support their conclusions. The analysis is statistical inference applied to cross-sectional, time-series, and panel data. Econ 7629 is a one-semester survey of methods used by professional economists, who might work in business, government, or academia. At the Ph.D. level we offer an exhaustive and demanding 4 course sequence in econometrics. The Ph.D. courses are mathematically too difficult for most Master’s students. What we offer in Econ 7629 is an applied, empirically oriented, econometric methods survey with the focus on econometric model assumptions, implementation of empirical analysis using econometric software such as Stata, and interpretation of econometric results. Post-estimation diagnostics and tests for specification errors and model adequacy, and post-estimation inference, will play an important role. Students will be introduced to the various econometric topics, such as simple and multiple regression, instrumental variables estimation, and qualitative choice models, with an array of real world applications from business and the social sciences.

This course does not duplicate any other course in the university.
Econ 7629 Applied Econometrics

Pre-requisites: An introduction to calculus, and an introduction to statistics.


Suggested supplement: Student Solutions Manual

Part I: REGRESSION ANALYSIS WITH CROSS-SECTIONAL DATA.
Week 1. The Simple Regression Model.
Week 3. Multiple Regression Analysis: Inference.
Week 6. Multiple Regression Analysis with Qualitative Information: Binary (or Dummy) Variables.
Week 7. Heteroskedasticity.

Midterm Exam 100 points (30%)

Part II: REGRESSION ANALYSIS WITH TIME SERIES DATA.

Part III: ADVANCED TOPICS.
Week 13. Instrumental Variables Estimation and Two Stage Least Squares.
Week 15. Limited Dependent Variable Models and Sample Selection Corrections.

Final Exam 100 points (50%)

Tests & Grading:
- As noted on the outline there will be exams totaling 80% of the course grade.
- Homework will count for 20% of the course grade. During the semester there will be 8-10 graded written homework assignments that will involve discussion, statistical computation, data analysis, and algebraic proofs, totaling 100 points.
- The course point total will be computed as GRADE = 0.3*Midterm score + 0.5*Final exam score + 0.2*Homework score
- Course grades will be assigned based on the course point total as:
  o 90-100 A
  o 80-90 B
  o 70-80 C
  o 60-70 D
  o Below 60, F
• No extra credit work is possible.
• **Late homework is not accepted.** With an LSU approved excuse missed homework will not be weighted in final average. Unexcused absences result in a grade of zero.
• It is expected that the students have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. 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 *at least* six hours outside of class each week reading or writing assignments for the class.
9-22-14

Graduate Council
Louisiana State University

I approve the proposed changes in the Economics Masters program from 36 to 30 hours and the substitution of the new Applied Econometrics course for the previously required Economics 7630 and 7631.

Robert Newman
Chair, Department of Economics
Louisiana State University

Richard White
Dean, E.J. Ourso College of Business
Louisiana State University
Dear Professor Rouse and Ms. Castrillo:

As you can see in the email below from Professor Geaghan, Chair of Experimental Statistics, the Department of Experimental Statistics has no objection to the introduction of the proposed course ECON 7629 (Applied Econometrics).

Please let me know if there is anything else I need to do. I hope that this course, along with the other course changes, can be added to the catalog for the Fall semester.

Thank you for your assistance in this process,
Doug McMillin

W. Douglas McMillin
Mack Hornbeak Professor & Graduate Director
Dept. of Economics
LSU
Baton Rouge, LA 70803-6306
eodoug@lsu.edu

From: Robert J Newman
Sent: Thursday, November 06, 2014 8:23 AM
To: W Douglas McMillin; Areendam Chanda; Dek Terrell; Carter Hill
Subject: FW: Approval of ECON 7629

Dear Professor Newman,

The purpose of this email is to inform you that, after due consideration, the Department of Experiential Statistics has no objection to the introduction of your course ECON 7629.

Although the Department will not oppose the proposed course, I have to add that there was some debate here on whether or not to oppose the course. We generally oppose any course that we see as essentially a statistics course. There was also some disappointment in the apparent unwillingness to explore options of the type suggested by Dr. Marx.

Sincerely,
Request for **CHANGING** an Existing Course

<table>
<thead>
<tr>
<th>Department</th>
<th>Agricultural Economics</th>
<th>College</th>
<th>AGRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>AGEC 7203</td>
<td>Date</td>
<td>10/21/2014</td>
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### PRESENT COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Advanced Agricultural Marketing Theory</th>
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<tbody>
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<td>Semester Hours of Credit</td>
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</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
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</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>Lecture: ____ Lab/Sem/Rec: ____</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
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<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
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<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade x</td>
</tr>
<tr>
<td>Course Description:</td>
<td>(Include course number, title, etc., exactly as it appears in the General Catalog)</td>
</tr>
</tbody>
</table>

**AGEC 7203 Advanced Agricultural Marketing Theory (3)**

Prereq.: ECON 7701 or concurrent enrollment. Basic and applied analytical procedures in marketing research emphasizing quantitative methods; firm theory applied to marketing.

### PROPOSED COURSE DESCRIPTION

<table>
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<th>Title</th>
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**AGEC 7203 Advanced Agricultural Marketing Theory (3)**

Prereq.: ECON 7701 or concurrent enrollment. Basic and applied analytical procedures in marketing research emphasizing quantitative methods; firm theory applied to marketing.

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**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** | **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** | **If yes, list courses; use separate sheet.**

---

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

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

### APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
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<tbody>
<tr>
<td>William B. Richardson</td>
<td>11/12/14</td>
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</tbody>
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<table>
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<tr>
<th>College Dean Signature</th>
<th>11/13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Neal</td>
<td><a href="mailto:jshew1@sv.edu">jshew1@sv.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair, FS C&amp;G Committee</th>
<th>11/13/14</th>
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</thead>
<tbody>
<tr>
<td>T. Johnson</td>
<td>FEB 12/10/14</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Affairs Approval</th>
<th>(date)</th>
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</table>
JUSTIFICATION:

This course is affected by the changes made by the ECON department. ECON is changing the title but not the contents and number of ECON 7700 to ECON 7701. We request the change in prerequisites to accommodate the ECON course changes.
## Request for CHANGING an Existing Course

**PRESENT COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Agricultural Production Economics</th>
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<tbody>
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<td>Grading System:</td>
<td>Letter Grade</td>
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<tr>
<td>Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)</td>
<td>ANEC 7303 Agricultural Production Economics (3)</td>
</tr>
<tr>
<td>Prereq.: ECON 7701 or concurrent enrollment. Production principles applied to use of agricultural resources; analysis and interpretation of research data; theory of the farm firm, including costs, uncertainty and expectations.</td>
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## PROPOSED COURSE DESCRIPTION

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### 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 | N/A
- Is this course a prerequisite or corequisite for other courses? Yes | No | N/A
- Is this course on the General Education list? Yes | No | N/A

### JUSTIFICATION/EXPLANATION:

Use separate sheet.

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

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<thead>
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<th>College Faculty Approval Date</th>
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<tbody>
<tr>
<td>Gail F. Cramer</td>
<td>(date)</td>
<td>William B. Richardson</td>
<td>(date)</td>
</tr>
<tr>
<td>Department Chair Signature</td>
<td>G. Byers</td>
<td>(11/13/14)</td>
<td>Chair, FS C&amp;C Committee</td>
</tr>
<tr>
<td>G. Byers</td>
<td>(date)</td>
<td>James B. Head</td>
<td>(11/13/14)</td>
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<tr>
<td>Graduate Dean Signature</td>
<td>Jennifer Neal</td>
<td><a href="mailto:jshew@isu.edu">jshew@isu.edu</a></td>
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JUSTIFICATION:

This course is affected by the changes made by the ECON department. ECON is changing the title but not the contents and number of ECON 7700 to ECON 7701. We request the change in prerequisites to accommodate the ECON course changes.
# Request for CHANGING an Existing Course

**Department**: Agricultural Economics  
**Course Rubric & Number**: AGEC 7603  
**College**: AGRI  
**Date**: 10/21/2014  
**Effective**: 1/2016

## Present Course Description

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<td>Grading System:</td>
<td>Letter Grade</td>
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<tr>
<td>Course Description:</td>
<td>AGEC 7603 Advanced Agricultural Policy (3)</td>
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<tr>
<td>Prereq.: ECON 7701 or concurrent enrollment. Development of agricultural policy; emphasis on objectives, procedures, accomplishments and consequences of policy on agriculture and rural areas.</td>
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## Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Advanced Agricultural Policy</th>
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<tbody>
<tr>
<td>Short Title</td>
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<td>Semester Hours of Credit</td>
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<td>Course Description:</td>
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</tbody>
</table>

**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 | 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**: 11/12/2014  
**College Faculty Approval Date**: 11/12/2014  
**Department Chair Signature**: [Signature] (date)  
**Graduate Dean Signature**: [Signature] (date)  
**College Contact**: jnshe@wvaedu

**Academic Affairs Approval**: 12/14/2014  
**Chair, FS C&C Committee**: [Signature] (date)
JUSTIFICATION:

This course is affected by the changes made by the ECON department. ECON is changing the title but not the contents and number of ECON 7700 to ECON 7701. We request the change in prerequisites to accommodate the ECON course changes.
**Request for CHANGING an Existing Course**

**Department:** Agricultural Economics  
**College:** AGRI  
**Course Rubric & Number:** AGEC 7613  
**Date:** 10/21/2014

### PRESENT COURSE DESCRIPTION

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<td>Semester Hours of Credit</td>
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<tr>
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<td>Lecture: Lab/Sem/Rec:</td>
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<td>Graduate Credit?</td>
<td>Yes x No</td>
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Credit will not be given for this course and:

- Contact Hours Per Week: (Indicate hours in appropriate course type.)
  - Lecture: Lab/Sem/Rec: |

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)

**AGEC 7613 International Agricultural Trade (3)**

**Prereq.: ECON 7700 or concurrent enrollment:** International economic trade theory; special reference to trade in agricultural products.

### PROPOSED COURSE DESCRIPTION

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- Contact Hours Per Week: (Indicate hours in appropriate course type.)
  - Lecture: Lab/Sem/Rec: |

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)

**AGEC 7613 International Agricultural Trade (3)**

**Prereq.: ECON 7701 or concurrent enrollment:** International economic trade theory; special reference to trade in agricultural products.

---

**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.

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**APPROVALS**

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<td>11/12/14</td>
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</tbody>
</table>

**Department Chair Signature** (date)

**Graduate Dean Signature** (date)

**College Contact E-mail** jshew2@su.edu

**Chair, FS C.C. Committee** (date)

**Academic Affairs Approval** (date)
JUSTIFICATION:

This course is affected by the changes made by the ECON department. ECON is changing the title but not the contents and number of ECON 7700 to ECON 7701. We request the change in prerequisites to accommodate the ECON course changes.
REQUEST FOR ADDITION OF NEW COURSE

Department: Communication Studies  
College: HSS  
Date: September 4, 2014

PROPOSED COURSE DESCRIPTION

Rubric & No.  
CMST 4201  
Title: Communication Internship

Short Title (≤ 19 characters)  
INTEGRATION USE ONLY

Semester Hours of Credit  
3

If combination course type, # hrs. of credit  
for Lecture: 1  
Lab/Sem/Rec: 2

Repeat Credit Max. (if repeatable): credit hours  
Graduate Credit? Yes X No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract

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

Grading System: Letter Grade Pass/Fail X

Final Exam:** Yes X No

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

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

CMST 4201 (3) Prereq.: permission of department. Pass/fail grading. Credit for students who have a secured internship in a professional area of communication. Preparation, assessment, and mentorship.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.)

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

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 Date  
Oct 6, 2014  
College Faculty Approval Date  
10-23-14

Department Chair’s Signature  
Date  
College Dean’s Signature  
Date

Graduate Dean’s Signature  
Date

Contact: (please print)  
Contact Email:  

Academic Affairs Approval  
Date  
11-18-14
Justification for CMST 4201

Students gain innumerable benefits from completing an internship before graduation. These benefits include gaining professional skills, making valuable connections in the workplace, understanding the practical side of an academic discipline, and the possibility of a job offer upon graduation. Furthermore, establishing a formalized internship program fits well within the LSU Flagship 2020 learning goals to “Increase the number of students with strong skills in critical thinking, creative problem solving, and effective communication” and to “Produce greater numbers of students who become intellectual and civic leaders” (http://www.lsu.edu/flagshipagenda/goals2020.shtml). By creating an internship course that includes a classroom component, students are given a greater mentoring opportunity from a faculty member and a learning environment that encourages creative problem solving, as well as the ability to discover the intersection of discipline specific ideas and a professional context.

Final Exam Justification

CMST 4201 is designed to provide students with practical experience in a professional communication environment. It will be graded as a pass/fail class. Students must have a satisfactory midterm and final evaluation, along with meeting other requirements detailed in the course syllabus, in order to pass the class. The midterm and final evaluations from their direct supervisor, along with a personal meeting with the instructor, will take the place of a traditional final exam.
Communication Studies 4201
Communication Internship

Instructor: Amy Daulton Fannin
Office: 113B Prescott Hall
Phone: (225) 578-6075
Email: afannin@lsu.edu

Office hours: TTH 10:45-11:45 A.M.
Wednesdays 10:00 A.M.-1:00 P.M.

Required textbook:

Course Objectives:
The purpose of CMST 4201 is to provide students with course credit for completing an internship in the communication discipline. Ideal internships often include event planning, media relations, public relations, sales and marketing, and working in local media outlets. Students receive invaluable professional experience that will aid them in their search for a professional position after graduation.

Disabilities:
The Americans with Disabilities Act and 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 may be arranged. After you receive the accommodations letters, please meet with me as soon as possible to discuss the provisions of these accommodations.

Midterm and Final Evaluations:
Given the pass/fail grading system, neither a midterm nor final exam will be given in the course. Instead, students must have satisfactory midterm and final evaluations from their direct supervisor. The due dates for the evaluations are on the reading schedule below.

Course Requirements:
Students are expected, in addition to time spent in class, to spend a minimum of an additional 8 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments. Thus, students are expected to devote at least 9 hours per week toward the successful completion of CMST 4201.

This course is a pass/fail course. Students must meet the following requirements in order to pass the class:

1. Each student must find her/his own internship for the spring by the last day to add classes. Students who do not meet this requirement will not be able to register for the class.

2. Before registering for the class, each student must provide Dr. Fannin with verification of the internship position. No student will be able to register without this verification. Dr. Fannin will provide each student with the necessary verification form upon acceptance into the class.
3. Interns must work a **minimum of 120 hours** during the semester to complete the internship and **attend the weekly course meeting**.

4. A midterm and final performance evaluation will be conducted by the internship sponsor. These are available on Moodle and should be given to the internship director.

   **MIDTERM EVALUATION DUE:** Week 7
   **FINAL EVALUATION DUE:** Week 13
   **FINAL PORTFOLIO DUE:** Week 14

5. Weekly logs should be handed in to class during the weekly course meeting. These logs should include the days worked and time worked on each day, along with a description of responsibilities for the week. Additionally, each log should include a description of communication activities in the workplace. A format for the log will be posted on Moodle.

6. You may choose one of two options for your final project.
   - **Option 1** is a four to six page long paper will be required the week before final exams. This paper should identify three to four communication concepts studied in CMST classes at LSU (e.g., conflict, group work, listening, communication climate). Explain each concept and then discuss your observations of these concepts in the workplace. Give specific examples and draw conclusions about the importance of the communication process in the workplace. You will need to briefly present your paper at the final class meeting during the last week of class. **Emailed papers will not be accepted.**
   - **Option 2** is creating a portfolio of the projects you completed over the semester. Be prepared to share your portfolio with others during the last class meeting of the semester.

   **PAPERS/PORTFOLIOS DUE:** Week 14.

   Please schedule a meeting with Dr. Fannin during Week 13 to review your final project and final evaluation.

---

**Reading Schedule—Weekly Discussion/Reading Schedule**

Each weekly class meeting will include a time to discuss internship obstacles or questions. Additionally, each student is responsible for reading the assigned textbook chapter for the week. Career Services will present twice during the semester; no readings are assigned for these weeks.

Week 1—Introduction to course

Week 2—Learning Contract: Goal Setting in the Internship

Week 3—Chapter 1: Attitude, Goal Setting, and Life Management

Week 4—Chapter 3: Time and Stress Management/Organization Skills

Week 5—Chapter 9: Communication

Week 6—Career Services Presentation: Creating Professional Portfolios

Week 7—Midterm Evaluation Meetings

Week 8—Chapter 8: Electronic Communication

Week 9—Career Services Presentation: Career Decision Making

Week 10—Chapter 13: Job Search Skills

Week 11—Chapter 14: Resume Package
Week 12—Chapter 12: Conflict and Negotiation

Week 13—Final Evaluation Meetings

Week 14—Portfolio Presentations

**Grading Scale:**
CMST 4201 is a pass/fail class. In order to pass the class, students must meet the following criteria:

- 80% class attendance
- Work 120 hours during the semester at their internship
- An average rating of “average” or better on both the midterm and final evaluation from their direct supervisor (see attached evaluations)
- A midterm evaluation meeting with Dr. Fannin
- A final evaluation meeting with Dr. Fannin
- Complete a final paper/portfolio and presentation during the last week of classes

Failure to meet these criteria will result in a failing grade for the class.
Louisiana State University
Department of Communication Studies
Internship Learning Contract

Name: ____________________________________________

Year in school: ___________  Expected graduation date: ___________

Location of internship: _______________________________________

Internship title/position: ______________________________________

Internship description:

**Student:** Describe in detail your job responsibilities while serving as intern this semester. Include how many hours a week/semester you are expected to work.

**Supervisor:** Students benefit from internships when their duties are professional in nature and not clerical. Please detail how you will provide professional experience for the student in this area. Also please explain how you will instruct and mentor the student in this area in order to help him/her grow professionally.

**Learning objectives:** Working together, the student and on-site supervisor should provide detailed goals for the student to work towards during the internship. For instance, learning how to write press releases, developing a marketing campaign, or planning an organizational event are all ideal goals for interns. Please also discuss organization communication skills that will be emphasized, including specific needs in the context the student is serving this semester.
Agreement: The following contract should be signed and returned to all parties.

This contract may be terminated or amended by student, faculty sponsor or internship supervisor at any time upon written notice, which is received and agreed to by the other parties.

**Student:** I agree to comply to the professional standards set by the organization and the academic standards set by Louisiana State University. I also agree to comply with the learning objectives and job responsibilities outlined in this learning contract.

**Student signature:** _________________________________

**Supervisor:** I agree to provide professional opportunities for the student intern above and comply with the learning objectives and job responsibilities outlined in this learning contract.

**Supervisor signature:** _________________________________

**Faculty member:** I agree to provide academic guidance to the student above. I also agree to evaluate the progress of the student throughout the internship experience.

**Faculty member:** _________________________________
Dear Anna,

Please let me know if you need any additional information, hard copies of the documents, or revised, full proposals for the courses.

Thank you,

Renee Edwards  
Professor and Chair  
Department of Communication Studies  
Louisiana State University  
Baton Rouge, LA 70803  
225.578.6821

1. CMST 3112 – The justification states it has been offered before as a special topics course, we will need to know how many students enrolled and what semesters.

   Offered as CMST 3900, Fall 2013 and Fall 2014. Enrollments of 28-30 students per semester.

2. CMST 7903 – They say they want to remove CMST 7903 from the requirements of the MA and PhD. I see that it is listed as a required course in the PhD section of the catalog. They will have to rework their PhD curriculum and send to Grad Council I would imagine.

   Thank you, we will ask for approval from the Graduate School. In the meantime, the course description itself does not need to say that it is required, right?

3. CMST 4201 – for internships, we don’t usually see them separated as lecture/lab. They are usually 3 credit hours with around 40 hours a week in contact hours. They can choose the total weekly hours. Will this course really be a lecture/lab? Also, since it is an internship, there should be a contract form between the student, instructor, and internship sponsor.

   We had trouble categorizing the course; lecture/lab seemed like the best description. Students and professor will meet in the classroom for one hour-long class meeting each week (e.g., 8:30-9:30 on Monday). This is the Lecture component. Students will also read a textbook, take tests, and turn in a paper or portfolio relevant to the Lecture component. For the remaining hours, students will work at their internship. They will spend at least 120 hours throughout the semester at the organization doing meaningful work related to communication (an average of 8 per week). This is the Lab component. If you prefer a different category, we are certainly open to changing from the Lecture/Lab designation.

   A contract is attached.
4. CMST 7911 – The justification states that this course was offered as other courses before, what were the enrollment numbers and what semesters? Also, the syllabus should define what the research paper is and what participation consists of.

   Fall, 2013      CMST 7910, 10 students
   Spring, 2011    CMST 7913, 5 students

A revised syllabus is attached that describes the research paper and participation.

5. CMST 7914 – The justification states that this course has been offered as another broader course in the past. What course/courses are they? Enrollment numbers and what semesters?

   Enrollments were 5-11 per class.
   Spring 07:      7910    Health Communication
   Spring 10:      7910    Family and Health Communication
   Fall 12:        7910    Family and Health Communication
   Fall 14:        7910    Interpersonal Communication in Health
**Request for CHANGING an Existing Course**

<table>
<thead>
<tr>
<th>Department</th>
<th>Communication Studies</th>
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</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>CMST 7903</td>
</tr>
<tr>
<td>College</td>
<td>Humanities &amp; Social Sciences</td>
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</table>

**Present Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Research Writing in Communication Studies</th>
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<tbody>
<tr>
<td>Semester Hours of Credit</td>
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</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
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</tr>
<tr>
<td>Lecture</td>
<td>Lab/Sem/Rec:</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade x</td>
</tr>
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</table>

**CMST 7903 Research Writing in Communication Studies (3)**

Professional development seminar for graduate students in Communication Studies. Emphasis on refining research and writing skills for careers in the discipline. Required of all graduate students in Communication Studies.

**Proposed Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Research Writing in Communication Studies</th>
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</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>RES WRITING IN CMST</td>
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<tr>
<td>Semester Hours of Credit</td>
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<td>Grading System:</td>
<td>Letter Grade x</td>
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</table>

**CMST 7903 Research Writing in Communication Studies (3)**

Professional development seminar for graduate students in Communication Studies. Emphasis on refining research and writing skills for careers in the discipline.

**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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>Oct 10, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>11-2-14</td>
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</table>

<table>
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<tr>
<th>College Faculty Approval Date</th>
<th>10-29-14</th>
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<tbody>
<tr>
<td>College Dean Signature</td>
<td>(date)</td>
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<tr>
<td>Chair, FS C&amp;C Committee</td>
<td>11-18-14</td>
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<table>
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<tr>
<th>Academic Affairs Approval</th>
<th>(date)</th>
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<tbody>
<tr>
<td>College Contact E-mail</td>
<td></td>
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</table>
Included in curricula: This course was required for graduate students in Communication Studies (M.A. and Ph.D.) but not in any other curricula.

Justification: The Graduate Faculty in the Department of Communication Studies met at a retreat on August 21, 2014, to review the graduate curricula. We voted to keep this course on the books but not to require it for all graduate students. Consequently, this request is to delete the final statement from the catalog description.
Dear Anna,

Please let me know if you need any additional information, hard copies of the documents, or revised, full proposals for the courses.

Thank you,

Renee Edwards
Professor and Chair
Department of Communication Studies
Louisiana State University
Baton Rouge, LA 70803
225.578.6821

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A contract is attached.
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Spring, 2011     CMST 7913, 5 students

A revised syllabus is attached that describes the research paper and participation.

5. CMST 7914 – The justification states that this course has been offered as another broader course in the past. What course/courses are they? Enrollment numbers and what semesters?

Enrollments were 5-11 per class.

Spring 07: 7910 Health Communication
Spring 10: 7910 Family and Health Communication
Fall 12:   7910 Family and Health Communication
Fall 14:   7910 Interpersonal Communication in Health
**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** Communication Studies  
**College:** Humanities & Social Sciences  
**Date:** Sept. 5, 2014

---

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>CMST 7911</th>
<th>Title</th>
<th>Communication and the Individual</th>
</tr>
</thead>
</table>

**Short Title (≤ 19 characters):** COM M & THE INDIVIDUAL

**Semester Hours of Credit:** 3

**Repeat Credit Max. (if repeatable):** 6 credit hours  
**Graduate Credit:** Yes

**Credit will not be given for this course and:**

**Course Type (Indicate hours in the appropriate course type):**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
</tr>
</thead>
</table>

**Maximum enrollment per section:** (use integer, e.g. 25 not 20-30) 15

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

**Final Exam:** Yes X  
**No**

**Course Description:**

*Concise catalog statement exactly as you wish it to appear in the General Catalog*

**CMST 7911 Communication and the Individual (3)** May be taken for a max. of 6 hrs. credit when topics vary. Prereq.: permission of department. Current theoretical approaches to the role of the individual in communication. Topics such as individual differences, imagined interaction, and listening.

---

### BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION)

If this course is approved, will additional staff be needed? Yes ☒ No X

Will additional space, equipment, special library materials or other major expense be involved? Yes ☒ No X

**Academic Affairs Approval:**

**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).

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>10/4/2014</td>
<td>10-22-14</td>
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**Department Chair’s Signature**

<table>
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<tr>
<th>Date</th>
<th>College Dean's Signature</th>
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**Graduate Dean's Signature**

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<td>10/18/2014</td>
<td>11/18/2014</td>
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</table>

**College/Division/Department Contact:**

| Renee Edwards | Contact Email: edwards@lsu.edu |

**Academic Affairs Approval**

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>11/18/2014</td>
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Justification

A significant amount of research in interpersonal communication addresses the role of the individual. Topics of interest include social identity, imagined interaction, listening, physiology, and individual differences. Faculty in the department have expertise in these topics and have taught them under two all-purpose numbers: CMST 7910 Seminar in Interpersonal Communication and CMST 7913 Research in Communication.

We believe that using a single number for many topics is a disservice to our program and our students. Prospective students do not get a sense of the richness of our course offerings. Transcripts do not reflect the depth of their education. Consequently, the department proposes a new seminar, "Communication and the Individual."

This proposal has been shared with the Department of Psychology, which made the following response:

From: Jason Hicks
Sent: Wednesday, October 01, 2014 3:41 PM
To: Renee Edwards
Subject: RE: CMST 7911 proposal

Hi Renee, sorry for the delay on this. Psychology has no objections to this course. There may be aspects (e.g., schema) covered in a couple of our courses (e.g., Cognition, Social Psychology), but not in the context of communication, and even then I see at best about a 5% overlap with any one of our courses. (And it sounds very interesting).

Regards,
Jason

=================================================================================================
Jason L. Hicks, Ph.D.
Professor and Chair
Department of Psychology
Louisiana State University
Baton Rouge, LA 70803-5501
Phone/voice: 225-578-4109
Fax: 225-578-4125
jhicks@lsu.edu
http://www.lsu.edu/psychology/cognitive.html
=================================================================================================
CMST 7911: Seminar in Interpersonal Communication Theory
Communication, Message Interpretation, and the Self

Course Description

In the preface to their 1998 book, Communication and Personality: Trait Perspectives, McCroskey, Daly, Martin, and Beatty wrote, "As researchers of the communication process, we are interested in why people differ in how they communicate. We are also very interested in why individuals differ in how they perceive and assign meaning to messages" (p. vii). Although this sentiment is more than a decade old, it resonates with current research in our field. Recent articles in communication journals include studies that incorporate

1. individual differences (e.g., gender, culture, emotional intelligence, attachment style, empathy);
2. issues relevant to self (e.g., self-affirmation, including the other in the self, feelings of personal success); and
3. meaning (marriage as an ideograph; perceptions of public service announcements; making sense of growing up with a disability; perceptions of nonverbal immediacy).

Our goal will be to examine these constructs and explore the connections among them. The objectives of the seminar are as follows:

1. Acquaint the students with concepts in communication research that relate to individual differences, self, and meaning;
2. Explore the relationships among them; and
3. Develop student interest and expertise in conducting empirical research.

Text: Readings will be assigned from a variety of edited books and journals. Sample readings are listed below. The final selections will vary according to the interests of students enrolled in the class.

Graded activities and assignments:

1. You will lead the discussion for one topic. You should prepare a 1-2 page outline of the topic and lead a lecture-discussion about it for approximately 45 minutes. You may incorporate discussion questions from classmates into the discussion. 10%.

2. For each topic, you will submit 2 discussion questions to Moodle by Monday (two days before class meets) at 2:00 p.m. These questions will be used by the discussion leaders. 5%

3. Article responses: For 4 topics, you will write a report on one article in addition to the assigned readings. In your response, you should summarize the article (up to I single-spaced page) and discuss it (up to 1 single-spaced page). Your discussion should highlight important issues, relate the article to other readings, identify directions for additional research, critique the article, and/or provide another perspective on the topic. These responses are due on the day the topic will be discussed in class. 10%

4. Research paper. My goal is for you to have a convention-quality paper by the end of the semester. Your paper should be 15-20 pages long and develop some topic relevant to the class. 30%

   a. Option 1 is to complete a comprehensive review of literature on some topic in conjunction with a rationale and set of hypotheses or research questions, similar to what you would include in a dissertation. Your hypotheses or questions may be appropriate for either quantitative or qualitative examination. Evaluation will be based on the extensiveness of the review, clarity of writing style, organization, quality of the rationale, and significance of the hypotheses or research questions.
b. Option 2 is to conduct original research and write a paper based on it. The paper would include a review of literature, rationale, hypothesis or research question, method, results, and discussion. Evaluation would be based on the quality of the literature review, clarity of writing style, organization, quality of the rationale, and significance of the hypothesis or research question, appropriateness and execution of the method and data analysis, and quality of the discussion.

For both options, students will submit a rough draft of 10 pages approximately 8 weeks into the semester. The final paper will be due the week before classes end. All students will make a 10 minute presentation of their paper.

5. Participation. You should attend every class and participate each day in the class discussion. Your involvement should reflect your reading of the materials assigned. Acceptable forms of participation include asking questions, making connections to previously discussed topics or those from other areas of communication, making connections to your research paper, speculating about implications, and disagreeing with authors. Your participation should let me know that you are actively thinking about the material and making connections to it. 20%

6. Final Exam. Questions similar to what you might see in a General Exam. 20%

90-100 = A, 80-89=B, 70-79=C, 60-69=D.

Workload: Students are expected, in addition to time spent in class, to spend a minimum of an additional 6 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments. Thus, students are expected to devote at least 9 hours per week toward the successful completion of CMST 7911.

Disabilities: The Americans with Disabilities Act and the Rehabilitations 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 the accommodation letters, please meet with me to discuss the provisions of those accommodations.

Tentative Schedule

January 27 Introduction to the class and each other. Message interpretation. Individual differences.


February 3 Meaning/content and relational meaning/relational communication/framing theory/denotation and connotation/ambiguity and vagueness.


February 17  Self-Schemas, Culture.


February 24  Self: Imagined Interaction, Self-Verification


March 3  Scope of Self, Self-Categorization Theory


March 10  Recap, compare and contrast. For the next several weeks, we will consider a variety of communicator characteristics such as communication apprehension, sex and gender, argumentativeness and verbal aggressiveness, and communication competence (one or two characteristics per class meeting). We will decide which constructs to examine based in part on the interests of the students in the seminar.

March 17  Guest: Professor Susanne Jones, University of Minnesota. “Presence.”

March 24  SSCA in Little Rock

March 31  Possible Choices for Individual differences (attachement, loneliness, verbal aggressiveness, sense of humor, Southern culture)


April 7  Individual differences (Message design logic, cognitive complexity)


April 14  Individual differences (verbal aggressiveness, loquacity, Big Five)


April 21  Spring Break

April 28  Connecting the dots.

May 5  Papers Due. Paper Presentations (10-15 minutes each).

Final Exam:  Tuesday, May 10, 12:30-2:30, or Thursday, May 12, 5:30-7:30
Dear Anna,

Please let me know if you need any additional information, hard copies of the documents, or revised, full proposals for the courses.

Thank you,

Renee Edwards
Professor and Chair
Department of Communication Studies
Louisiana State University
Baton Rouge, LA 70803
225.578.6821

1. CMST 3112 – The justification states it has been offered before as a special topics course, we will need to know how many students enrolled and what semesters.

   Offered as CMST 3900, Fall 2013 and Fall 2014. Enrollments of 28-30 students per semester.

2. CMST 7903 – They say they want to remove CMST 7903 from the requirements of the MA and PhD. I see that it is listed as a required course in the PhD section of the catalog. They will have to rework their PhD curriculum and send to Grad Council I would imagine.

   Thank you, we will ask for approval from the Graduate School. In the meantime, the course description itself does not need to say that it is required, right?

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   We had trouble categorizing the course; lecture/lab seemed like the best description. Students and professor will meet in the classroom for one hour-long class meeting each week (e.g., 8:30-9:30 on Monday). This is the Lecture component. Students will also read a textbook, take tests, and turn in a paper or portfolio relevant to the Lecture component. For the remaining hours, students will work at their internship. They will spend at least 120 hours throughout the semester at the organization doing meaningful work related to communication (an average of 8 per week). This is the Lab component. If you prefer a different category, we are certainly open to changing from the Lecture/Lab designation.

   A contract is attached.
4. CMST 7911 – The justification states that this course was offered as other courses before, what were the enrollment numbers and what semesters? Also, the syllabus should define what the research paper is and what participation consists of.

   Fall, 2013        CMST 7910, 10 students
   Spring, 2011      CMST 7913, 5 students

   A revised syllabus is attached that describes the research paper and participation.

5. CMST 7914 – The justification states that this course has been offered as another broader course in the past. What course/courses are they? Enrollment numbers and what semesters?

   Enrollments were 5-11 per class.
   Spring 07:  7910  Health Communication
   Spring 10:  7910  Family and Health Communication
   Fall 12:    7910  Family and Health Communication
   Fall 14:    7910  Interpersonal Communication in Health
**REQUEST FOR ADDITION OF NEW COURSE**

<table>
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<th>Department</th>
<th>Communication Studies</th>
<th>College</th>
<th>Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>September 15, 2014</td>
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<td></td>
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**PROPOSED COURSE DESCRIPTION**

<table>
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<tr>
<th>Rübric &amp; No.</th>
<th>CMST</th>
<th>Title</th>
<th>Communication in Health Care Contexts</th>
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<tbody>
<tr>
<td>Short Title</td>
<td>H e a l t h C o m m e n t e x t</td>
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<td>Semester Hours of Credit</td>
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<td></td>
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<td>Lab/Sem/Rec:</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>3 credit hours</td>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
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<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
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<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
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<td></td>
<td></td>
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<tr>
<td>Grading System: Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:</td>
<td>Yes</td>
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</table>

**Course Description:**

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

CMST 7914 Communication in Health Care Contexts (3) May be taken for a max of 6 sem. hrs. of credit when topics vary. Prereq.: permission of department. Topics such as interpersonal communication in health care contexts, intersections of family and health communication, and social support and health communication.

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.**

If this course is approved, will additional staff be needed? Yes | No
Will additional space, equipment, special library materials or other major expense be involved? Yes | No

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 Date | 10/16/2014 | College Faculty Approval Date | 10-22-14
Department Chair's Signature | | College Dean's Signature | 10-27-14
Graduate Dean's Signature | 10/23/2014 | Chair, FS C&C Committee's Signature | 11/18/2014
College/Division/Department Contact: (please print) | | Academic Affairs Approval | 12/19/2014
Contact Email: | |
**Justification:** CMST 7914 Communication in Health Care Contexts will provide the opportunity to offer a range of topics that complement graduate training in our department. The content builds on research strengths of current faculty and has been taught under less descriptive rubrics within the department. Health communication is a growing sub-discipline in our field and having this course title on graduate students' transcripts will enhance their marketability for related academic and professional positions.

The topics offered in this course will primarily address various interpersonal dynamics within health care contexts. The topic of interpersonal communication in health care contexts will focus on formal and informal care giving (that is, inside and outside of the clinic). The topic of intersections of family and health communication will focus on how family dynamics inform health attitudes, beliefs and behaviors and how these health-related behaviors create and recreate family dynamics. The topic of social support will focus on definitions and models of a crucial process for coping with health-related and life challenges.

While the content for this course may briefly touch on mediated health campaigns as they are impacted by interpersonal dynamics, we will not focus on such aspects since they are the purview of the Manship School of Mass Communication.
COMMUNICATION IN HEALTH CARE CONTEXTS

Communication Studies 7914
Meeting time and place details here

Instructor name, contact information, office hours here

Selected chapters from:

Additional selected readings will be posted on Moodle – see course schedule for topics

Course Objectives
1. To expose students to theory and research regarding health communication broadly and with depth in selected areas.
2. To enhance students' ability to critically analyze bodies of research, especially in identifying the strengths and weaknesses of lines of research.
3. To provide students with the opportunity to actively participate in research about health communication.

Course Grading
Course grades will be based on individual performance during class discussions, leading class sessions on your research interest, your research project, and the final exam.

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<thead>
<tr>
<th>Class participation</th>
<th>100 points</th>
<th>25%</th>
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<tbody>
<tr>
<td>Class leadership on research topic</td>
<td>50 points</td>
<td>12.5%</td>
</tr>
<tr>
<td>Research project</td>
<td>150 points</td>
<td>37.5%</td>
</tr>
<tr>
<td>Final exam</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
<td><strong>90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D</strong></td>
</tr>
</tbody>
</table>

Course Schedule (Tentative)
Topic areas are proposed, however, events in class may dictate that the schedule be adjusted to meet the needs and interests of class members. Reading assignment details will be posted on Moodle. Any changes from the proposed schedule will be announced in class and on Moodle.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to this seminar and health communication with a focus on interpersonal aspects/ select dates for discussion leadership</td>
</tr>
<tr>
<td>2</td>
<td>Theory in interpersonal and health communication//IRB//discuss project ideas</td>
</tr>
<tr>
<td>3</td>
<td>Methods in interpersonal health communication//discuss projects</td>
</tr>
</tbody>
</table>
| 4    | Interpersonal health communication in the clinic
Turn in project proposal for feedback |
| 5    | Interpersonal health communication outside the clinic |
| 6    | faculty research on caregiving, social support and decision making//project updates |
| 7    | student topic//graduate student research on emergency rooms and electronic medical records |
| 8    | guest lecturer on physician and patient interactions//student topic |
| 9    | faculty research on hospice care//more on theory and methods in health communication |
| 10   | student topic//project updates |
| 11   | student topic//student topic |
| 12   | student topic//student topic |
Course Assignments

Class Participation

One of the great joys of a good graduate seminar is learning from your colleagues, therefore, each class member is expected to contribute to scholarly discussions about the content area(s) assigned for each week. As you are reading the assigned materials, you should identify questions or issues that will help to generate discussion that assists each class member in developing an understanding of the content area as well as larger issues regarding research and theory in the field of communication. Please feel free to ask questions for clarification. Asking for clarification points out areas where we might not have shared understanding and can be very fruitful areas of discussion. Contribution to these discussions will not be graded solely on the number of times an individual speaks, but on the quality of his/her comments and the value such comments provide to further the discussion.

As graduate students, you are expected to attend each and every class meeting. Missing class will adversely affect your class discussion grade. If you know that you will be missing class because of a conference, interview, or other scheduled reason, just let me know. If an emergency should arise that precludes you from attending class, try to let me know. I do not need the details, just the notification. I understand that when emergencies arise it may be difficult to notify me before class.

Class Leadership on Research Topic

A major goal that I have for you is to end the semester with a research paper that is ready for submission to a conference (see the details below). In addition to completing your research project, you will be sharing key readings that inform your project. Each of you will have about one hour in class to talk about your project and the supporting literature. For your class period, you will want to identify those key articles and get me a copy at least one week before your assigned day so that I can post files for everyone to read before you present in class. Your job is to not only talk about these specific readings, but also to provide the larger context and issues being addressed in your project. The rest of the class should read the articles and come prepared to talk about the issues raised and identify connections to the broader context of health communication.

Research Project

Each student is expected to participate in a research project related to the content area of the class. The goal is for each student to have a convention-quality paper (about 25 pages) ready by the end of the semester. This project must be related to health communication in some meaningful way, and, therefore, must be approved by me. Feel free to talk with me about your project as you develop and refine it.

For an individual project, each student will be responsible for developing a proposal for approval; conducting a literature review; collecting and analyzing data (using all those terms broadly); and, writing up a final, convention-quality (not defined broadly!) paper. Groups of students may decide to work together on the research project. For group projects, the group may decide to divide the work up among its members in any manner found appropriate by the group members, but a synopsis of the division of labor should be provided to me. The project proposal should be 3-5 pages outlining the questions that will be addressed and how you will go about answering those questions (methodology) as well as identifying relevant literature. I recommend that you include a proposed project timeline as well to help you stay on track to meet course deadlines.

Workload

Students are expected, in addition to time spent in class, to spend a minimum of an additional 6 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments. Thus, students are expected to devote at least 9 hours per week toward the successful completion of CMST 7914.

Final Exam

The final exam will consist of a variety of essay questions testing your knowledge on several levels. Questions will be designed to tap into basic knowledge about the content area as well as your ability to analyze and synthesize various aspects of research within the area. Questions will draw on the assigned readings, the class discussions, and the research project(s) conducted for the class. I will post the final questions on-line at least two weeks before your responses are due. Turn in your responses any time before the final deadline noted in the course schedule. You may submit them electronically or as a hard copy.

Reasonable Accommodation

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. 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 staff member in Disability Services (115 Johnston Hall) so that such accommodations can be considered. Students who receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.
READINGS FOR WEEK 1

Introduction to this seminar and health communication with a focus on interpersonal aspects

*Routledge Handbook of Health Communication*
chapter 1 – Parrott & Kreuter, Multidisciplinary, Interdisciplinary, and Transdisciplinary Approaches to Health Communication: Where Do We Draw the Lines?

*Readings for week 2*

Theory in interpersonal and health communication

*Routledge Handbook of Health Communication*
chapter 2 – Babrow & Mattson, Building Health Communication Theories in the 21st Century

*Readings for week 3*

Methods in interpersonal health communication

*Routledge Handbook of Health Communication*
chapter 3 – Sharf, Harter, Yamasaki, & Haidet, Narrative Turns Epic: Continuing Developments in Health Narrative Scholarship
chapter 32 – Robinson, Conversation Analysis and Health Communication
chapter 33 – Valente, Social Networks and Health Communication
chapter 34 – du Pre & Crandall, Qualitative Methods: Bridging the Gap between Research and Daily Practice
chapter 36 – Stephenson, Southwell, & Yzee, Advancing Health Communication Research: Issues and Controversies in Research Design and Data Analysis

*Readings for week 4*

Interpersonal health communication in the clinic

*Routledge Handbook of Health Communication*
chapter 4 – Roter & Hall, How Medical Interaction Shapes and Reflects the Physician-Patient Relationship
chapter 18 – Thompson, Whaley, & Stone, Explaining Illness: Issues Concerning the Co-Construction of Explications
chapter 25 – Politi & Street, Patient-Centered Communication during Collaborative Decision Making
chapter 26 – Duggan & Thompson, Provider-Patient Interaction and Related Outcomes

*Readings for week 5*

Interpersonal health communication outside the clinic

*Routledge Handbook of Health Communication*
chapter 21 – Goldsmith & Albrecht, Social Support, Social Networks, and Health
chapter 22 – Wright, Johnson, Bernard, & Averbeck, Computer-Mediated Social Support: Promises and Pitfalls for Individuals Coping with Health Concerns
chapter 24 – Cline, Everyday Interpersonal Communication and Health
chapter 29 – Smith, Stigma, Communication, and Health

*Readings for future weeks*

Will be selected by faculty or graduate students who are presenting their research; for student projects, each member of the seminar will select key readings that help frame/inform his or her project for the course.
Dear Anna,

Please let me know if you need any additional information, hard copies of the documents, or revised, full proposals for the courses.

Thank you,

Renee Edwards  
Professor and Chair  
Department of Communication Studies  
Louisiana State University  
Baton Rouge, LA 70803  
225.578.6821

1. CMST 3112 — The justification states it has been offered before as a special topics course, we will need to know how many students enrolled and what semesters.

   Offered as CMST 3900, Fall 2013 and Fall 2014. Enrollments of 28-30 students per semester.

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   A contract is attached.
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Spring, 2011    CMST 7913, 5 students

A revised syllabus is attached that describes the research paper and participation.

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Enrollments were 5-11 per class.
Spring 07:        7910    Health Communication
Spring 10:        7910    Family and Health Communication
Fall 12:          7910    Family and Health Communication
Fall 14:          7910    Interpersonal Communication in Health
**Request for CHANGING an Existing Course**

**Department**: Psychology  
**College**: Humanities & Social Sciences  
**Course Rubric and #**: 7949  
**Date**: 8/1/2014

### Present Course Description

**Title**: Behavioral Perspectives on Child and Adolescent Development

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**Repeat Credit Max (if repeatable)**: [ ]

**Graduate Credit?**

- Yes: [ ]
- No: [ ]

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

**Contact Hours Per Week**

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<th>SEM</th>
<th>REC</th>
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</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:

PSYC 7949 Behavioral Perspectives on Child and Adolescent Development (3)

Preq.: graduate standing in psychology or consent of instructor. Examination of the behavioral processes and environmental influences associated with typical and atypical child development. Emphasis on verbal, motor, social, perceptual and cognitive development from the behavior analytic perspective.

---

### Proposed Course Description

**Title**: Lifespan Development: Behavioral Perspectives

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<td>lecture</td>
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<tr>
<td>rec</td>
<td></td>
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**Repeat Credit Max (if repeatable)**: [ ]

**Graduate Credit?**

- Yes: [ ]
- No: [ ]

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

**Contact Hours Per Week**

<table>
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<tr>
<th>LEC</th>
<th>LAB</th>
<th>SEM</th>
<th>REC</th>
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</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:

PSYC 7949 Lifespan Development: Behavioral Perspectives (3)

Preq.: graduate standing in psychology or consent of instructor. Examination of the behavioral processes and environmental influences associated with typical and atypical development across the lifespan. Emphasis on verbal, motor, social, and cognitive development from the behavior analytic and competing perspectives.

**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**: 9/18/14
- **Department Chair's Signature**: (Date)  
- **College Faculty Approval Date**: 10/23/14
- **College Dean's Signature**: (Date)
- **Graduate Dean's Signature**: 11/2/14

**College Contact**: (Please print name.)

**College Contact E-mail**:

**Academic Affairs Approval**: (Date)
Curricula & Concentrations
This course is part of the American Psychological Association approved graduate program in School Psychology and the concentration that permits students to meet the course requirements to sit for the national Board Certification in Behavior Analysis.

Justification
During the last American Psychological Association (APA) accreditation review cycle for our PhD program in school psychology advised the program that coverage of lifespan rather than child and adolescent development would be required to meet accreditation standards. We are broadening the course coverage to include lifespan development.
The program does not discriminate among applicants on the basis of race, creed, religion, gender, national origin, or disability. Applicants with disabilities must be able to complete the requirements of the training program and profession with reasonable accommodation in order to be considered.

Advisement

All students who are admitted will be assigned to one primary faculty mentor. Mentors will typically have four to eight students on campus at any given time. The mentor/major professor will provide ongoing advisement to the student regarding program requirements, professional development and the student's progress. The program director is available to all students for advisement if an issue should arise where his or her guidance should be needed.

Doctoral Degree Requirements

I. Departmental Required Core Courses

Qualifying Core Courses

During your first 2 years you must complete the following courses. It is recommended that as many of these classes as possible be taken during the first year of graduate school. An earned grade of an A or a B is required to have completed these courses.

- Biological Basis of Behavior (7034)
- Cognitive Basis of Behavior (7030)
- Social Basis of Behavior (7040)
- History of Modern Psychology (4008)

And two of the four methodology courses:

- Measurement of Behavior (7020)
- Methodology and Research (7117)
- Intermediate Statistics (4111)
- Advanced Statistics (7111)
You have two attempts to complete these qualifying core classes. Failure to pass these courses with an A or B within your first two years will result in dismissal from the program. If you wait to take the course until year two of your studies you will get only one attempt to earn an A or B.

- Only one qualifying core course may be failed. Failure of two qualifying core courses will result in immediate dismissal from the program.
- Please check with your major professor regarding the methodology sequence and your career goals. You may be required to take more than two courses from this sequence.
- If you feel you have a particularly strong background in one or more of the core areas, you may take the final exam in any course; you will have satisfied the core requirement if you earn a grade of “A” or “B.” You must secure a letter from the course instructor giving your exam grade for inclusion in your file, as evidence of satisfying this requirement.
- Additionally, the School Psychology program requires all students to complete 7117, 4111, and 7111.

II. School Psychology Required Courses

You must successfully complete (with a grade of A or B) the following courses before going on internship:

- Psychological Assessment 1 (7125)
- Psychoeducational Assessment (7165)
- Cultural Diversity in Counseling and Therapy (7929)
- Ethical, Legal, and Professional Issues in School Psychology (7060) OR 7999
- School Psychological Consultation (7660)
- School-Based Psychological Interventions (7973)
- Developmental Disorders and Psychopathology of Children (7171)
- Current Problems in School Psychology (7968)
- Child Behavior Therapy (7972)
- Theories and Concepts of Behavior Analysis (7946)
- Research Methodology and Applications in Behavior Analysis (7948)
You must successfully complete the following courses to complete the PhD in school psychology:

- Internship in School Psychology (7969, minimum of 2 Semesters)
- Dissertation Research (9000)

**Waiving Required Courses**

The Department of Psychology does not permit any transfer credit for the required qualifying core courses. Students may either take the course or they can attempt to obtain exemption from taking the course by taking the course's cumulative final. If a student takes that final and receives a B or better they will not be required to take that course.

In relatively rare instances students are granted exemption from one or more required courses in the doctoral School Psychology Doctoral training curriculum. In order to be granted an exemption the student is required to have completed substantially equivalent training in another graduate training program that the faculty judges to be sufficient to prepare the student to complete the demanding graduate specialty examination in school psychology and to be sufficient preparation for internship. The prior course of training may be a single course or an entire sequence of courses. The critical consideration is not that the student has a course with the same or similar name to an LSU course, but that the material covered was substantially equivalent to the LSU course and that the level of rigor expected of students was similarly equivalent. Waivers have been granted, but they are uncommon. Students wishing to apply for a waiver must first review their request with their major professor. If the major professor supports the application the student is required to submit the request to the program director along with the syllabus for the relevant courses and any supporting materials the program director may request. If the request is approved a memo to that effect will be placed in the student's departmental folder.

**III. The Program of Study**

This document represents your individualized degree program. It must be submitted to and approved by the Graduate School prior to your General Exam & at least one year
I. Course Description

This examines typical human development with a particular emphasis on a natural science learning account of developmental processes. Although readings and discussion will emphasize a behavior analytic perspective on human development, significant consideration will also be given to broader psychological concepts in human development as well. Limited consideration will be given to atypical development.

II. Course Requirements

Students are expected to read all assigned readings for each class prior to class and come prepared to discuss the material. Each class will begin with a brief quiz. The quiz will be weighted so that approximately 50-70% of the possible points will be assigned to a question(s) from the material for that week and 30-50% will be drawn from the material from the previous week’s discussion. Typically 10-15 minutes (dependent on the length of the quiz) will be provided to complete the quiz. Students are responsible for timely arrival to class and managing time in the quiz.

The class period will review the assigned readings as well as other conceptually related material not included in the readings. Students are expected to attend all classes. Students will be allowed to make up weekly quizzes if the absence has been previously excused in writing by Dr. Noell or is covered by the university absence policy. If neither of these is the case the student will receive a 0 for that week’s quiz. Students are expected to actively participate in class discussions as a means to develop their professional communication and evaluation skills.

The course grade will be based on the average weekly quiz score (30%), a midterm (30%), a final examination (30%), and the developmental milestones project (10%). The Milestones Project will be described in a separate document. Students’ lowest weekly quiz will be dropped before the quiz average is completed. Grade assignment will be based on the traditional 10 point grading scale. Ninety to 100% will be an A; 80-89% will be a B; 70-79% will be a C; 60-69% will be a D; and weighted averages below 60% will receive a letter grade of F.

Please be advised that if any issue of academic misconduct should arise I will follow the University policies regarding academic conduct that can be accessed at: http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument. Students are responsible for knowing and complying with the University student code of conduct.
Supporting/Secondary Text.

## III. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td><strong>Introduction</strong>: Discussion of course format &amp; expectations</td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong>: Selected foundational behavioral analytic principals</td>
</tr>
<tr>
<td></td>
<td><em>Special notes: it is not necessary to read these materials before the 1st class. There will not be a quiz at the start of the first class.</em></td>
</tr>
<tr>
<td></td>
<td>Novak &amp; Pelaez Chapter 6</td>
</tr>
<tr>
<td>Sept. 5</td>
<td><strong>Genetic-Environment Interaction</strong></td>
</tr>
<tr>
<td></td>
<td>Novak &amp; Pelaez Chapter 3</td>
</tr>
<tr>
<td>Sept. 12</td>
<td><strong>A Behavior Analytic View of Development</strong></td>
</tr>
<tr>
<td></td>
<td>Novak &amp; Pelaez Chapter 1</td>
</tr>
</tbody>
</table>
| Sept. 19 | Cognitive Development I  
| Novak & Pelaez Chapter 7 |
|---|---|
| Sept. 26 | Cognitive Development II  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Mid-term Examination</td>
</tr>
</tbody>
</table>
| Oct. 17  | Language Development                        | Novak & Pelaez Chapter 8  
| Oct. 24 | **Social Development**  
Novak & Pelaez Chapter 10 |
---|---|

| Oct. 31 | **Emotion**  

| Nov. 7 | **No class fall holiday** |
| Nov. 14 | **Friendship, Empathy, & Attachment**  
| --- | --- |
| Nov. 21 | **Morality & Rule Governed Behavior**  
Novak & Pelaez Chapter 11  
| Nov. 29 | **No Class: Thanksgiving Holiday** |
### Dec. 5

**Creativity and Problem Solving**


### Dec. 12

**Final Examination**
COURSE DESCRIPTION
Rubric & No. REL 3015 Title Christian Philosophy
Semester Hours of Credit 3.0

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.
Has this drop been discussed with and approved by all departments/colleges affected? Yes ___ No ___ N/A ___
This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)
elective for B.A. in Philosophy
elective for minor in Philosophy
Is this course a prerequisite or corequisite for any other courses? Yes ___ No ___
(If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)
Rubric ______ Course # ______  Rubric ______ Course # ______  Rubric ______ Course # ______  Rubric ______ Course # ______
Is this course on the general education list? Yes ___ No ___
If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:
The faculty member who taught this course retired a few years ago. The department does not plan to rehire in this area of expertise.
This course is cross-listed as PHIL 3015. Philosophy is also dropping the cross-listing.

APPROVALS
Department Faculty Approval Date 9/17/14 College Faculty Approval Date 10-22-14
Department Chair Signature 9/29/14 (date)
Graduate Dean Signature (date)
Delbert Burkett dburket@lsu.edu
College Contact E-mail

Chair, FS C&C Committee (date)
Academic Affairs Approval (date)
REQUEST FOR DROPPING A COURSE

Department | Philosophy & Religious Studies | College | Humanities & Social Sciences
Date | 9/29/2014

COURSE DESCRIPTION
rubric & No. | PHIL 3015 | Title | Christian Philosophy
Semester Hours of Credit | 3.0

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s).

Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes ____ No ____ N/A ____

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)
elective for B.A. in Philosophy
 elective for B.A. in Philosophy with concentration in Religious Studies
 elective for minor in Philosophy
 elective for minor in Religious Studies

Is this course a prerequisite or corequisite for any other courses?
(If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

Rubric Course # Rubric Course # Rubric Course # Rubric Course #
Yes ____ No ____

Is this course on the general education list?
If yes, attach approval of drop from General Education Committee

Yes ____ No ____

REASON FOR REQUEST TO DROP COURSE:

The faculty member who taught this course retired a few years ago. The department does not plan to rehire in this area of expertise.

This course is cross-listed as REL 3015. Religious Studies is also dropping the cross-listing.

APPROVALS

Department Faculty Approval Date | 9/17/14 | College Faculty Approval Date | 10-22-14

Department Chair Signature | (date) | College Dean Signature | (date)
Graduate Dean Signature | (date) | Chair, FS C&C Committee | (date)
Delbert Burkett | dburket@lsu.edu | Academic Affairs Approval | (date)
REQUEST FOR DROPPING A COURSE

Department: Philosophy & Religious Studies
College: Humanities & Social Sciences
Date: 9/29/2014

COURSE DESCRIPTION

Rubric & No.: PHIL 4944
Title: Philosophical Theology
Semester Hours of Credit: 3.0

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes ______ No ______ N/A ______

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

- elective for B.A. in Philosophy
- elective for minor in Philosophy
- elective for B.A. in Philosophy with concentration in Religious Studies
- elective for minor in Religious Studies

Is this course a prerequisite or corequisite for any other courses?

(Rubric & Course # ______) (Rubric & Course # ______)

Yes ______ No ______

Rubric ______ Course # ______ Rubric ______ Course # ______ Rubric ______ Course # ______ Rubric ______ Course # ______

Is this course on the general education list?

Yes ______ No ______

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

The faculty member who taught this course retired a few years ago. The department does not plan to rehire in this area of expertise.

This course is cross-listed as REL 4944. Religious Studies is also dropping the cross-listing.

APPROVALS

Department Faculty Approval Date: 9/17/14
College Faculty Approval Date: 10-22-14

Delbert Burkett dburket@lsu.edu
College Contact E-mail
REQUEST FOR DROPPING A COURSE

<table>
<thead>
<tr>
<th>Department</th>
<th>Philosophy &amp; Religious Studies</th>
<th>College</th>
<th>Humanities &amp; Social Sciences</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td>9/29/2014</td>
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</tbody>
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COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>REL 4944</th>
<th>Title</th>
<th>Philosophical Theology</th>
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<tbody>
<tr>
<td>Semester</td>
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<td>Hours of Credit</td>
<td>3.0</td>
</tr>
</tbody>
</table>

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes _____ No _____ N/A X

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)

elective for B.A. in Philosophy
elective for B.A. in Philosophy with concentration in Religious Studies
elective for minor in Philosophy
elective for minor in Religious Studies

Is this course a prerequisite or corequisite for any other courses?

(If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

Rubric Course # Rubric Course # Rubric Course # Rubric Course #

Is this course on the general education list?

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

The faculty member who taught this course retired a few years ago. The department does not plan to rehire in this area of expertise.

This course is cross-listed as PHIL 4944. Philosophy is also dropping the cross-listing.

APPROVALS

<table>
<thead>
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<th>Department Faculty Approval Date</th>
<th>9/17/14</th>
<th>College Faculty Approval Date</th>
<th>10-22-14</th>
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</thead>
<tbody>
<tr>
<td>William Burkett 7/29/14</td>
<td></td>
<td>James E. Loehfener 10-22-14</td>
<td></td>
</tr>
<tr>
<td>Delbert Burkett <a href="mailto:dburket@lsu.edu">dburket@lsu.edu</a></td>
<td></td>
<td>Marcella Murphy 11/19/2014</td>
<td></td>
</tr>
<tr>
<td>College Contact E-mail</td>
<td></td>
<td>Academic Affairs Approval 1/3/19</td>
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</table>
**REQUEST FOR ADDITION OF NEW COURSE**

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Short Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE: 4505</td>
<td>The Rise of Christianity</td>
<td>RISE OF CHRISTIANITY</td>
</tr>
</tbody>
</table>

- **Semester Hours of Credit**: 3
- **Credit will not be given for this course and**:
  - **Repeat Credit Max. (if repeatable)**: credit hours
  - **Graduate Credit?**: Yes

**Course Type (Indicate hours in the appropriate course type.)**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
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<tbody>
<tr>
<td>3</td>
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</table>

- **Maximum enrollment per section**: (use integer, e.g. 25 not 20-30) 40
- **Grading System**: Letter Grade
  - Pass/Fail
  - **Final Exam**: Yes

**Course Description:**

4505 The Rise of Christianity (3) Also offered as HIST 4505. An introduction to the history, literature, and religion of ancient Christianity from its beginnings in first-century Palestine to its establishment as the mandated religion of the Roman Empire under Justinian in the sixth century.

**Budget Impact (If Answer to Any Question Is “Yes”, Attach Explanation.)**

- **If this course is approved, will additional staff be needed?**: Yes
- **Will additional space, equipment, special library materials or other major expense be involved?**: Yes

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

**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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
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</thead>
<tbody>
<tr>
<td>9/12/2014</td>
<td>10-28-14</td>
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</tbody>
</table>

Delbert Burkett

<table>
<thead>
<tr>
<th>Graduate Dean’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. B. Squires</td>
<td>11-2-14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/Division/Department Contact: (please print)</th>
<th>Delbert Burkett</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Email: <a href="mailto:dburket@lsu.edu">dburket@lsu.edu</a></td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td></td>
<td>12/12/14</td>
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</tbody>
</table>
The Religious Studies curriculum offers advanced courses in most of the major religions of the world. These have in times past included a series of advanced courses in the history of Christianity that were cross-listed with the Department of History. Unfortunately the first course in this series, on the formative period of Christianity, was removed from the catalog a few years ago because of a lack of personnel to teach it. Now with the hire of a specialist in early Christianity, this course can be restored to the catalog.

This course fills a need for students in both Religious Studies and History. As the largest of the world’s religions, Christianity has exercised a considerable influence on the history of western civilization. Yet no course in either Religious Studies or History currently surveys the rise of this influential religion. Students in both departments will be able to take this course as an elective.
REL/HIST 4505: THE RISE OF CHRISTIANITY
COURSE SYLLABUS

Catalog description
An introduction to the history, literature, and religion of ancient Christianity from its beginnings in first-century Palestine to its establishment as the mandated religion of the Roman Empire under Justinian in the sixth century.

Required texts
• Henry Chadwick, The Early Church
• Bart Ehrman, After the New Testament: A Reader in Early Christianity
• Bart Ehrman & Andrew Jacobs, Christianity in Late Antiquity, 300-450 C.E.: A Reader
• St. Augustine, Enchiridion on Faith, Hope, and Love

Course requirements (undergraduates)
• Attendance 5%
• 3 papers (900-1000 words each) 15% each = 45%
  - Each paper will ask students to compare/contrast two or three primary texts that they have been assigned and that bear competing or complementary views on a given subject. These papers will be thesis-driven and argumentative in nature, and they will not require outside research.
• Book review (1300-1500 words) 15%
  - Each student will select a scholarly monograph from a list appended to the full syllabus. They will read it in a timely fashion and write a review of the book to turn in the last third of the semester. They will provide substantive and critical analysis of its main argument and individual chapters.
• Midterm exam 15%
• Final exam 20%

Course requirements (graduates)
• 3 book reviews (1300-1500 words each) 15% each = 45%
• Research paper 20%
• Midterm exam 15%
• Final exam 20%

Out-of-Class Expectations
The time that you spend on this course outside of class should amount to two hours for every hour of class time.

Grading scale
89.5 – 100% A
79.5 – 89.4% B
69.5 – 79.4% C
59.5 – 69.4% D
0.0 – 59.4% F
Schedule of topics and readings
An asterisk (*) denotes reading available electronically.

Week 1
• The Roman Empire
• Judaism in the Roman World
  Read: *Cohen, From the Maccabees to the Mishnah, chap. 1 and 5

Week 2
• Jesus of Nazareth
  Read: * White, From Jesus to Christianity, chap. 5 and 6
• Paul of Tarsus
  Read: * Paul, 1 Thessalonians; Paul, Romans

Week 3
• Early Diversity
  Read: Secret Book of John (ANT 22); Gospel of Thomas (ANT 37)
• Christianity and Judaism
  Read: Epistle of Barnabas (ANT 15); Justin Martyr, Dialogue with Trypho (ANT 16); Melito of Sardis, On the Passover (ANT 17); Chadwick, The Early Church, 32-45

Week 4
• Christianity and Philosophy
  Read: Justin Martyr, Dialogue with Trypho (ANT 3); Justin Martyr, First Apology (ANT 10); Valentinus, Gospel of Truth (ANT 24); Ptolemy, Letter to Flora (ANT 25); Chadwick, The Early Church, 74-83
• The Emergence of Church Structure and Ritual
  Read: Didache (ANT 56 & 61); Ignatius, Letters to the Ephesians, Magnesians, and Smyrneans (ANT 57); Hippolytus, Apostolic Tradition (ANT 58 & 65); Justin Martyr, First Apology (ANT 62); Didascalia (ANT 66)

Week 5
• Persecuting Christians: The Rise of Martyrs and Confessors
  Read: Ignatius, Letter to the Romans (ANT 4); Martyrdom of Polycarp (ANT 5); Martyrdom of Perpetua and Felicitas (ANT 8); Chadwick, The Early Church, 23-31, 54-73, 116-118
• Gaul: Irenaeus of Lyons and the Emergence of "Gnosis"
  Read: Irenaeus of Lyons, Against the Heresies (ANT 196-211); Letter to the Churches of Vienne and Lyons (ANT 35-41); Clement of Alexandria, The Educator (ANT 71)

Week 6
• North Africa: Laxity and Rigor
  Read: Tertullian, Prescription against the Heretics (ANT 32); Tertullian, To His Wife (ANT 72); Cyprian of Carthage, On the Unity of the Catholic Church (ANT 60); * Cyprian of Carthage, The Fallen; Chadwick, The Early Church, 84-93, 116-121
• Alexandria: Unifying Philosophy and Christian Scriptures

**Week 7**
- **Edessene Mystical Theology and Mani**
  Read: *Acts of Thomas* (ANT 2); *Hymn of the Pearl* (ANT 29)
- **Midterm Exam**

**Week 8**
- **The Great Persecution and the Rise of Constantine**
  Read: Lactantius, *The Deaths of the Persecutors* (CLA 2); *The Origin of Constantine* (CLA 3); Eusebius, *Life of Constantine* (CLA 4); Zosimus, *The New History* (CLA 5); Chadwick, *The Early Church*, 121-132
- **The Trinitarian Controversy**
  Read: Alexander of Alexandria, *Letter to Alexander of Constantinople* (CLA 21); Arius, *Letter to Alexander of Alexandria* (CLA 22); Gregory of Nazianzus, *Third Theological Oration* (CLA 23); *Creed and Canons of Nicaea* (CLA 33); *Creed and Canons of Constantinople* (CLA 34); Chadwick, *The Early Church*, 133-151

**Week 9**
- **Scriptural Canon and Interpretation**
  Read: Muratorian Canon (ANT 51); Eusebius of Caesarea, *Church History* (CLA 50); Athanasius of Alexandria, *Easter Letter 39* (CLA 51); Priscillian, *On Faith and the Apocrypha* (CLA 52); Diodore of Tarsus, *Commentary on Psalms* (CLA 55); Gregory of Nyssa, *Homily on the Song of Songs* (CLA 56)
- **Church and State in the Fourth Century**
  Read: Julian, *Letters on Religion* (CLA 6); Ephraim, *Hymns against Julian* (CLA 7); Ambrose, *On the Death of Theodosius* (CLA 8); *Theodosian Code: On Religion* (CLA 9); *The Novellas* (CLA 10); Optatus, *Against the Donatists* (CLA 28)

**Week 10**
- **Christianity for the Senses: Art and Architecture**
  Read: Paulinus of Nola, *Song on Felix's Church* (CLA 57); Christian Art in Late Antiquity (CLA 58); Chadwick, *The Early Church*, 258-284
- **Asceticism: East and West**

**Week 11**
- **A Sacred Empire: Saints, Relics, and Holy Places**
- **Augustine of Hippo: The Greatest Theologian**
  Read: Augustine, *Enchridion*

**Week 12**
- **Spreading Christianity and Violence**
Read: Severus of Minorca, *Letter on the Conversion of the Jews* (CLA 13); *Roman Laws on Religion*; *Socrates Scholasticus, Church History*; *Eunapius, Lives of the Philosophers and Sophists*; *Rufinus of Aquileia, Church History*

- **Christological Controversies and the Mother of God**
  Read: Nestorius, *Letter to Cyril of Alexandria* (CLA 24); Cyril of Alexandria, *Third Letter to Nestorius* (CLA 25); *Canons of Ephesus* (CLA 35); *Definition and Canons of Chalcedon* (CLA 36); Chadwick, *Early Church*, 192-212

**Week 13**

- **The Rise of the Anti-Chalcedonian Church**
  Read: *Severus of Antioch (selections)*; *The Henotikon*; *Timothy Aelurus, Against the Definition of the Council of Chalcedon*

- **Justinian and the Imposition of Christianity**
  Read: *Justinian, Code (selections)*; *On the Composition of the Code*; *Chronicon Paschale* (on the Nika Riot); *Procopius, Secret History (selections)*; *John of Ephesus, Lives of the Eastern Saints (selections)*

**Week 14**

- **Christianity and Islam**
  Read: *John of Damascus, Heresies (selections)*; Severus Ibn al-Muqaffa’, *History of the Patriarchs of the Coptic Church (selections)*

- **The Rise of the Catholic Church in the Medieval West**
  Read: *Benedict of Nursia, Rule (selections)*; *Gregory the Great, Letters (selections)*
REQUEST FOR ADDITION OF NEW COURSE

Department: History  College: Humanities & Social Sciences  Date: 9/12/2014

PROPOSED COURSE DESCRIPTION

Rubric & No.  Title  Description
HIST 4505  The Rise of Christianity

Short Title  (≤ 19 characters)  RISE OF CHRISTIANITY

Semester Hours of Credit  3

If combination course type, # hrs. of credit for:
Lecture:  Lab/Sem/Rec:

Repeat Credit Max. (if repeatable):
Credit hours  Graduate Credit?  Yes  No

Course Type (Indicate hours in the appropriate course type.)
Lecture  Lab  Seminar  Recitation  Lec/Rec  Lec/Sem  Lec/Lab  Res/Ind  Clin/Pract

Maximum enrollment per section: (use integer, e.g. 25 not 20-30)  40

Grading System:  Letter Grade X  Pass/Fail  Final Exam:** Yes X No

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

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

4505 The Rise of Christianity (3) See REL 4505.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?  Yes  No X

Will additional space, equipment, special library materials or other major expense be involved?  Yes  No X

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 Date:  01/15/2014  College Faculty Approval Date:  10-20-14

Department Chair's Signature:  Date:  11-2-14  College Dean's Signature:  Date:  10-22-14

Graduate Dean's Signature:  Date:  Chair, FS C&C Committee's Signature:  Date:  11/18/2014

Contact Email:  stater@lsu.edu  Academic Affairs Approval:  Date:  11/18/2014
REL/HIST 4505: THE RISE OF CHRISTIANITY
COURSE SYLLABUS

Catalog description
An introduction to the history, literature, and religion of ancient Christianity from its beginnings in first-century Palestine to its establishment as the mandated religion of the Roman Empire under Justinian in the sixth century.

Required texts
- Henry Chadwick, *The Early Church*
- Bart Ehrman, *After the New Testament: A Reader in Early Christianity*
- Bart Ehrman & Andrew Jacobs, *Christianity in Late Antiquity, 300-450 C.E.: A Reader*
- St. Augustine, *Enchiridion on Faith, Hope, and Love*

Course requirements (undergraduates)
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  - Each paper will ask students to compare/contrast two or three primary texts that they have been assigned and that bear competing or complementary views on a given subject. These papers will be thesis-driven and argumentative in nature, and they will not require outside research.
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- Midterm exam 15%
- Final exam 20%

Course requirements (graduates)
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Grading scale
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69.5 – 79.4%  C
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Week 2
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  Read: *White, *From Jesus to Christianity*, chap. 5 and 6
- **Paul of Tarsus**
  Read: *Paul, 1 Thessalonians; Paul, Romans*

Week 3
- **Early Diversity**
  Read: *Secret Book of John (ANT 22); Gospel of Thomas (ANT 37)*
- **Christianity and Judaism**
  Read: *Epistle of Barnabas (ANT 15); Justin Martyr, *Dialogue with Trypho* (ANT 16); Melito of Sardis, *On the Passover* (ANT 17); Chadwick, *The Early Church*, 32-45

Week 4
- **Christianity and Philosophy**
  Read: *Justin Martyr, *Dialogue with Trypho* (ANT 3); Justin Martyr, *First Apology* (ANT 10); Valentinus, *Gospel of Truth* (ANT 24); Ptolemy, *Letter to Flora* (ANT 25); Chadwick, *The Early Church*, 74-83
- **The Emergence of Church Structure and Ritual**
  Read: *Didache (ANT 56 & 61); Ignatius, *Letters to the Romans, Magnesians, and Smyrneans* (ANT 57); Hippolytus, *Apostolic Tradition* (ANT 58 & 65); Justin Martyr, *First Apology* (ANT 62); Didascalia (ANT 66)

Week 5
- **Persecuting Christians: The Rise of Martyrs and Confessors**
  Read: *Ignatius, *Letter to the Romans* (ANT 4); Martyrdom of Polycarp (ANT 5); Martyrdom of Perpetua and Felicitas (ANT 8); Chadwick, *The Early Church*, 23-31, 54-73, 116-118
- **Gaul: Irenaeus of Lyons and the Emergence of “Gnosis”**
  Read: *Irenaeus of Lyons, *Against the Heresies* (ANT 196-211); Letter to the Churches of Vienne and Lyons (ANT 35-41); Clement of Alexandria, *The Educator* (ANT 71)

Week 6
- **North Africa: Laxity and Rigor**
  Read: *Tertullian, Prescription against the Heretics* (ANT 32); Tertullian, *To His Wife* (ANT 72); Cyprian of Carthage, *On the Unity of the Catholic Church* (ANT 60); *Cyprian of Carthage, The Fallen; Chadwick, *The Early Church*, 84-93, 116-121
- **Alexandria: Unifying Philosophy and Christian Scriptures**

**Week 7**

- **Edessene Mystical Theology and Mani**
  Read: *Acts of Thomas* (ANT 2); *Hymn of the Pearl* (ANT 29)
- **Midterm Exam**

**Week 8**

- **The Great Persecution and the Rise of Constantine**
  Read: Lactantius, *The Deaths of the Persecutors* (CLA 2); *The Origin of Constantine* (CLA 3); Eusebius, *Life of Constantine* (CLA 4); Zosimus, *The New History* (CLA 5); Chadwick, *The Early Church*, 121-132
- **The Trinitarian Controversy**
  Read: Alexander of Alexandria, *Letter to Alexander of Constantinople* (CLA 21); Arius, *Letter to Alexander of Alexandria* (CLA 22); Gregory of Nazianzus, *Third Theological Oration* (CLA 23); *Creed and Canons of Nicaea* (CLA 33); *Creed and Canons of Constantinople* (CLA 34); Chadwick, *The Early Church*, 133-151

**Week 9**

- **Scriptural Canon and Interpretation**
  Read: Muratorian Canon (ANT 51); Eusebius of Caesarea, *Church History* (CLA 50); Athanasius of Alexandria, *Easter Letter 39* (CLA 51); Priscillian, *On Faith and the Apocrypha* (CLA 52); Diodore of Tarsus, *Commentary on Psalms* (CLA 55); Gregory of Nyssa, *Homily on the Song of Songs* (CLA 56)
- **Church and State in the Fourth Century**
  Read: Julian, *Letters on Religion* (CLA 6); Ephraim, *Hymns against Julian* (CLA 7); Ambrose, *On the Death of Theodosius* (CLA 8); *Theodosian Code: On Religion* (CLA 9); *The Novellas* (CLA 10); Optatus, *Against the Donatists* (CLA 28)

**Week 10**

- **Christianity for the Senses: Art and Architecture**
  Read: Paulinus of Nola, *Song on Felix's Church* (CLA 57); Christian Art in Late Antiquity (CLA 58); Chadwick, *The Early Church*, 258-284
- **Asceticism: East and West**

**Week 11**

- **A Sacred Empire: Saints, Relics, and Holy Places**
- **Augustine of Hippo: The Greatest Theologian**
  Read: Augustine, *Enchiridion*

**Week 12**

- **Spreading Christianity and Violence**
Read: Severus of Minorca, *Letter on the Conversion of the Jews (CLA 13)*; *“Roman Laws on Religion”*; *Socrates Scholasticus, Church History*; *Eunapius, Lives of the Philosophers and Sophists*; *Rufinus of Aquileia, Church History*

- **Christological Controversies and the Mother of God**


**Week 13**

- **The Rise of the Anti-Chalcedonian Church**

Read: *Severus of Antioch (selections)*; *“The Henotikon”*; *Timothy Aelurus, Against the Definition of the Council of Chalcedon*

- **Justinian and the Imposition of Christianity**

Read: *Justinian, Code (selections)*; *“On the Composition of the Code”*; *Chronicon Paschale* (on the Nika Riot); *Procopius, Secret History (selections)*; *John of Ephesus, Lives of the Eastern Saints (selections)*

**Week 14**

- **Christianity and Islam**

Read: *John of Damascus, Heresies (selections)*; Severus Ibn al-Muqaffa’, *History of the Patriarchs of the Coptic Church (selections)*

- **The Rise of the Catholic Church in the Medieval West**

Read: *Benedict of Nursia, Rule (selections)*; *Gregory the Great, Letters (selections)*
### Request for CHANGING an Existing Course

**Present Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Research in Crop Sciences</th>
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</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3-6</td>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
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<tr>
<td>Repeat Credit Max. (if repeatable)</td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes ✔ No</td>
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<tr>
<td>Credit will not be given for this course and:</td>
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<td>Contact Hours Per Week:</td>
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<td>Lecture</td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade ✔ Pass/Fail</td>
</tr>
<tr>
<td>Course Description:</td>
<td>(Include course number, title, etc. exactly as it appears in the General Catalog)</td>
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</tbody>
</table>

**AGRO 8901 Research in Crop Science (3-6)**

Prereq.: consent of department.

**Proposed Course Description**

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
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</tr>
</tbody>
</table>

**AGRO 8901 Research in Crop Science (3-6)**

Prereq.: consent of department. May be repeated for credit up to a total of 6 hours.

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### JUSTIFICATION/EXPLANATION:

Use separate sheet.

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

### APPROVALS:

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>9/19/14</th>
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</thead>
<tbody>
<tr>
<td>College Faculty Approval Date</td>
<td>10/21/14</td>
</tr>
</tbody>
</table>

Department Chair's Signature: [Signature] Date: 9/19/14

College Dean's Signature: [Signature] Date: 11/18/14

Graduate Dean's Signature: [Signature] Date: 11/18/14

Chair, FS C&G Committee's Signature: [Signature] Date: 11/18/14

Contact Email: evwals@lsu.edu Academic Affairs Approval Date: [Date]
In the old paperwork, I couldn't find a question that asked if the course was repeatable. However, I do not want to just make the course repeatable without some paperwork. Also, the course description should state how many hours the course can be repeated. I would submit C&C paperwork. Our next meeting is September 9.

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

From: Maud M Walsh
Sent: Tuesday, September 02, 2014 10:16 AM
To: Anna M Castrillo
Subject: question about AGRO 8901, 8902

Good morning, Anna. Two of our graduate classes, AGRO 8901 and 8902, are for a maximum of 6 hours of credit. However, there is no statement that these can be repeated for credit, although that is the intent. Can you let me know whether at this point (before we submit a change request) students can take the class(es) more than once and still have them count as long as the total number of hours is not exceeded?

Thanks very much.

Maud

Maud M. Walsh, Professor and Undergraduate & Graduate Advisor
School of Plant, Environmental & Soil Sciences
www.spess.lsu.edu  https://www.facebook.com/LsuSchoolOfPlantEnvironmentalSoilSciences
Research Translation Core leader, LSU Superfund Research Center
Faculty member, Women's and Gender Studies
http://www.lsu.edu/wgs/
110 Sturgis Hall
Louisiana State University
Baton Rouge, LA 70803-2110
225-578-1211
evwals@lsu.edu
Request for CHANGING an Existing Course

PROPOSED COURSE DESCRIPTION
Title: Research in Soil Sciences
Short Title: RESINSOILSCI

Semester Hours of Credit: 3-6

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.)
Lecture: Lecture: Lab/Sem/Rec: Lab/Sem/Rec: __

Total Weekly Contact Hours: 3-6
Grading System: Letter Grade X Pass/Fail

Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)
AGRO 8902 Research in Soil Science (3-6)
Prereq.: consent of department.

AGRO 8902 Research in Soil Science (3-6)
Prereq.: consent of department. May be repeated for credit up to a total of 6 hours.

DOES THIS CHANGE MEET THE CRITERIA SPECIFIED IN THE MANUAL OF PRACTICES AND PROCEDURES?
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: 9/19/14
College Faculty Approval Date: 10/3/14

Graduate Dean’s Signature: 11/2/14
Chair, P&Q Committee’s Signature: 11/18/14

Contact: Maud Walsh, Graduate Advisor
Contact Email: evwals@lsu.edu
In the old paperwork, I couldn’t find a question that asked if the course was repeatable. However, I do not want to just make the course repeatable without some paperwork. Also, the course description should state how many hours the course can be repeated. I would submit C&C paperwork. Our next meeting is September 9.

Anna Castrillo, M.A.
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Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991

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To: Anna M Castrillo
Subject: question about AGRO 8901, 8902

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Thanks very much.
Maud

Maud M. Walsh, Professor and Undergraduate & Graduate Advisor
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110 Sturgis Hall
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evwsals@lsu.edu
REQUEST FOR ADDITION OF NEW COURSE

Department: Entomology
College: Agriculture

PROPOSED COURSE
Rubric & No.: ENTM 1001
Short Title: INSECTS & SOCIETY
Title: Insects and Society

COURSE CREDIT
Graduate Credit: YES

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:

GRADING
Final Exam: YES
Grading System: Letter Grade
Pass/Fail

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).

PROPOSAL

Department Faculty Approval 9/29/14
College Faculty Approval 10/21/14

Academic Affairs Approval:

ATTACHMENTS

College Contact: Jennifer Neal
College Contact E-mail: jsherr1@lsu.edu

Academic Affairs Approval:

C. J. A. Y. / /

Academic Affairs Approval (date)

College Contact:

College Contact E-mail:

Academic Affairs Approval:

C. J. A. Y. / /

Academic Affairs Approval (date)

C. J. A. Y. / /

Academic Affairs Approval (date)

C. J. A. Y. / /

Academic Affairs Approval (date)

C. J. A. Y. / /

Academic Affairs Approval (date)
Course proposal
ENTM 1001 Insects and Society
Justification

The proposed course would represent an introduction to insects as they affect social well-being, both positively and negatively. This course does not duplicate any courses in or outside the Entomology Department. It covers some of the same material as ENTM 2001 (Insects in the Environment) but is targeted to a more general audience and does not include a lab. This course is intended primarily to meet outreach objectives for off-campus high school students (as part of the College of Agriculture Dual Enrollment initiative to attract high school students to LSU) and Continuing Education students (who need 12 units of Entomology courses in order to be licensed in Louisiana for employment in the pest management industry), as well as to other off-campus enrollees who are interested in the roles of insects in our lives. Similar courses at other universities have been very popular and have drawn students from diverse backgrounds. ENTM 1001 will not be required for any curriculum, and students taking ENTM 1001 would still be required to take ENTM 2001 as part of any science-based curriculum that requires ENTM 2001.

The course will focus on ways in which insects affect human health and well-being, including roles as nuisances and disease vectors, as well as pollinators, decomposers and regulators of ecosystem processes that affect the sustainability of ecosystem services. Ecosystems are becoming more widely recognized for their indispensable role in providing harvestable services, with established market values, and cultural or recreational services, that often do not have well-established market values. In addition, ecosystem processes constitute supporting and regulating services that provide the services that we use. These services are provided free of charge but maintenance of ecosystem properties that sustain delivery of these services is fundamental to human survival. Environmental policies that undermine ecosystem processes (such as overexploitation of resources or introduction of toxic chemicals that disrupt ecosystem processes) can cause famine, water shortages, social unrest, population displacement, and exposure to human crowd diseases, often vectored by insects, such as found for a number of past civilizations. Therefore, educating students and the public about the importance of protecting ecosystem components (including insects) and processes that provide services is necessary to implementation of policies that protect the sustainable delivery of these services.
INSTRUCTOR: Dr. Timothy Schowalter, Entomology Department

Text: Schowalter, T.D. 2013. *Insects and Sustainability of Ecosystem Services*, CRC Press

Objectives: By the end of this course, you will be able to:

1. Describe ecosystem services on which human survival depends
2. Describe ways in which humans have interacted with insects over time
3. Describe factors that influence insect abundance and their effects on ecosystem services
4. Describe ecosystem processes that produce services
5. Describe ways in which humans and insects affect ecosystem services
6. Describe positive and negative values of insects and insect management on ecosystem services
7. Describe ways in which management of insects and ecosystems can be changed to improve ecosystem delivery of services

Course Design

Ecosystem services are the harvestable resources (including food, fresh water, fuel, building materials, industrial and medical products) and cultural values (recreation, spiritual retreat, religious sites, etc.) that we obtain from ecosystems (natural, managed and urban), along with ecosystem processes that are critical to producing these resources. Humans depend on these services for survival. Protecting the ecosystem processes that produce these services is not optional. Insects influence these processes in fundamental ways, often in apparent opposition to human interests but that function in natural ecosystems to sustain ecosystem processes over long time periods. Insects and how we manage insects will affect the ability of ecosystems to sustain delivery of these services.

This course follows the reference book, *Insects and Sustainability of Ecosystem Services*, and is designed to provide basic principles of insect ecology and ecosystem ecology, to describe how ecosystems produce services on which human survival depends, to describe how insects and humans affect ecosystems and delivery of services, and to describe an integrated approach to management of insects and ecosystems that focuses on, and protects, ecosystem services.

Each module consists of three units to be covered during the scheduled week (see Schedule below). Each unit is designed to meet particular objectives, identified at the beginning of each unit. Some units also include questions and exercises to demonstrate principles from that unit. Each exercise should be completed in a 2-3 page double-spaced paper. Late papers will be penalized 5 points per day unless arrangements have been made with the Instructor for an “I” grade for the course. Students should expect to spend 2 to 3 hours on work outside the class for every one hour of class time.
Academic Integrity

Students are expected to adhere to the University’s Academic Integrity policy (see examples below). You are responsible for checking with the instructor before using any online material in your papers. Instructors have access to software that can identify material copied from previous material. Evidence of academic misconduct will be referred to the Office of the Dean of Students.

Grading

Grades will be based on one Midterm exam (100 points), the Final exam (150 points) and reports from 15 exercises (10 pts each). Exams will consist of a combination of multiple choice and short answer questions that will require synthesis of information from lectures. ELECTRONIC DEVICES, INCLUDING CELLPHONES, ARE STRICTLY PROHIBITED DURING EXAMS. Correct grammar is required for papers and exams.

Grades will be assigned according to a standard scale. Minimum requirements for each grade are as follows:

A = 90% average on exams, quizzes and papers
B = 80% average on exams, quizzes and papers
C = 70% average on exams, quizzes and papers
D = 60% average on exams, quizzes and papers
F = <60% average on exams, quizzes and papers

Note: plus or minus grades (i.e., A- or C+) will not be given in this course.

Failure to complete assignments in a timely manner will result in an “I” (incomplete) for the course only if approved in advance by the instructor. Your grade is your responsibility, and you are urged to see the Instructor to discuss any time you encounter difficulty in the course.

Schedule

Week 1: Introduction and PRETEST
Week 2. Human interactions with insects
Week 3. Mechanisms of insect responses to environmental changes
Week 4. Insect responses to environmental changes
Week 5. Population change in time and space
Week 6. Mechanisms by which ecosystems provide services
Week 7. Regulation and stability of ecosystem processes
Week 8. MIDTERM and Anthropogenic changes
Week 9. Effects of anthropogenic changes and management
Week 10. Effects of insects on provisioning services
Week 11. Effects of insects on other ecosystem services
Week 12. Value of insect effects on ecosystem services
Week 13. New management approaches
Week 14. Urban population responsibilities to maintain sustainable services
Week 15. Summary and conclusions

FINAL
General Statement on Academic Integrity:

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Plagiarism and Citation Method:

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the citation format in the course textbook. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.

Group work and unauthorized assistance:

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.
Request for CHANGING an Existing Course

Present Course Description

Title Wildlife Management Techniques

Semester Hours of Credit 4

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

 Lecture: 3
 Lab: 3
 Rec: 1

Repeat Credit Max (if repeatable) ___

Graduate Credit? Yes: ___ No: ___

Contact Hours Per Week:

LEC 3  Lab 3  SEM  ___  REC ___  RES/IND ___  CLIN/PRACT ___

Total Weekly Contact Hours: 6

Grading System: Letter Grade X  Pass/Fail ___

Course Description:

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

RNR 4011 Wildlife Management Techniques (4) Prereq.: RNR 2031 or RNR 2072 and EXST 2201. Weekend field trips. Students are responsible for paying for travel expenses associated with this course. 3 hrs. lecture; 3 hrs. lab. Wildlife science and the scientific method, generating and testing hypotheses and predictions, statistical analysis of class-generated data and scientific writing. Population inventories and analysis; harvest management; methods to capture animals and determine age and sex. Immobilization methods, marking methods, radio telemetry and assessment of nutrition and condition. Use of GPS and GIS in wildlife ecology.

Proposed Course Description

Title Wildlife Management Techniques

Semester Hours of Credit 4

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

 Lecture: 3
 Lab: 3
 Rec: 1

Repeat Credit Max (if repeatable) ___

Graduate Credit? Yes: ___ No: ___

Contact Hours Per Week:

LEC 3  Lab 3  SEM  ___  REC ___  RES/IND ___  CLIN/PRACT ___

Total Weekly Contact Hours: 6

Grading System: Letter Grade X  Pass/Fail ___

Course Description:

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

RNR 4011 Wildlife Management Techniques (4) Prereq.: RNR 2031 or RNR 2072. RNR 3018 and EXST 2201. Weekend field trips. Students are responsible for paying for travel expenses associated with this course. 3 hrs. lecture, 3 hrs. lab. Wildlife science and the scientific method, generating and testing hypotheses and predictions, statistical analysis of class-generated data and scientific writing. Population inventories and analysis; harvest management; methods to capture animals and determine age and sex. Immobilization methods, marking methods, radio telemetry and assessment of nutrition and condition. Use of GPS and GIS in wildlife ecology.

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 9/17/2014

[Signature]

Department Chair's Approval Date 2/5/14

[Signature]

Graduate Dean's Approval Date 11/2/14

[Signature]

Jennifer Neal

jsherw1@lsu.edu
JUSTIFICATION: RNR 3018 is needed to provide basic species identification and habitat relationships prior to RNR 4011. When RNR 4011 was developed, faculty could safely expect students would be able to identify common, socio-culturally important, or charismatic game (i.e., hunted or fished) and non-game wildlife species from life experiences, 4-H, FFA, Boy and Girl Scouts, Cooperative Extension programs, high school agricultural education courses, and an overall stronger background in biology. More recently, students have been able to enroll in RNR 4011, after satisfying the pre-requisites, with little or no background in these species. Consequently, students have struggled to simultaneously learn advanced capture, handling, and data analysis while trying to remedially learn species. Inclusion of RNR 3018 as a pre-requisite should increase student performance and comprehension in RNR 4011.

This course is included in the CURRICULUM for the B.S. in Natural Resources Ecology and Management. The proposed pre-requisite, RNR 3018, also is included this curriculum.

This course is included in the Conservation Biology, Ecological Restoration, Wetland Science, and Wildlife Ecology AREAs OF CONCENTRATION. The proposed pre-requisite, RNR 3018, also is included in these Areas of Concentration.

This course is included in the MINOR in Wildlife Ecology. The proposed pre-requisite, RNR 3018, also is included in this minor.
1 Professor details/contact information

Instructor: Bret A. Collier
Office: 341A Renewable Natural Resources
VM: 225-578-4192 (note I don't check it, email is best)
Cell: 979-595-5076 (tread lightly with this one)
Email: paste("bret", "lsu.edu", sep="@")
Alternative Email: paste("bcollier", "agcenter.lsu.edu", sep="@")
Professor Website: www.rnr.lsu.edu/bret/

Course Website (Moodle): https://mylsu.apps.lsu.edu/web/mycampus/home
Office Hours:
Walk-in:
MWF 08:30-09:30
Other times Open, By appointment works if you don't want me to be busy doing other things while we talk

Instructor: Luke Laborde
Office: 315 Renewable Natural Resources
VM: 225-578-8146
Cell: 225-281-0711 (tread lightly with this one)
Email: paste("llabor2", "lsu.edu", sep="@")
Course Website (Moodle): https://mylsu.apps.lsu.edu/web/mycampus/home
Office Hours:
Walk-in:
MWF 08:30-09:30
Other times Open, By appointment is recommended
2 Course Description

HNH 4m 1- Wildlife Management Techniques is a survey course covering scientific methods of applied wildlife science. The course will cover a wide variety of topics, yet its overarching objectives are:

1. Reviewing and understanding the scientific method of wildlife sciences
2. Demonstrate the ability to develop and apply survey methods for wildlife research
3. Understand how to capture, handle, and mark a variety of wildlife species
4. Identify sex and age of common wildlife
5. Demonstrate basic competency with radio-telemetry, GIS, and habitat sampling methods
6. Use standard methods to estimate population demographic parameters

My objective with the course is to provide a forum for discussion and application of current wildlife management techniques that will provide the student (you) with a set of skills that may be used in applied wildlife management and conservation.

The official syllabus is available (along with all course materials) at the course moodle website which you can access through PAWS:

https://mylsu.apps.lsu.edu/web/mycampus/home

Overall, this course is designed to provide a background in the practical aspects of wildlife management and wildlife research, as well as to assist students in critical thinking and hypothesis development. HNR 4011 will be a combination of lecture and lab combined with a species account and a course project (see below). I will use the lecture sessions to introduce topics and lead discussions while the lab sections of the course will focus on application and understanding of techniques to evaluate wildlife management questions. I will extend lecture discussion during labs as needed to further elucidate or provide clarification on lecture questions, as well as to encourage group discussions and cooperative work between students. Additionally, a portion of the semester's lab course will be spent on developing and supporting course projects. At course completion, students will be able to address real-life conservation and management questions which will culminate in a final project due from each student at semester end where students will discuss biological hypotheses, organize and evaluate data and report the results of hypothesis evaluation in a technical document and effective professional presentation.

Operationally, this course provides a capstone for your undergraduate experience in wildlife management, and in it I will emphasize a wide variety of topics and tools that any wildlife biology student should have at their fingertips. As wildlife biology is sometimes about running around rampart in the woods, we will be initiating a course research project that engages everyone in the class in some local field work. However, not all wildlife biology is about running rampart in the woods chasing critters, so our course will have both individual and group writing requirements, as well as a collaborative group presentation.

Course Materials: There is no required text as I will pull from a wide variety of sources. If you are interested, the Wildlife Management Techniques Manual (Volume 1 and 2) edited by Nova Silvy is a pretty good reference for some of the course and is a good bookshelf reference for any practicing wildlife biologist (new volume coming 2018 I think). There will be regular assigned readings for the class and I will make those available as pdf files on the course website https://mylsu.apps.lsu.edu/web/mycampus/home Lectures, readings and assigned text chapters, must be reviewed prior to class. All materials will be incorporated into quizzes and examinations.

Computer Usage: All computer programs needed for this course will be available free of charge on lab computers (Room: 214, Renewable Natural Resources). However, most of the computational work done in this class will rely on open source (both gradis and libre) and hence will be available to you if you want to install it on your personal computers. Note: I work in Linux and Windows when I have to. If your personal computer is a Mac that is fine, but you will have to look elsewhere for computer support or use the lab computers for course work.
3 General Course Policies

Overall, my general expectation is that students will regularly attend both lecture and laboratory classes. The material builds on each week so attendance is recommended (see University Policy section below for official LSU policy on attendance). Active participation is essential in class, if you have a question, ask. Be on time, be polite, do your work, and feel free to contact me with any questions or concerns at any time. Additionally, there are a few basic policies I have for my class.

Attendance: Attendance is highly suggested (as detailed above and below).

Cell Phones: Must be turned off and put away. I find them to be a disturbance in class and can contribute to academic dishonesty. I will consider any behavior related to your phone (e.g., web surfing, texting, email, etc.) disruptive to the class. If a student's cell phone rings/buzzes/vibrates/etc. in my class, or if I see a cell phone out when I am lecturing in the lecture or lab sections, the individual with the cell phone out will be excused for the day and will receive 0 points for any subsequent quizzes/tests/in-class assignments. If there is an inherent need to keep a cell phone turned on and available (such as pending family emergency), those can be dealt with on a case by case basis if discussed with me before class. This is not a negotiable point with me, so don't even try.

Class Activities: One of the core parts of this course will be the course related activities. This course is a wildlife management techniques course, thus one objective will be to have students explore and apply techniques such as trapping, tagging, data management, data analysis, report writing and presentations. However, while rigorous this class should also be enjoyable, thus students will have the option of taking a Hunter's Education Course and receiving their Hunter Education Certification, participating in supervised hunting activities (primarily for those who have never hunted before and want the opportunity), and selecting which field laboratory class(es) they would like to attend based on their personal interests. Additionally, this class will actively conduct mourning and white-winged dove banding for 5-6 weeks this fall as part of the course project (see below) and will contribute to the local and national efforts focused on dove management.

Technical Writing: The 2 course projects (individual and group) will be writing intensive and require you to evaluate the peer-reviewed literature. As such, you cannot write well if you don't read and comprehend the body of scientific literature. Thus, you will read, a lot, in this class. Additionally, there will be a tendency for students to just google "critter names" and amazingly a numerous suite of wonderful websites (likely a .org or a .gov or a .state) will come up with a lovely amount of information related to the species on it. Often, students will have the interest in collecting said information from those websites, cut and pasting it into their document, referencing whatever the website references, and turning that is. That is plagiarism, see below "Statement on Plagiarism" on how I will handle any issues of potential plagiarism.

Statement on Plagiarism: In order to ensure the highest levels of academic honesty and integrity, RNR 4011 will participate in LSU's Turnitin for both the Species Assignment and the Group Project Technical Reports thus having any measures of plagiarism on an objective, 3rd party external review prior to my receiving your Species Accounts and Group Project Technical Reports.

4 Course Activities and Grading

Field Trips and Weekend Activities: Each student is required to attend at least 2 of the off-campus laboratory courses, one of which will be a mandatory afternoon off campus trip on 10 November 2014. Dates will be provided well in advance, but as we are dealing with the capture of wild animals some flexibility on the students parts will be required. Some off-campus laboratory course days will require early mornings (e.g., hummingbird and passerine mist-netting and banding, deer check stations) or late nights (woodcock spotlighting, capture and banding, but mist netting) so students should plan accordingly. For students that are unable (university excused absence) to attend any of the off-campus laboratory classes there will be alternate lab assignment given.
Note: We will be going in the woods on many of the laboratory activities, so you will need to dress appropriately for vegetation, animal-interactions, etc. If you show up to a field lab inappropriately dressed for the expected class activities, I will leave you on campus and you will not be allowed to get credit for that lab report nor participate in a later lab to get credit. If you have any questions on what is appropriate dress, ask.


Course Exams: RNR 4011 is graded course. Official test dates will be announced in class at a minimum of 3 class periods prior to the examination, but I expect the mid-term exam to occur on 1 October 2014, the laboratory exam to occur on 3 November 2014 and the final examination being during the scheduled course meeting time in finals week. The mid-term exam will constitute 10% of your course grade, the laboratory example will constitute 10% of your course grade, and the final will constitute 10% of your course grade.

Course Quizzes: Over the course of the semester I will have 10 quizzes at irregular intervals at my discretion. Each quiz will be worth 10 points (thus contributing 10% of your course grade).

Course Homework: When given homework assignments will be based on materials covered in lecture and laboratory classes. You will have exactly one week to complete all homework assignments. Completed assignments must be submitted as typed. ≤1 page, single spaced documents, via email (brett@lsu.edu or boclier@engcenter.lsu.edu). Each homework assignment (when given) will be worth 10 points (thus contributing 10% of your course grade).

Field Lab's Write-up For your field laboratory classes, you will be required to submit a ≥2 and ≤4 page, typed, double-spaced report (12 point font, Times New Roman) on your laboratory experience. The laboratory report (a single report that includes both field labs attended) format is intentionally simple; I want you to write about what the purpose of the field laboratory work was, what techniques were used to capture/work/work up individuals during the lab, and what management significance the laboratory techniques you just used had. I expect you to provide as much detail as possible, but no references are required, pictures are allowed if you choose but they do not count towards the page limit. The field lab write-up will be worth 75 points (thus contributing 7.5% of your course grade).

Field labs are due by 21 November 2014.

Hunter Education: As hunting is one of the primary mechanisms that wildlife managers use to both regulate and conserve wildlife, RNR 4011 will hold a Hunter's Education Course for any interested students. Hunter Education will be taught in the evenings for 2-3 hours per day for 3 evenings in RNR 141 (times and dates provided in Syllabus). The Hunter Education course will be worth 25 points (2.5% of your grade). Hunter Education is not required, however, if you do not take and pass the Hunter Education course, then you are not eligible to draw for one of the RNR 4011 guided hunting opportunities and you will be required to write a 3-4 page Hunting and Wildlife paper (typed, double spaced, 12 point font, Times New Roman, with appropriate literature cited, due on 28 September 2014) on how hunting has played an integral role in the conservation of game and non-game wildlife in the United States. The Hunting and Wildlife paper will also be worth 25 points (2.5% of your grade). If you have already completed, and can prove, that you have had Hunter Education, then you can opt to not to take the evening lecture portion of the Hunter Education course when offered and you will automatically receive 20 of the 25 possible points. However, if you want to be eligible for any of the RNR 4011 guided hunting opportunities, you will have to attend and pass the Hunter Education shooting examination at Waddill (dates in Syllabus) after which you will receive the remaining 5 points.

Species Account: Each student will be required to individually write and submit (submitted electronically through TurnItIn by 1700 CST on 17 November 2014) a species account on a species found in Louisiana. We will randomly draw species for each student during lab on 25 August 2014. A species account is a detailed description of a species distribution, physical characteristics, natural/life history, conservation status and ongoing management activities in use for the species. See Species Account information at
end of Syllabus for formatting requirements and additional details. The Species Account will be worth 100 points (thus contributing 10% of your course grade).

Group Project: The primary goal of the group project is for students to hone both their field biology and technical writing skills and engage in the exploration of wildlife management such that they can provide the class with a detailed (albeit brief) presentation based on their interpretation of the data collected on the topic. The course project will be a dove banding project south of campus on Ben-Hur Road in consultation with Dr. Jeff Dugan and the Louisiana Department of Wildlife and Fisheries ongoing dove banding project. In general, all students will actively trap and band doves 1 evening each week for 3-4 weeks (thus you will be required to spend 3-4 hours each day for 3-4 days over a 6 week period trapping and banding doves. Data collected from the entire banding period (and previous banding Jeff has done) will provide the basis for your Group Project technical report and presentation. Group Project information at end of Syllabus for formatting requirements and additional details. The Group Project will be worth 300 points (200 points for the technical report and 100 points for the in class presentations and will thus represent 30% of your course grade). Each Group Project will need to be submitted by one of the group members (duly designated to the group) electronically through TurnIn by 2200 CST on 21 November 2014.

Extra credit: I provide one kind of extra credit for this class. Students can earn extra credit by attending RNR departmental seminars and providing a typed discussion (≤1 page) of the seminar’s topic and interesting findings. Each seminar evaluated (up to a maximum of 10 total seminars) will be worth 5 extra credit points each and will added to your overall course total and used for calculation of your final grade. A seminar evaluation form is found here (https://mylsu.apps.lsu.edu/web/mycampus/home), along with a link to departmental seminars (http://www.rnr.lsu.edu/studentresources/seminars.htm). Thus, you can potentially raise your letter grade 5% if you attend 10 RNR seminars. I repeat, this is the only extra credit I will offer, so don’t squander the opportunity. Extra credit will be due (via email to me) by the start of the next class period following the seminar you attended. Late extra credit will not be accepted. Note I will randomly take, or have my colleagues take attendance at seminars, anyone who turns in an extra credit assignment that did not go to the seminar will be referred to the Dean of Students office for academic dishonesty. Currently there are 9 seminars set up for the semester so everyone starts off with 5 bonus points because there are not 10.

5 University Policy Statements

Attendance: LSU policy statements 22 and 44 and Faculty Senate resolution 12-3 place determination of excused or unexcused absences with individual faculty. Moreover, attendance may be a graded item. Attendance may be taken during 12 randomly selected lectures. An unexcused absence during a test, meeting, presentation, or other graded activity will result in a 0 for the activity. Excused absences and subsequent make-up opportunities will be granted for university-approved off campus activities, religious holidays, professional development activities, job interviews, and severe illnesses. If you are ill, please contact me before course activities, if possible, to reschedule.

Academic Integrity: Cheating and plagiarism in any form will not be tolerated. This intent of this course is to prepare the student for further challenges in their careers. It would be a disservice to all students, especially the cheater, to allow cheating to occur. Students violating the Academic Dishonesty policy of the LSU Code of Student Conduct will be dealt with according to the policies outlined therein. Copies are available from the Dean of Student’s Office.

Disability statement: The Office of Disability Services identifies and assists students with disabilities. Students with disabilities should obtain appropriate documentation from the Office of Disability Services. With proper documentation, all appropriate arrangements will be made to accommodate the student. Without proper documentation, no disability, however real it may be, may be accommodated.

LSU credit expectations: To earn credit, a student must spend a minimum of 1 hour per week in lecture class or 3 hours per week in lab and a minimum of 2-3 hours per week of studying or homework outside of class or lab for each earned credit.
6 Species Account

A species account is a detailed description of a species distribution, physical characteristics, natural/life history, conservation status and ongoing management activities in use for the species.

You will provide a detailed literature cited section, formatted using Journal of Wildlife Management found at http://joomla.wildlife.org/documents/JWMguidelines2011.pdf or on the course moodle site. Quickly, the formatting should look like this (Author's, Date of Publication, Title, Journal, Volume:Pages).


I suggest you start with Web of Science which is accessible through http://www.lib.lsu.edu under the databases heading in the box on the right near the bottom. Google Scholar http://scholar.google.com is also a good choice as it index's Web of Science but be aware it will give you a lot of non-referenced information.

I have provided a species account of a White-winged Dove (which is not a species that is included in the list) as an example of what one actually looks like on which you can base your species accounts. However, I putting some limitations on the breadth of the species account so that you do not feel like you have to write 28 pages (but you should exceed 6 pages, not including images and literature cited, at minimum to cover all the below). The species account must be typed, double-spaced, 1 inch margins, using no greater than 12 point font (Times New Roman), bulleted lists are allowed in that helps you with the description, but I want to see text, not just a bunch of bullet points. The following sections must be included in your species account, any additional sections are optional. Using the White-winged Dove RNA as an example, see below.

Scientific name (common name): Zenaida asiatica (White-winged dove)

Author's name: T. Wayne Schwertner

Picture (meaning include a picture of your species on the front page)

Distribution: A detailed, written account citing the appropriate references which outline the distribution of the species. Inclusion of maps are appropriate and suggested.

Physical characteristics: The section on physical characteristics should provide a detailed description of the physical appearance of the species, including information on size, length, height, color, individual markings, etc.

Natural History: The section on natural history will have several sections, including:

1. Food habits: here you detail what the animals eat, be sure to provide references.

2. Habitat types used: here you detail what the habitat requirements are for the species. I would prefer you use information on habitats in Louisiana only, but if the information for your species is limited in Louisiana you can feel free to gather information from other locations across the species range.

3. Reproduction: here you detail the reproductive activities of the species, including information like breeding season timing, number of offspring, age at first reproduction, nest site selection (for birds), etc.

4. Behavioral information: here you detail interesting behavioral aspects (diurnal/nocturnal), if migratory provide information on migration timing and locations, any other interesting behavioral information.

5. Conservation Status: here you tell me if the species is rare, threatened or endangered, and what current population estimates are for the species (if possible, if there is no information on population size that is acceptable, but search hard)

6. Management Activities: here you detail any/all active management activities that are being used to manage the species. These can include habitat management, harvest management, economies, social policy issues, etc.
7 Dove Banding Group Project

Group Project: The primary goal of the course project is for students to combine their field biology, data collection and analysis, and technical writing skills such that they can develop a technical document outlining the reason the field activities were conducted, how and when the data were collected, what interpretation the data have, and what the results mean in a management context. Additionally, the group will provide the class with a detailed (albeit brief) presentation based on their interpretation of the data collected on the topic.

Group Project Data Source: Capture and marking play an extremely important role in wildlife biology and the entire focus of many wildlife management techniques courses focus solely on the process of capture/aging/sexing/marking of individuals. Annually, scientists across the world capture, band, and submit to the Bird Banding Lab (BBL) 1.2 million banding and 87,000 emu banding records per year for a wide variety of bird species. Recently, concerns regarding mourning dove (Zenaida macroura) population status has initiated a suite of studies focused on increasing our understanding of mourning dove ecology and management across the United States (see Mourning Dove section on Course website for literature.) As part of the information requirements, a national Mourning Dove banding program was initiated of which most states are currently banding mourning doves as part of this initiative. The Group Project will focus on collecting (via capture and banding), analysis (capture-mark-recapture modeling) and interpretation (group written technical document) and dissemination (group presentation) using banding data collected during September and October.

Group Project – Activities: Each student in class will be assigned to a trapping group. Each trapping group will work 1 evening (starting about 4 PM to 7PM) each week at the dove trapping locations currently in use by LDWF. The primary goal of each trapping group is to run a set of traps, remove captured mourning doves (among other species), band each individual mourning dove with a unique USGS leg band, identify age and sex by primary molt score and feather coloration for each mourning dove, and document each capture for further data analysis. Upon completion of our dove trapping, we will dedicate 1 laboratory day to data analysis/interpretation (of which I will help) to create the associated data to be used in the group technical report’s so that everyone will have the basic information in the same format.

Group Project Deliverables – Technical Report: Each group technical report should be a group activity and should follow the standard format seen in a Journal of Wildlife Management article (http://joomla.wildlife.org/documents/JWMguidelines2011.pdf) or on the course moodle site. Each report must contain the following sections and must be typed, double-spaced. 1 inch margins, using no greater than 12 point font (Times New Roman).

1 Introduction: The introduction should include the relevant project objectives, any background information you feel is necessary, any hypotheses or predictions you have.

2 Study Area and Methods: The study area and methods section should include a detailed description, both spatially explicit and general, as well as information on the capture and marking methods used and any planned statistical analysis methods.

3 Results: The results should include descriptive information (e.g., we captured 100 doves, the distribution of molt scores for captured doves by date was this, etc.), statistical analysis results (e.g., recapture rate for mourning doves was 0.32), and any tables/figures you feel are informative.

4 Discussion: The discussion should be the group interpretation of what you found and the important conclusions of your work.

Group Project Deliverables - Presentation: Each group presentation should be a group activity and should follow the standard format the technical document and each section should include the same sections. Each individual in the group will be responsible for the entirety of the presentation and all the information in it, yet I will allow the group to decide which member presents which section of the presentation. The only requirements for the presentation are that they must be done in Powerpoint and be professional. I would advise that you take lots of pictures while trapping; you will want them for your presentations.

<table>
<thead>
<tr>
<th>Graded Topic</th>
<th>Total Points</th>
<th>Date</th>
<th>Proportion Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>1 October</td>
<td>10%</td>
</tr>
<tr>
<td>Laboratory Exam</td>
<td>100</td>
<td>3 November</td>
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<tr>
<td>Homework</td>
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<td>Unscheduled</td>
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<tr>
<td>Quizzes</td>
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<tr>
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<td>Hunter Education</td>
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<td>Species Account</td>
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<td>10%</td>
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<td>Group Project (Paper)</td>
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<td>21 November 2014</td>
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</tr>
<tr>
<td>Group Project (Presentation)</td>
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<td>In Lab</td>
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<tr>
<td>Final Exam</td>
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<td>Scheduled Exam Period</td>
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<tr>
<td>Extra Credit</td>
<td>50</td>
<td>See Syllabus</td>
<td>Bonus max(5%)</td>
</tr>
</tbody>
</table>
8 Class Schedule

So, the class schedule for September looks pretty daunting what with all the dove field trapping, hunter education courses, hunting opportunities, and classwork. For right now I have several field lab options tentatively set up.

- **Hummingbird Banding (12 September 2014)** - @Casa Labebe (05:00 so good coffee)
- **Passerine Mist-Netting Lab (September/October TBD)** - @ Waddil
- **Turkey Rocket Net (October TBD)** - @Sherburne WMA
- **Butterfly Netting Lab (Date TBD)**
- **Deer Check Station (October 25 or 26)** - @Sherburne WMA
- **Waterfowl Banding (September 1-3)**
- **Gopher Tortoise Surveys (Date TBD)** - @Sandy Hollow WMA
- **Woodcock Spotlightting and Banding (November TBD)** - @Sherburne WMA
- **Beech Grove Plantation (10 November 2014)**

And we have several hunting opportunities set up (dates TBD but around season timing)

- **Deer Hunt: Archery (4) Beech Grove Plantation – Experienced (TBD)**
- **Deer Hunt: Firearm (4) Beech Grove Plantation – First Time (TBD)**
- **Teal Hunt: Firearm (12) Oak Grove Club – First Time (28 Sept)**
- **Teal Hunt: Firearm (6) Gray Point Lodge – First Time (13 Sept)**

Finally, I will note that other than where dates are specifically noted (e.g., Species Account due dates), the syllabus is a fairly 'flexible' document in that schedules will explode and sometimes things will need to be moved around or added relative to the class' progress. I can guarantee that there will be additional readings for some of the 'later in the semester' days as the course progresses. I will do my best to announce any changes in class, but be sure you keep an eye on the syllabus on Moodle for any changes. Not seeing it is not an excuse.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assignments</th>
<th>Lab Topic</th>
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<tbody>
<tr>
<td>25 August 2014</td>
<td>Course Introduction</td>
<td>Krausman (Cp 1)</td>
<td>Course Project</td>
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<td>Leopold (Cp 1)</td>
<td>Discussion</td>
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<td>27 August 2014</td>
<td>What is Wildlife Management? Why do we manage?</td>
<td>Krausman (Cp 2)</td>
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<td>Leopold (1943)</td>
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<td>Wildlife Conservation and Conservation Ethics</td>
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<td>Johnson (1999)</td>
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<td>Ronasburg (1981)</td>
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<td>Hunter Education</td>
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<td>Gray Point Teal Hunt</td>
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<td>Oak Grove Teal Hunt</td>
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<td>Hunting and Wildlife Paper Due (for non-Hunter Ed students)</td>
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<td>Morrison (Cp 4)</td>
<td>Anderson (2001)</td>
</tr>
<tr>
<td>15 October 2014</td>
<td>Designing Wildlife Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work Day</td>
</tr>
<tr>
<td>22 October 2014</td>
<td>Transect Sampling</td>
<td>Silvy (Cp 10)</td>
<td></td>
</tr>
<tr>
<td>24 October 2014</td>
<td>Radio-Telemetry</td>
<td>Silvy (Cp 18 and 20)</td>
<td>Telemetry Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manly (Cp 1)</td>
<td></td>
</tr>
<tr>
<td>27 October 2014</td>
<td>GPS Telemetry</td>
<td>White (2008)</td>
<td></td>
</tr>
<tr>
<td>29 October 2014</td>
<td>Closed and Open Models</td>
<td>Pollock (1989))</td>
<td></td>
</tr>
<tr>
<td>31 October 2014</td>
<td>Known Fate</td>
<td>Elith and Leatherwick (2009)</td>
<td></td>
</tr>
</tbody>
</table>
### RNR 4011 Tentative November – December Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assignments</th>
<th>Lab Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Schoen (1990)</td>
<td>Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roberts (2012)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kremenetz (1999)</td>
<td></td>
</tr>
<tr>
<td>5 November 2014</td>
<td>Upland Game Management (Mammals)</td>
<td>Burger (2001)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vance (2009)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cathoy (2009)</td>
<td></td>
</tr>
<tr>
<td>7 November 2014</td>
<td>Upland Game Management (Birds)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 November 2014</td>
<td>Beech Grove Trip Prep</td>
<td></td>
<td>Afternoon Field Trip:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Beech Grove Plantation</td>
</tr>
<tr>
<td>12 November 2014</td>
<td>Waterfowl Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 November 2014</td>
<td>Webless Migratory Game in LA (J. Dugan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 November 2014</td>
<td>Wild Turkey in LA (J. Stafford)</td>
<td></td>
<td>Project Day &amp; Species</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accounts Due</td>
</tr>
<tr>
<td>19 November 2014</td>
<td>White-tailed Deer in LA (S. Durham) Group Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Report Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 November 2014</td>
<td>Field Lab Reports Due Waterfowl in LA (L. Reynolds)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 November 2014</td>
<td>Group x Dove Presentation</td>
<td></td>
<td>Group x and x Dove</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td>26 November 2014</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 November 2014</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 December 2014</td>
<td>Group x Dove Presentation</td>
<td></td>
<td>Group x and x and x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dove Presentation</td>
</tr>
<tr>
<td>3 December 2014</td>
<td>Final Class-Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 December 2014</td>
<td>Final Examination (07:30 – 09:00)</td>
<td></td>
<td>Good Luck</td>
</tr>
</tbody>
</table>
Request for CHANGING an Existing Course

**Department**: Renewable Natural Resources  
**College**: Agriculture  
**Course Rubric and #**: RNR 4061  
**Date**: 7/8/2014

**Present Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Problems in Natural Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>1-4</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for lecture:</td>
<td>lab/sem</td>
</tr>
<tr>
<td>Repeat Credit Max (if repeatable):</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes: No: X</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>4</td>
</tr>
<tr>
<td>Grading System: Letter Grade</td>
<td>X Pass/Fail</td>
</tr>
</tbody>
</table>

**Course Description**

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

RNR 4061 Problems in Natural Resources Management (1-4)  
May be taken for a max. of 6 sem. hrs. credit. Independent and directed study

**Proposed Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Special Problems in Natural Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>1-4</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for lecture:</td>
<td>lab/sem</td>
</tr>
<tr>
<td>Repeat Credit Max (if repeatable):</td>
<td>4</td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes: No: X</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
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</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
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</tr>
<tr>
<td>Grading System: Letter Grade</td>
<td>X Pass/Fail</td>
</tr>
</tbody>
</table>

**Course Description**

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

RNR 4061 Problems in Natural Resources Management (1-4)  
May be taken for a max. of 4 sem. hrs. credit. Credit varies by topic. Permission of instructor required. Individual independent, mentored, and directed study

**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**: 9/17/14  
  **Department Chair's Signature**: 22 Sep 2014  
  **Graduate Dean's Signature**: (Date)

- **College Faculty Approval Date**: 10/21/14  
  **College Dean's Signature**: 10/21/14  
  **Chair, FS C & C Committee**: 11/13/2014  
  **Academic Affairs Approval**: (Date)

**Contact**:

- **College/Division/Department**:  
  **Contact**:  
  **Contact E-mail**: jshean@lsu.edu

**Effective**: 8/2010
JUSTIFICATION: RNR 4061 was developed as a directed or independent study seminar for students to earn credit for independent study or research projects. Over time, the same course number also became used for special topics seminars. Students could only earn 6 semester credit hours total for any combination of special topic seminars or independent study or directed projects. This limited student opportunities and caused confusion over the nature of the RNR 4061, specifically in interpreting whether the experience was substitutable for coursework or met mentored research objectives of LSU Discover. Therefore, this rubric will be restricted to directed, independent, or mentored study. Lastly, the faculty propose that this revision is consistent with emphasis on mentored research pursuant to LSU Discover.

This course is included in the CURRICULUM for the B.S. in Natural Resources Ecology and Management.

This course is included in the Fisheries and Aquaculture AREA OF CONCENTRATION, in which it was meant to be a mentored research experience.

No SYLLABUS is provided because this research experience is meant to be a directed, independent, or mentored research experience pursuant to LSU Discover. The School of Renewable Natural Resources directed, independent, and mentored study contract follows.
B.S. in Natural Resources Ecology and Management
UNDERGRADUATE INDEPENDENT RESEARCH CONTRACT
Student Plan of Study

Once complete, research contract should be turned in to Dr. Mike Kaller, 119 RNR Bldg., or e-mail signed copy to: mkalle1@lsu.edu

A. STUDENT INFORMATION

Name: 

LSU ID:

Request for Semester/Yr:

Credits: 

Course:

Local Phone Number:

Cell Phone Number:

Email:

B. RESEARCH PROPOSAL

1. Title of proposed research:

2. Attach additional sheet for:

a. Preliminary Independent research project description/location - What will you be doing? Proposed hypothesis and approach, Where?

b. Timeline – When will activities be done, report drafts, evaluation date, final copy, etc.?

C. POLICIES:

1. Students cannot receive credit for both RNR 2061/4061 AND Honors Thesis for the same work (these are separate courses) OR RNR 2061/4061 AND paid hourly work

2. The project cannot be retroactive (i.e., already completed).

3. The project cannot be ‘transferred’ from another academic institution.

4. If the student will be completing the work outside of LSU, the student must make all arrangements with LSU and complete the work in accordance with LSU policies.
D. SAMPLE STUDENT LEARNING OBJECTIVES (SLO):

(SLO 1) Identify and effectively evaluate essential supporting information and/or literature sources associated with a research project;

(SLO2) Utilize tools and strategies for gathering and evaluating data, and apply the results to the solution of the research problem;

(SLO3) Demonstrate awareness of the responsible conduct of research;

(SLO4) Identify and describe an original disciplinary or interdisciplinary research question; and

(SLO5) Articulate research findings through written, visual, performance, and/or oral presentation.

E. REQUIRED ONLINE GENERAL LAB SAFETY TRAINING

All students are required to take the “basic on-line lab safety training” at http://psaf-chemsafe.lsu.edu/Ehstrn/EHSTrainWebISAPI.dll/EXEC (LSU- Environmental Health and Safety webpage) before they start working on their project. If you have the potential to work with hazardous chemicals, you need to take the additional chemical safety training. If you work with biological materials, you must take the basic biosafety training. Please consult with your faculty sponsor for these other options.

By signing below, student acknowledges the information provided above and agrees to follow student learning objectives.

Student

Name: Email:

Signature: Date:

F. FACULTY & WORKSITE SUPERVISOR SIGNATURES:

The student, faculty sponsor, and worksite supervisor (if applicable) together will outline the learning objectives (listed above) of the independent research project. Faculty sponsor (and worksite supervisor, if applicable) must complete an evaluation with the student before the faculty sponsor may grant credit for the project. Once complete, evaluation should be turned in to Dr. Mike Kaller, Room 119, where it will be kept on file with this research contract, or e-mail to: mkalle1@lsu.edu. The student evaluation form is attached.

Faculty Sponsor: Please read all the information provided above and the RNR undergraduate webpage to be aware of the expectations from each student. Depending on work site, students may be required to complete: online Basic Lab Safety Course; online Defensive Driving Course; and/or online Boater’s Safety Course.
By signing below, the Faculty Sponsor and Workplace Supervisor agree to work with the student and provide supervision and evaluation before granting credit to the student.

FACULTY SPONSOR

Name: 

Email: 

Signature: 

Date: 

WORKSITE SUPERVISOR (If Applicable)

Name: 

Email: 

Signature: 

Date: 

To be Completed by RNR Office:

Form Received by ___________________ Date ___________________

Adapted from School of the Coast and Environment Undergraduate Research Program
REQUEST FOR ADDITION OF NEW COURSE

Department: Renewable Natural Resources
College: Agriculture

PROPOSED COURSE
Rubric & No.: RNR 4062
Title: Special Topics in Natural Resources

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 1-4
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of 4 credit hours.
Credit will not be given for this course and:

GRADING
Final Exam: YES X NO
(Attach justification if the proposed course will not hold a final exam during examination week.)
Grading System: 
Letter Grade Pass/Fail

COURSE TYPE
(Indicate hours in the appropriate course type)

Maximum enrollment per section: 35
(Quotient of integer, e.g. 25 not 20-30)

CATALOG TEXT
Prereq.: May be taken for a max. of 4 sem. hrs. credit. Credit varies by topic. Permission of instructor required.
Lectures and/or laboratories on selected topics not covered in other renewable natural resources courses.

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.)

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 9/17/14
College Faculty Approval 10/21/14

Contact: Jshew1@lsu.edu
Contact E-mail:
JUSTIFICATION: RNR 4061 was developed as a directed or independent study seminar for students to earn credit for independent study or research projects. Over time, the same course number also became used for special topics seminars. Students could only earn 6 semester credit hours total for any combination of special topic seminars or independent study or directed projects. This limited student opportunities and caused confusion over the nature of the RNR 4061. Therefore, RNR 4062 is proposed to specify a special topic seminar or group study activity. Faculty recommend limiting students to only 4 credits total of RNR 4062 because approved courses are preferred over special topics.

This course is not currently included in any CURRICULUM.
Sample Syllabus used in a Special Topics Seminar

RNR 4061 – Waterfowl Ecology

Dr. Frank C. Rohwer (341 RNR)  
E-mail: frohwer@lsu.edu  
Office telephone: (225) 578-4146

Mr. Luke Laborde (212 RNR)  
E-mail: llaborde@tigers.lsu.edu  
Office telephone: (225) 578-7416  
Cell phone: (225) 281-0711

The objective of this class is to familiarize you with the ecology and management of North American waterfowl throughout their annual cycle. Life history characteristics of waterfowl will be examined and contrasted to other birds, especially altricial birds. You will be exposed to methods of population monitoring and management, habitat management, and basic identification and ecology of waterfowl.

This class will provide you with an opportunity to:

1) identify common species of North American waterfowl and wetland birds;
2) critically review scientific literature;
3) improve your teamwork and oral communication skills through a class presentation on a topic related to waterfowl ecology or management;
4) improve your writing skills through preparation of a review paper (7012 students only);
5) view waterfowl and wetland habitats in coastal and inland Louisiana; and,
6) interact with waterfowl and wetland researchers and managers.

Field trips. We will take 4-5 weekend field trips (at least one overnight) to permit viewing waterfowl and wetland habitats and to meet and interact with waterfowl and wetlands researchers and managers. In addition, we may take occasional field trips on Tuesday afternoons that start a 3:30 p.m.

A classroom PowerPoint presentation, and, for graduate students, a review paper are a major component of the class. The presentation will be prepared and presented by two-person teams for undergraduates and individually for graduate students. The presentation and paper are described in a separate handout.

Grading:

<table>
<thead>
<tr>
<th></th>
<th>4061</th>
<th>7012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exams (2 @ 100 pts. each)</td>
<td>200</td>
<td>200</td>
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<tr>
<td>Lab exam</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Class presentation</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Quizzes, participation, and field trips</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Review paper</td>
<td>-</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>800</td>
</tr>
</tbody>
</table>

A ≥ 90%, B – 80%, C – 70%, D – better be irrelevant.

Optional review sessions will be offered prior to each exam.

Exams 1 & 2 will include 10 points extra credit, and the Final Exam will include 15 points extra credit, taken exclusively from the text.

Suggested topics for presentations and review papers:

Waterfowl Ecology
- Population dynamics of waterfowl in the (Prairie Pothole Region, Canadian Parklands, Boreal Forest, Great Lakes Region – select one)
- The effect of age on waterfowl survival and reproduction
- Techniques for aging waterfowl
- Territorialism and home range of (taxa) during the breeding season
- Nest site selection of waterfowl taxa
- Incubation patterns of waterfowl taxa
- Estimates of nest success and causes of mortality
- Estimates of brood survival and causes of mortality
- The life cycle and breeding ecology of the Louisiana mottled duck
- The life cycle and breeding ecology of the black-bellied whistling duck
- Daily movement and foraging of wintering waterfowl
- Impact of lead poisoning on waterfowl mortality and populations
- Potential influences of climate change on breeding waterfowl

Waterfowl Management (Other than harvest)
- The effectiveness of various intensive management practices for breeding waterfowl
- An evaluation of the effectiveness of artificial nesting structures
- Predator impacts and management for breeding waterfowl
- Moist-soil management for food production for wintering waterfowl
- Management of wetland complexes for wintering waterfowl
- Pen-raised/released mallard programs

Harvest Management
- The impact of hunting on (specific taxa) populations
- May Breeding Population Survey
- Waterfowl banding for harvest analysis and management
- Adaptive Harvest Management
- The Harvest Information Program
- The influence of spinning-wing decoys on waterfowl harvest
- The influence of hunting pressure on daily movement and foraging of wintering waterfowl

Waterfowl Research and Conservation Programs
- The Migratory Bird Conservation Act of 1929 and its impact on waterfowl management
- The Federal Aid in Wildlife Restoration Act of 1937 and its impact on waterfowl management
- The North American Waterfowl Management Plan
- The Conservation Reserve Program and its impact on waterfowl production
- The Wetland Reserve Program and its impact on wintering waterfowl
- Alternative Land Use Services (ALUS) in Canada
- The use of conservation easements for preservation of waterfowl habitat
- Delta Waterfowl Foundation
- Ducks Unlimited, Inc.
Human Dimensions
Participation and the economic impact of waterfowl hunting in the United States
Hunter recruitment and retention – a review of options for increasing hunter participation
Waterfowl hunter satisfaction: does harvest = satisfaction and does satisfaction = participation?

Any other relevant topic subject to instructor approval!

Attendance: LSU policy statements 22 and 44 and Faculty Senate resolution 12-3 place determination of excused or unexcused absences with individual faculty.

Academic integrity: Cheating and plagiarism in any form will not be tolerated. This intent of this course is to prepare the student for further challenges in their careers. It would be a disservice to all students, especially the cheater, to allow cheating to occur. Students violating the Academic Dishonesty policy of the LSU Code of Student Conduct will be dealt with according to the policies outlined therein. Copies are available from the Dean of Student’s Office.

Disability statement: The Office of Disability Services identifies and assists students with disabilities. Students with disabilities should obtain appropriate documentation from the Office of Disability Services. With proper documentation, all appropriate arrangements will be made to accommodate the student. Without proper documentation, no disability, however real it may be, may be accommodated.

LSU credit expectations: To earn credit, a student must spend a minimum of 1 hour per week in lecture class or 3 hours per week in lab and a minimum of 2-3 hours per week of studying or homework outside of class or lab for each earned credit.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed.</td>
<td>1/14</td>
<td>Introduction to waterfowl, systematics, morphology</td>
</tr>
<tr>
<td>Fri.</td>
<td>1/16</td>
<td>Waterfowl ID - overview</td>
</tr>
<tr>
<td>Sat.</td>
<td>1/17</td>
<td>Optional waterfowl hunt</td>
</tr>
<tr>
<td>Mon.</td>
<td>1/19</td>
<td>No class - MLK</td>
</tr>
<tr>
<td>Wed.</td>
<td>1/21</td>
<td>Waterfowl ID lab - geese, dabblers</td>
</tr>
<tr>
<td>Fri.</td>
<td>1/23</td>
<td>Molts, aging, sexing, annual cycle</td>
</tr>
<tr>
<td>Mon.</td>
<td>1/26</td>
<td>Courtship, pair-bonding, mating systems</td>
</tr>
<tr>
<td>Wed.</td>
<td>1/28</td>
<td>Waterfowl ID lab - divers, sea ducks</td>
</tr>
<tr>
<td>Fri.</td>
<td>1/30</td>
<td>Research and writing methods</td>
</tr>
<tr>
<td>Mon.</td>
<td>2/2</td>
<td>Habitat selection, territoriality</td>
</tr>
<tr>
<td>Wed.</td>
<td>2/4</td>
<td>Aging and sexing lab, dissections</td>
</tr>
<tr>
<td>Fri.</td>
<td>2/6</td>
<td>Breeding ecology - nesting</td>
</tr>
<tr>
<td>Fri.-Sat.</td>
<td>2/7</td>
<td>Overnight to Rockefeller refuge</td>
</tr>
<tr>
<td>Mon.</td>
<td>2/9</td>
<td>Breeding ecology - post-hatch</td>
</tr>
<tr>
<td>Wed.</td>
<td>2/11</td>
<td>Field Trip - Capital Lakes</td>
</tr>
<tr>
<td>Fri.</td>
<td>2/13</td>
<td>1st PAPER DUE; Breeding grounds management</td>
</tr>
<tr>
<td>Mon.</td>
<td>2/16</td>
<td>No class - Mardi Gras</td>
</tr>
<tr>
<td>Wed.</td>
<td>2/18</td>
<td>Migration ecology</td>
</tr>
<tr>
<td>Fri.</td>
<td>2/20</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>Mon.</td>
<td>2/23</td>
<td>Foraging ecology, nutrition, energetics</td>
</tr>
<tr>
<td>Wed.</td>
<td>2/25</td>
<td>Field trip - whistling duck banding</td>
</tr>
<tr>
<td>Fri.</td>
<td>2/27</td>
<td>Wintering grounds management</td>
</tr>
<tr>
<td>Mon.</td>
<td>3/2</td>
<td>Wintering grounds management</td>
</tr>
<tr>
<td>Wed.</td>
<td>3/4</td>
<td>Field trip to Sherburne</td>
</tr>
<tr>
<td>Fri.</td>
<td>3/6</td>
<td>Larry Reynolds - management in Louisiana</td>
</tr>
<tr>
<td>Mon.</td>
<td>3/9</td>
<td>Wetland management</td>
</tr>
<tr>
<td>Wed.</td>
<td>3/11</td>
<td>Mike Kaller - waterfowl foods and lab</td>
</tr>
<tr>
<td>Fri.</td>
<td>3/13</td>
<td>Waterfowl policy and management - historical</td>
</tr>
<tr>
<td>Mon.</td>
<td>3/16</td>
<td>EXAM 2</td>
</tr>
<tr>
<td>Wed.</td>
<td>3/18</td>
<td>Sammy King - waterbird ID and lab</td>
</tr>
<tr>
<td>Fri.</td>
<td>3/20</td>
<td>Waterfowl policy and management - current</td>
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<tr>
<td>3/23</td>
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<td>Nuisance species</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Event</td>
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<td>------</td>
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</tr>
<tr>
<td>Mon.</td>
<td>3/25</td>
<td>Guest speaker - Wilson/Brasher</td>
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<tr>
<td></td>
<td></td>
<td>Human dimensions</td>
</tr>
<tr>
<td>Wed.</td>
<td>3/27</td>
<td>Future of waterfowl management</td>
</tr>
<tr>
<td>Fri.</td>
<td>3/27</td>
<td>Bret Collier - research methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No class - spring break</td>
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<tr>
<td>Mon.</td>
<td>3/30</td>
<td>No class - spring break</td>
</tr>
<tr>
<td>Wed.</td>
<td>4/ 1</td>
<td>No class - spring break</td>
</tr>
<tr>
<td>Fri.</td>
<td>4/ 3</td>
<td>No class - spring break</td>
</tr>
<tr>
<td>Mon.</td>
<td>4/ 6</td>
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</tr>
<tr>
<td>Wed.</td>
<td>4/ 8</td>
<td>No class - spring break</td>
</tr>
<tr>
<td>Fri.</td>
<td>4/10</td>
<td>No class - spring break</td>
</tr>
<tr>
<td>Mon.</td>
<td>4/13</td>
<td>Future of waterfowl management</td>
</tr>
<tr>
<td>Wed.</td>
<td>4/15</td>
<td>Lab review</td>
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<tr>
<td>Fri.</td>
<td>4/17</td>
<td>Student presentations</td>
</tr>
<tr>
<td>Sat.</td>
<td>4/18</td>
<td>Mottled Duck nest searching</td>
</tr>
<tr>
<td>Mon.</td>
<td>4/20</td>
<td>Student presentations</td>
</tr>
<tr>
<td>Wed.</td>
<td>4/22</td>
<td>Lab Exam</td>
</tr>
<tr>
<td>Fri.</td>
<td>4/24</td>
<td>Future of waterfowl management</td>
</tr>
<tr>
<td>Mon.</td>
<td>4/27</td>
<td>Review</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>FINAL EXAM</td>
</tr>
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</table>
REQUEST FOR ADDITION OF NEW COURSE

Department: Renewable Natural Resources

College: Agriculture

PROPOSED COURSE
Rubric & No.: RNR 4063
Title: Internship in Natural Resources

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 1-4
(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:

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
(Indicate hours in the appropriate course type)
[ ] LEC/REC [ ] LEC/SEM [ ] LEC [ ] LAB [ ] LEC/LAB [ ] SEM [ ] CLIN/PRACT [ ] RES/IND

Maximum enrollment per section: ___ (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)
RNR 4063 Internship in Natural Resources (1-4) Prereq.: May be taken for a max. of 4 sem. hrs. credit. Permission of department required. Each hour of credit requires 40 hrs of supervised experience. Supervised professional experience designed to integrate academic learning with professional practice.

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

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

APPROVALS
Department Faculty Approval ___ Date: ___
Department Chair’s Signature ___ Date: ___
Graduate Dean’s Signature (for 4000 level and above) ___ Date: ___
College/Division/Department Contact: ___
Contact E-mail: ___
JUSTIFICATION: RNR 4061 was developed as a directed or independent study seminar for students to earn credit for independent study or research projects. Over time, the same course number also became used for special topics seminars or to award credit for off-campus internships. Students could only earn 6 semester credit hours total for any combination of special topic seminars or independent study or directed projects. This limited student opportunities and caused confusion over the nature of the RNR 4061. Therefore, RNR 4063 is proposed to specify a supervised internship experience. The internship must be departmentally approved, and the student must not be paid. Student internships are valuable experiences and not all internships offer wages. Faculty have indicated a willingness to reward students in these positions with credit. Faculty recommend limiting students to only 4 credits total of RNR 4063 because approved courses are preferred over internship experiences.

A SYLLABUS is not included. Instead, similar to the proposal for RNR 4061, a contract is attached for internship credit.

This course is not included in any CURRICULUM.
B.S. in Natural Resources Ecology and Management
INTERNSHIP CONTRACT
Student Plan of Study

Once complete, research contract should be turned in to Dr. Mike Kaller, 119 RNR Bldg., or e-mail signed copy to: mkalle1@lsu.edu

A. STUDENT INFORMATION

Name: LSU ID:
Request for Semester/Yr:
Credits: Course:
Local Phone Number:
Cell Phone Number:
Email:

B. INTERNSHIP DESCRIPTION

1. Brief description of internship. Indicate responsible organization, immediate supervisor (contact information), faculty contact, and summarize planned activities:

2. Attach additional sheet for:

a. Detailed description of internship - What will you be doing? Where? When?

b. Timeline – When will activities be done, report drafts, evaluation date, final copy, etc.?

C. POLICIES:

1. Students cannot receive credit for both RNR 4063 AND RNR 4061 OR an Honors Thesis for the same work (these are separate courses) OR RNR 4063 AND paid hourly work
2. The project cannot be retroactive (i.e., already completed).

3. The project cannot be ‘transferred’ from another academic institution.

4. If the student will be completing the work outside of LSU, the student must make all arrangements with the secondary institution prior to receiving permission from the LSU to pursue undergraduate research credit.
D. SAMPLE STUDENT LEARNING OBJECTIVES (SLO):

(SLO 1) Identify and effectively evaluate essential supporting information and/or literature sources associated with a research project;

(SLO2) Utilize tools and strategies for gathering and evaluating data, and apply the results to the solution of the research problem;

(SLO3) Demonstrate awareness of the responsible conduct of research;

(SLO4) Identify and describe an original disciplinary or interdisciplinary research question; and

(SLO5) Articulate research findings through written, visual, performance, and/or oral presentation.

E. REQUIRED ONLINE GENERAL LAB SAFETY TRAINING

All students are required to take the “basic on-line lab safety training” at http://psaf-chem-safe.lsu.edu/Ehstrn/EHSTrainWebiSAPI.dll/EXEC (LSU- Environmental Health and Safety webpage) before they start working on their project. If you have the potential to work with hazardous chemicals, you need to take the additional chemical safety training. If you work with biological materials, you must take the basic biosafety training. Please consult with your faculty sponsor for these other options.

By signing below, student acknowledges the information provided above and agrees to follow student learning objectives.

Student

Name: __________________________ Email: __________________________

Signature: __________________________ Date: __________________________

F. FACULTY & WORKSITE SUPERVISOR SIGNATURES:

The student, faculty sponsor, and worksite supervisor (if applicable) together will outline the learning objectives (listed above) of the independent research project. Faculty sponsor (and worksite supervisor, if applicable) must complete an evaluation with the student before the faculty sponsor may grant credit for the project. Once complete, evaluation should be turned in to Dr. Mike Kaller, Room 119, where it will be kept on file with this research contract, or e-mail to: mkalle1@lsu.edu. The student evaluation form is attached.

Faculty Sponsor: Please read all the information provided above and the RNR undergraduate webpage to be aware of the expectations from each student. Depending on work site, students may be required to complete: online Basic Lab Safety Course; online Defensive Driving Course; and/or online Boater’s Safety Course.
By signing below, the Faculty Sponsor and Workplace Supervisor agree to work with the student and provide supervision and evaluation before granting credit to the student.

FACULTY SPONSOR

Name: Email:

Signature: Date:

WORKSITE SUPERVISOR (If Applicable)

Name: Email:

Signature: Date:

To be Completed by RNR Office:

Form Received by ______________ Date ______________

Adapted from School of the Coast and Environment Undergraduate Research Program
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. OCS 2050 Title Coastal Systems Ecology and Ecosystem Design

Short Title (< 19 characters) COASTAL SYSTEMS ECOLOGY AND ECOSYSTEM DESIGN

Semester Hours of Credit 3

If combination course type, # hrs. of credit for Lecture: Lab/Sem/Rec:

Repeat Credit Max. (if repeatable): credit hours Graduate Credit? Yes No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 60

Grading System: Letter Grade X Pass/Fail Final Exam:*** Yes X No

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

Course Description:

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

2050 Coastal Systems Ecology (3). Review fundamental principles of systems ecology to instruct "systems thinking" to link natural and built infrastructure, processes, and ecosystem dynamics with focus on deltaic coasts. This knowledge will inform innovative methods to frame the complexity of designing more resilient coastal ecosystems (ecosystem design).

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? Yes No

Will additional space, equipment, special library materials or other major expense be involved? Yes No

Academic Affairs Approval:

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 Date 10/14/2014 College Faculty Approval Date 10/14/2014

Department Chair Signature (date) College Dean Signature (date)

Graduate Dean Signature (date)

College Contact E-mail
COURSE JUSTIFICATION:

Coastal Systems Ecology and Ecosystem Design

LEARNING OBJECTIVES:

Coastal Systems Ecology is the first course in a three course sequence of the proposed DELTA Minor. This proposed course will provide the introductory contextual knowledge gained in Coastal Systems Ecology and Ecosystem Design that will be followed by a field research methods practiced in Field Methods in the Louisiana Landscape. The final course is the DELTA Studio, where students from multiple disciplines are grouped into investigative teams to propose, develop, and design projects that address physical concerns found in the Gulf of Mexico Coastal Plain and Lower Mississippi alluvial valley. Each design team is to be composed of 3-5 students, each who represent a different discipline.

By coupling together the strengths and expertise of the School of the Coast & Environment, College of Engineering, and College of Art & Design (specifically the Schools of Architecture and Landscape Architecture), LSU will form an undergraduate research minor to train students to focus on and solve complex environmental problems. The minor will be based on a collaborative, “design thinking” methodology utilizing 4 distinct didactic components: (1) a sequence of multidisciplinary research methods courses; (2) an off-campus industry research experience; (3) a faculty-mentored final research project; and (4) the creation of a dedicated Delta Research Studio that will provide for an active learning environment shared by students and their faculty mentors. Graduates of the minor will be uniquely prepared for the emergent challenges facing coastal Louisiana and similarly vulnerable coasts worldwide.

As the first course in this series, the learning objectives of Coastal Systems Ecology and Engineering Design is to teach systems thinking approaches to system designs of complex environmental problems by achieving the following.

1. Coastal Systems Ecology and Ecosystem Design’ will develop theory that pertains to ecosystem succession (state change) associated with earth-surface dynamics that will lead to more effective engineering design and decision support systems that are less expensive, can be effectively implemented, and yield more desirable final results.

2. This course will capitalize on the historical transformations of Mississippi River Basin and Delta to engineering designs of river management and human settlement to demonstrate challenges of implementing future "designs of human society with its natural environment for the benefit of both". The course will introduce the concepts of environmental and social costs and benefits to managing major river basins and deltaic coasts.

3. The adaptive management approach to problem solving and alternative design approaches will utilize suite of alternatives or scenarios that represent ‘manipulations’ that can be used to support management decisions. Such scenario approaches to presenting case studies of systems analysis will be used to capture the tradeoffs associated with the system-level goals of a comprehensive restoration program.

4. Transform a discipline-specific approach to undergraduate education in geomorphology, coastal oceanography, civil engineering, landscape architecture and policy into an integrated multidisciplinary educational model using the ‘systems approach’ to problem solving.
Developing curricula that emphasize emergent properties in a whole-system framework is inhibited by disciplinary boundaries that limit ways to ‘communicate’ common principles. The emphasis in this course is to present interdisciplinary approach to models and solutions that dynamically link system response to environmental and social drivers (system inputs) in a sufficient time and spatial frame to think about designs of adaptations and coupled natural and human resources.

This course will fill a critical need to present undergraduate students the tools and thinking process to understand how natural and human systems are coupled in landscapes. The central premise of Coastal Systems Ecology is that ‘systems thinking’ using set of common languages and diagrams will develop a more integrated approach to interpreting landscape patterns of ecological systems and human settlement, forecasting landscape dynamics, and applying critical thinking and problem solving techniques in designing more resilient coastal communities.

This course fits well within the University, serving the development of an undergraduate curriculum in School of the Coast and Environment, serving as an option in the Coastal Environmental Science undergraduate program. The course will be offered as a natural science option in General Education Component and serve as science class for students who want to learn more about coastal systems theory and how human settlement will need to adapt to a changing climate. These topics will be of interest to students in Architecture and Landscape Architecture to have the fundamentals of how ecosystems work. The examples of the class will focus on the natural and social systems of the Mississippi River Delta and the challenges to living in deltaic coasts around the world.

The vulnerability of environmental systems to human effects depends of the ability of the natural system to adapt to land-use, climate, and other changes within highly engineered landscapes. Coastal landscapes, particularly deltaic systems, represent some of the most impacted and altered ecosystems worldwide and are sensitive to many hazards and risks, from floods to hurricanes to disease epidemics. Natural and social scientists, along with engineers and designers, have to develop an integrated ‘systems approach’ of how dynamic natural systems can adapt to human system impacts (feedbacks) associated with the interplay among physical, biological, and social components of an ecosystem.
COURSE SYLLABUS

Oceanography (OCS) 2050: Coastal Systems Ecology and Ecosystem Design (3 credits)
This is a GED Class

Spring Semester, 2015
Tuesday/Thursday, 3:00--4:30 pm,

Instructor:
Dr. Robert Twilley (rtwilleym@lsu.edu)
Dept of Oceanography and Coastal Sciences
3257 Energy Coast and Environment Building

Office Hours: office hours are T-Th 2-3 pm. Other times by appointment.

COURSE OBJECTIVES:

(1) ‘Coastal Systems Ecology and Ecosystem Design’ will develop theory that pertains to ecosystem succession (state change) associated with earth-surface dynamics that will lead to more effective engineering design and decision support systems that are less expensive, can be effectively implemented, and yield more desirable final results.

(2) This course will capitalize on the historical transformations of Mississippi River Basin and Delta to engineering designs of river management and human settlement to demonstrate challenges of implementing future "designs of human society with its natural environment for the benefit of both".

(3) The adaptive management approach to problem solving and alternative design approaches will utilize suite of alternatives or scenarios that represent 'manipulations' that can be used to support management decisions. Such scenario approaches to presenting case studies of systems analysis will be used to capture the tradeoffs associated with the system-level goals of a comprehensive restoration program.

COURSE OUTCOMES: Coastal Systems Ecology will train students to focus on systems thinking and design based on following objectives:

(1) Develop novel empirical and theoretical understanding of dynamic coastal ecosystems viewing alluvial-deltaic systems as a coupled watershed (source) and coastal (sink) system;

(2) Provide an integrated course for the emerging program of system design including ecosystem restoration, regional planning, and water resource management that incorporate adaptation of natural and human systems (systems ecology);

(3) Transform a discipline-specific approach to undergraduate education in geomorphology, coastal oceanography, civil engineering, landscape architecture and policy into an integrated multidisciplinary educational model using the ‘systems approach’ to problem solving.

REQUIRED COURSE TEXT
Readings will also be assigned and located in the online course reader.
Selected readings will be chosen from the following.

D.J.P.Swift. 1994. Scientific assessment of coastal wetland loss, restoration and
Haecker, and P. D. Doran. Status and trends of the nation's biological resources. 2
Orth, H. Mashriqui, D. R. Reed, L. Shabman, C. A. Simenstad, B. J. Streever, R. R.
Twilley, C. C. Watson, J. T. Wells, and D. F. Whigham (2007), Restoration of the

Recommended readings – Coastal Louisiana Restoration and Protection
*Louisiana Coastal Protection and Restoration Authority (2012), Louisiana’s
Comprehensive Master Plan for a Sustainable Coast,
*Louisiana Speaks (2007), Louisiana Speaks Regional Plan: Vision and Strategies for
Recovery and Growth in South Louisiana, Louisiana Recovery Authority.

COURSE REQUIREMENTS AND PROCEDURES
1. Examinations: Three written exams will be given during the 14 week semester along with a
final exam. See syllabus for dates and time of these exams. All exams will be comprehensive
exams on material presented in class and readings. The final exam will require synthesis of all
material presented with emphasis on the later material in the course.

2. System Diagram Assignments: Each student will prepare a ‘system diagrams’ that describe
the physical, chemical, and ecological properties of a deltaic ecosystem, human settlement, and
industry activities. All synthesis diagrams will include human impacts (e.g. eutrophication and
fisheries exploitation).

SYSTEM DIAGRAMS - ASSIGNMENTS
The course material of systems thinking and system dynamics will be presented using the
systems diagrams of H.T. Odum. These diagrams are known as ‘odumnese’ and are used to
focus on the interaction and feedback loops of state variable that define the system dynamics of
the Mississippi River Delta. Students will be asked to submit their own system diagrams as
assignments the Mississippi River Delta. They will be asked to develop an Odum system
diagram of the Mississippi River Delta that describes the strategies of the 2012 Coastal Louisiana
Master Plan. The first submission of the diagrams will be during WEEK 7 and a final diagram
during WEEK 14. Both diagrams will be reviewed with comments.

GRADE DISTRIBUTION
System Diagrams 20%
Exam 1 10%
Exam 2 20%
Completion of the required work does not guarantee a C, *acceptable mastery of the course material*. The following definitions of letter grades are from the University General Catalog.

90-100 A  Distinguished mastery of the course material  
80-90    B  Good mastery of course material  
70-80    C  Acceptable mastery of course material  
60-70    D  Minimally acceptable achievement  
0-50    F  Failing

Course grades will be based on in class examinations during three different stages of material presented in class lectures. Grades will be given at the completion of each exam. Individual participation is determined by the following criteria.

1. The degree to which the student meets the stated objectives and daily requirements.
2. Clear evidence of understanding course material by performance on three exams during the course.
3. Evidence of a cumulative knowledge of material as defined by final exam.
4. Evidence in understanding a particular issue with a systems approach to a problem based in presentation of a written synthesis during the semester.

Assignments not turned in on time will automatically drop one whole letter grade. Every deadline, assigned thereafter in agreement with the instructor, missed will result in another letter grade drop.

**GENERAL COURSE TOPIC SCHEDULE**

1. Week 1  
   Introduction to Systems Thinking I  
   What is a System  
   System Diagrams I

2. Week 2  
   Examples of Systems Thinking  
   Importance of State variable, Interactions, and Feedbacks

3. Week 3  
   Mississippi River Basin and Deltaic Coast  
   Concept of Adaptive Management

4. Week 4  
   DELTA CYCLE – Ecogeomorphology of Deltaic Coasts

5. Week 5  
   Delta Risks and Restoration: Tradeoffs of Navigation and Flood Control

6. Week 6  
   Delta Risks and Restoration: Tradeoffs of Eutrophication and Climate Change

7. Week 7  
   Self Organization, Feedbacks and Evolution – Understanding Control
Maximum Power Principle in Ecosystem Design

8. Week 8
   System Thermodynamics: Production and Consumption Models of Systems
   Tipping and Leverage Points – Concepts for Ecological and Human Systems

9. Week 9
   Ecological Economics – Linking Natural Resource Capital to Design Elements

10. Week 10
    Co-evolution of Landforms and Ecosystems – Flood Pulse Concepts
    Panarchy – Adaptive Cycle of Complex Systems

11. Week 11
    Ecosystem Design – Principles of Ecological Systems

12. Week 12
    Ecosystem Design – Principles of Coupling Natural and Social Systems

13. Week 13
    Designing a Delta System I – Deltaic Processes and Louisiana Fisheries
    Designing a Delta System II – Navigation - Deltaic Processes

14. Week 14
    Designing a Delta System III – Energy Extraction and Human Settlement
    Designing a Delta System IV – Environment-Economics-Equity

ATTENDANCE REQUIREMENTS
Attendance is expected for the understanding of lectures and material, as there will not be a textbook for the course. Course material will be developed from suggested readings.
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their October 21, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the OCS proposal:

- The Committee returned the proposal to add OCS 2050. The Committee requested a better justification that details how this course will fit into a curriculum. Has it been offered before as a special topics course? If so, how many students enrolled and in what semesters?

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastrl@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
**Request for CHANGING an Existing Course**

**Department** School of Animal Sciences  
**College** Agriculture  
**Course Rubric and #** ANSC 4001  
**Date** 9/23/2013

### Present Course Description

**Title** Parasite Effects on Animal Performance  
**Semester Hours of Credit** 2  
**If combination course type, # hrs. of credit for** lecture: 1  
**Repeat Credit Max (if repeatable)**  
**Graduate Credit?** Yes: Y  

### Proposed Course Description

**Title** Parasite Effects on Animal Performance  
**Semester Hours of Credit** 2  
**If combination course type, # hrs. of credit for** lecture: 1  
**Repeat Credit Max (if repeatable)**  
**Graduate Credit?** Yes: Y

### Course Description:

4001 Parasite Effects on Animal Performance (2)  
Prereq: ANSC 4009 or equivalent. 1 hr. lecture; 2 hrs lab.  
Endo- and ecto-parasites that affect performance of domestic animals and birds.

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**Grading System:** Letter Grade _x_  
**Contact Hours Per Week:** (Indicate hours in appropriate course type.)  
**Total Weekly Contact Hours:** _3_  

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

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**APPROVALS:**

Department Faculty Approval Date  
**Department Chair's Signature**  
**Graduate Dean's Signature**  
**College Contact:** Jennifer Neal  
**College Contact E-mail:** jshew 18@isu.edu

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College Faculty Approval Date  
**College Dean's Signature**  
**Chair, FS C & C Committee**  
**Academic Affairs Approval**
Justification for changing prerequisites for ANSC 4001

ANSC 4001 is a parasitology course. When the course was first established, the professor in charge had both parasitology and nutrition expertise. Therefore, he required all students to take animal nutrition as a prerequisite for the course. The current professor of the course, who has been teaching it for more than 10 years, indicated that there is no need for students to have taken a senior level nutrition course prior to enrolling in the parasitology course. Rather, he thinks the students should have a basic knowledge of animal science and biology and has requested that the prerequisites be changed to include ANSC 1011 or an equivalent introductory animal science course and the general biology courses.