REQUEST FOR ADDITION OF NEW COURSE

Department | Construction Management | College | Engineering
Date | 9/17/14

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>CM 7010</th>
<th>Title</th>
<th>Research Methods in CM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>R e s e a r c h M e t h o d s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture:</td>
<td>Lab/Sem/Rec:</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (If repeatable):</td>
<td>credit hours</td>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
</tr>
</tbody>
</table>

**(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)

**CM 7010 Research Methods in CM, Prereq.: Graduate standing or permission of instructor**
This course covers the following topics: identification and formation of construction management research problems, design of a research process, research information resources, numerous research methods, data collection and analysis methods, and presentation and dissemination of research results and findings.

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 | 10/7/2014 | College Faculty Approval Date | 10/13/14
Department Chair’s Signature | Date 10/6/14 | College Dean’s Signature | Date
Graduate Dean’s Signature | Date 10/17 | Chair, FS CEC Committee’s Signature | Date 11/4/14
College/Division/Department Contact: (please print) | | Academic Affairs Approval | Date
Contact Email: marwa@lsu.edu | | | 12/2/14
Justification:

Construction is a dynamic business. Construction managers (CMs) encounter many problems at different levels of complexity. In order to be successful, they must be able to conduct independent research to support their decision making. This course will equip the student with the fundamental knowledge and research experience to face the challenge in the construction industry. The course will train students how to identify and formulate construction management research problems, how to design a research process, how to collect relevant information from creditable resources, how to choose among numerous research methods, how to obtain needed data, how to perform analysis, and how to present and disseminate research results and findings. Given the uniqueness of the construction industry, no existing course can meet the need of graduate CM programs. This is a required course in all options of the MSCM degree program.

### Tentative Course Outline (Listed based on 14 week semester)

This course will be taught in three modules labeled I, II, and III.

<table>
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<tr>
<th>Week</th>
<th>Material Covered</th>
<th>Suggested Reading</th>
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</thead>
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<td><strong>Developing a research plan</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction of CM research process</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>Identification of CM research topics</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>3</td>
<td>Searching relevant literature</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>4</td>
<td>Designing the construction research process</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>5</td>
<td>Preparing a construction related research proposal</td>
<td>Ch.</td>
</tr>
<tr>
<td>II</td>
<td><strong>Conducting a research process</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Philosophy and methodology</td>
<td>Ch. 3</td>
</tr>
<tr>
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<td>Ch. 4</td>
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<tr>
<td>8</td>
<td>Quantitative approaches for construction managers - 1</td>
<td>Ch. 4, notes</td>
</tr>
<tr>
<td>9</td>
<td>Quantitative approaches for construction managers - 2</td>
<td>Ch. 4, notes</td>
</tr>
<tr>
<td>10</td>
<td>Data collection and analysis</td>
<td>Ch. 6, 7</td>
</tr>
<tr>
<td>11</td>
<td>Experimental design</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>III</td>
<td><strong>Presenting and disseminating research results</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Validation of research results</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>13</td>
<td>Reports, papers, and oral presentation</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>14</td>
<td>Construction Ethics in research</td>
<td>Ch. 8</td>
</tr>
</tbody>
</table>
# CM7010: Research Methods in Construction Management

**Fall 2014**

| FACULTY: | Dr. Jonathan Shi  
Office: Room 3128 Patrick Taylor Hall  
Email: jshi@lsu.edu  
Phone: (225) 578-1255 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE HOURS:</td>
<td>TBA</td>
</tr>
</tbody>
</table>
| CATALOG DESCRIPTION: | CM 7010 Research Methods in CM, Prereq.: Graduate standing or permission of instructor  
This course covers the following topics: identification and formation of construction management research problems, design of a research process, research information resources, numerous research methods, data collection and analysis methods, and presentation and dissemination of research results and findings. |
| COURSE DESCRIPTION, GOALS, AND OUTCOMES AND: | The course is designed to introduce the student of the entire research process from identifying a construction management research problem, designing a proper research process, conducting the process, and presenting the obtained results.  
The main goals of the class are:  
1. How to identify and formulate construction research problems;  
2. To introduce various quantitative and qualitative scientific research methods;  
3. How to design a proper research process based on the identified problem;  
4. How to conduct the research process; and  
5. How to present and disseminate the obtained results in different forms.  
Upon successful completion of this course, the student will be able to:  
1. Identify and formulate a construction research problem;  
2. Search relevant literature from available sources;  
3. Design a proper research process based on the identified problem;  
4. Select a proper method to collect the needed data;  
5. Conduct the research process independently; and  
6. Present the obtained results. |
| TECHNOLOGY REQUIREMENTS: | This course will require you to use Moodle as a tool for learning. |
| COURSE ASSIGNMENTS AND ASSESSMENTS: * | All assignments must be completed in order to fulfill course requirements. No late assignments will be accepted.  
Exams: the exams are closed book exams. The purpose of the exams is to measure how much you have learned the material that was taught and your understanding through applications. There will be a total of two (2) exams and a final. |
Grading:
All grades will be recorded in the grade book on Moodle. You may check your scores at any time by accessing “Grade” under the Administration section. A total of 100 points are available in this course. Graded assignments and their weights are as follows:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (7)</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Homework (7)</td>
<td>20%</td>
</tr>
<tr>
<td>Project (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation/Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grades will not be curved

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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(Grade Descriptions from 2006-2007 LSU General Catalog, p. 74)

Project
Each student will independently conduct a research project and submit a term paper. The paper will be graded on the following factors:

- Completeness of thought
- Method(s) of analysis. It is understood that some topics can be analyzed using numerical data and others cannot. For all papers, the author should deliver some original thought as to the effect that the act, person, or event being discussed had on construction labor in the United States and/or world-wide.
- Thoroughness of analysis
- Conclusions
- Proper English, grammar, and spelling. It is VERY important that every portion of the paper be well-written. No consideration will be given to English-as-a-second-language issues. Each paper must stand on its own.
- Flow.

The paper shall be between five and seven pages long and typed using Word or WordPerfect word processing software. The following guidelines should be followed:

- Times New Roman Font
- 12-point Font
- 1.5 line spaces
- Headings are required
- Must list References
- Must include an Introduction
- Must include a Conclusion
- Must avoid “informal” language. Examples: “I”, “me”, “we”, “us”
- Must avoid colloquialisms and metaphors unless inside quotation marks and very rare.

Presentation:
Each student will make a presentation to the class. The presentations should last 7-10 minutes, with three minutes for questions. The presentation content is much more informal than the paper. The presentations should be in PowerPoint and photos and figures would be appreciated, along with any other audio / visual aids. Dress for the presentation should be professional, but not necessarily formal.

Submission:
- One hard copy of the paper
- One file containing an electronic version of the paper in Word and another file containing the PowerPoint presentation. Both files must be e-mailed to Dr. Shi by class time on the due date.

The project is worth 20% of the final grade.

**Department Policies:**
1. No make-up exams or assignments will be allowed.
2. Academic dishonesty will not be tolerated and can result in probation or dismissal. It will be dealt with according to university regulations and policy. It is each student's responsibility to understand these regulations.

**Course Policies:**
1. Students are required to complete the reading assignments on time.
2. In team assignments, all team members must participate.
3. Do not be shy to ask even the simplest questions because that is the only way to guarantee an explanation.
4. Do not hesitate to contact me regarding any matter pertaining to this course. Especially if you are having a problem with any part of the course or its prerequisite, please bring it to my attention as soon as possible so I can give you the assistance you need.

**Other Statements for Disability Services are at:**

**Other Statements for Academic support resources including free on-line tutoring are at:**
The Center for Academic Success website (www.cas.lsu.edu) and http://www.cas.lsu.edu/line-tutoring
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</tbody>
</table>
REQUEST FOR ADDITION OF NEW COURSE

Department: Construction Management
College: Engineering
Date: 9/17/14

PROPOSED COURSE DESCRIPTION

Rubric & No.: CM 7214
Title: Concrete Materials in Construction
Short Title: CONCRETE MAT R.
Semester Hours of Credit: 3

Lecture: 
Lab/Sem/Rec: 

Repeat Credit Max. (if repeatable): credit hours Graduate Credit? X 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

3

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)

Prereq.: Graduate standing or permission of instructor
Portland cement concrete materials as it applies to the construction of pavements and structures. Overview of mix proportioning process. Fresh and hardened characteristics of concrete and durability parameters importance for longevity.

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: 10/7/2014
College Faculty Approval Date: 10/13/14

Department Chair's Signature: Date: 10/05/14
Graduate Dean's Signature: Date: 10-17

College Deans Signature: Date: 11/4/14
Chair, PS Interim Dean's Signature: Date: 11/4/14

Contact Email: marwa@su.edu

Academic Affairs Approval: Date: 1/3/14
**Justification**

This course is presented as part of our MSCM traditional and online program. This course is part of our construction science component. MSCM students need to understand physical and chemical properties of concrete materials, concrete chemistry and hydration mechanisms, mix design for different types of concrete including light weight, self-compacting and heavy weight. Finally they need to know about different concrete distresses and durability issues. This is a required course in the professional MSCM degree program and an elective in the traditional MSCM degree programs.
**CM7214: Concrete Materials IN CONSTRUCTION**  
**Fall 2014**

| FACULTY: | Dr. Marwa Hassan, 3130A PFT Building  
Marwa@lsu.edu 225 578-9189 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE HOURS:</td>
<td>TRA.</td>
</tr>
</tbody>
</table>
| CATALOG DESCRIPTION: | **CM 7214 Advanced Concrete Materials, Prereq.: Graduate standing or permission of instructor**  
The course is designed to focus on Portland cement concrete materials as it applies to the construction of pavements and structures. It provides a complete overview of the mix proportioning process. It emphasizes fresh and hardened characteristics of concrete as well as durability parameters important for longevity. |
| COURSE DESCRIPTION, GOALS, AND OUTCOMES AND: | The course is designed to focus on portland cement concrete materials as it applies to the construction of pavements and structures. It provides a complete overview of the mix proportioning process. It emphasizes fresh and hardened characteristics of concrete as well as durability parameters important for longevity.  
The main goals of the class are:  
1. Analyze the main constituents of PCC and attributes of each that lead to proper performing PCC.  
2. Identify major pavement and structural concrete distress by visual methods.  
3. Describe the proper test methods for evaluating susceptibility of concrete, in any environment, to major deterioration mechanisms.  
4. Identify proper locations for specialty concrete applications such as pervious, high-performance concrete and roller compacted concrete.  
Upon successful completion of this course, the student will be able to:  
1. Understand the portland cement mix design process.  
2. Properly identify test methods for early-age properties such as rheology and heat of hydration.  
3. Understand concrete durability with respect to alkali-aggregate reaction, freeze-thaw, and sulfate attack and the proper test protocols for identifying such distresses.  
4. Understand high strength and high performance concrete and be able to design such a mixture. |
| TECHNOLOGY REQUIREMENTS: | This course will require you to use Moodle as a tool for learning. |
| COURSE ASSIGNMENTS AND ASSESSMENTS: * | All assignments must be completed in order to fulfill course requirements. No late assignments will be accepted.  
Exams- the exams are closed book exams. The purpose of the exams is to measure how much you have learned the material that was taught and your understanding through applications. There will be a total of two (2) exams and a final. |
Grading:
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<tr>
<td>Exams (2)</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (1)</td>
<td>30%</td>
</tr>
<tr>
<td>Homework (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Scale:

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<tr>
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(Grade Descriptions from 2006-2007 LSU General Catalog, p. 74)

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<th>Suggested Reading</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Concrete Materials, Structures, and Properties</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Course introduction and fundamentals of concrete</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>Aggregate properties and characteristics</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>3</td>
<td>Cement production, admixtures, and mix design</td>
<td>Ch. 6, 8, &amp; 9</td>
</tr>
<tr>
<td>4</td>
<td>Concrete Properties</td>
<td>Notes</td>
</tr>
<tr>
<td>5</td>
<td>Concrete mechanics and modeling</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>II</td>
<td><strong>Concrete Distress: Identification, Prevention, and Repair</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Concrete distress</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>7</td>
<td>Concrete transport properties</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>8</td>
<td>Sulfate attack</td>
<td>Ch. 4 &amp; 5</td>
</tr>
<tr>
<td>9</td>
<td>Alkali aggregate reaction</td>
<td>Notes</td>
</tr>
<tr>
<td>10</td>
<td>NDT Methods</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>11</td>
<td>Service life prediction, repair, and rehabilitation</td>
<td>Notes</td>
</tr>
<tr>
<td>III</td>
<td><strong>Advances In Concrete Technology</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>High strength and lightweight Concrete</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>13</td>
<td>SCC, Pervious, and internal curing</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>14</td>
<td>Special concrete applications</td>
<td>Ch. 12</td>
</tr>
</tbody>
</table>
Charles W Berryman

Tuesday, November 04, 2014 10:36 AM

Anna M Castrillo

Fwd: Proposed CM 7214 Course

9bb2a8b.gif; 9bb2a9b.gif

The Civil Engineering Chair is fine with our concrete materials course.

See email below

Chuck

Chuck Berryman

Begin forwarded message:

From: Charles W Berryman <cberryman@lsu.edu>
Date: October 22, 2014 at 1:39:57 PM CDT
To: Marwa M Hassan <marwa@lsu.edu>
Subject: FW: Proposed CM 7214 Course

All is well.

c

From: George Z. Voyadjis [mailto:voyadjis@eng.lsu.edu]
Sent: Wednesday, October 22, 2014 1:38 PM
To: Charles W Berryman
Subject: RE: Proposed CM 7214 Course

Thanks Chuck,

George

At 01:35 PM 10/22/2014, you wrote:

Thanks George...we renamed the course similarly to the our graduate soils class. It is now called "Concrete in Construction". Dr. Hassan is the instructor of record and developer of the syllabus.

I appreciate your help and support on this.

Chuck

Charles W. Berryman, Ph.D., CPC
Department Chair and Professor
Chair of the Contractors Educational Trust Fund Professorship
From: George Z. Voyiadjis [mailto:voyiadjis@eng.lsu.edu]
Sent: Wednesday, October 22, 2014 1:31 PM
To: Charles W Berryman
Cc: Suresh Moorthy; Sherif S Ishak; Ayman Okeil
Subject: RE: Proposed CM 7214 Course

Dear Chuck,

I reference to your proposed CM 7214 course in construction management I offer the following comments and suggestions.

CEE has intensive coverage of concrete in its undergraduate and graduate classes. This starts with CE3700 (Engineering Materials Lab), through CE4410 (Principles of Reinforced Concrete), CE4760 (Fundamentals of Pavement Design), and culminating in two graduate level courses CE7409 (Advanced Concrete Theory) and CE7700 (Concrete Mixture and Characterization).

To avoid duplication between the proposed CM course and our courses, I suggest that the title be changed to "Concrete Materials in Construction". Furthermore, it has been the policy of LSU to have catalog courses approved with syllabi prepared by tenured/tenure-track faculty or Instructors. Therefore, it is prudent to have Dr. Hassan as the main instructor to avoid relying on adjunct professors.

I am attaching a number of relevant courses in CEE.

Best Regards
George

Dr. George Z. Voyiadjis, Boyd Professor
Chair and Bingham C. Stewart Distinguished Professor of Engineering
Department of Civil & Environmental Engineering
Interim Director for Center for GeoInformatics C4G
Patrick F. Taylor Hall, Room 3508-B
Louisiana State University
Baton Rouge, LA 70803
Dr. George Z. Voyiadgis, Boyd Professor
Chair and Bingham C. Stewart Distinguished Professor of Engineering
Department of Civil & Environmental Engineering
Interim Director for Center for GeoInformatics C4G
Patrick F. Taylor Hall, Room 3508-B
Louisiana State University
Baton Rouge, LA 70803
USA

Voice: (225) 578-8668
Fax: (225) 578-9176
Cell: (225) 505-6323
http://www.cee.lsu.edu/people/faculty/facstaff/george.voyiadjis
http://www.csmlab.edu Advanced Solid Mechanics Laboratory
http://c4gnet.lsu.edu/c4g/ Center for GeoInformatics C4G

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If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department: Political Science  
College: Humanities & Social Sciences  
Name of Curriculum/Major: Political Science  
Date: 9/29/14  
Type of Degree: B.A.

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

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

ACTION (check appropriate box):

( ) ADDING: The entire new curriculum, by semester, must be typed on plain sheets and attached to Form D. (See sample layout attached.)

(X) CHANGING: Regardless if all semesters of a curriculum are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.

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

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

CURRICULUM

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

APPROVALS:

Department Faculty Approval Date: 4/23/14

Will Clark 9/29/14  
Department Chair's Signature

College Faculty Approval Date: 10/28/14

[Signature] 10-22-14  
College Dean's Signature

Chair, FS C & C Committee 11/4/14

[Signature] 11/4/14  
Academic Affairs Approval

College/Division/Department Contact:  
(Please print name.)

Contact E-mail:
# GENERAL EDUCATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course</td>
<td>3</td>
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<tr>
<td>(At least 3 hours credit must be</td>
<td>(from mathematics department)</td>
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<tr>
<td>from a MATH course.)</td>
<td>General Education analytical reasoning course</td>
<td>3</td>
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</tr>
<tr>
<td>Arts</td>
<td>General Education arts course</td>
<td>3</td>
<td></td>
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<tr>
<td>(3 hrs.)</td>
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<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
<td>3</td>
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<td></td>
<td>General Education humanities course</td>
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<td></td>
<td>General Education humanities course</td>
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<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course</td>
<td>6</td>
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<tr>
<td>(If 2 course sequence is taken in</td>
<td>sequence</td>
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<td>the physical sciences, the</td>
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<td>additional 3 hour course must</td>
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<td>be from the life sciences, and</td>
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<tr>
<td>vice versa.)</td>
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<td></td>
<td>General Education natural science course</td>
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<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
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<tr>
<td>(At least three hours at the</td>
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<td>2000-level.)</td>
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<td></td>
<td>General Education social science course</td>
<td>3</td>
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<td></td>
<td>(2000-level)—POLI 2051</td>
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</tbody>
</table>
The faculty in the Department of Political Science met on April 23, 2014 to discuss changes to our major curriculum. After a discussion of various proposals, the department faculty voted overwhelmingly that it would be in the best interest of political science majors to remove the existing restrictions on the choices they have in selecting the courses that satisfy their nine (9) credit-hour Humanities electives requirement. To that end, we hereby propose to eliminate the current requirement (i.e., that POLI majors must take six (6) hours of History and three (3) hours of English literature), resulting in POLI majors having access to the full array of Humanities courses as they satisfy the nine (9) credit-hour Humanities electives requirement. It is our understanding that this change will bring the POLI curriculum into line with the majority of majors in the College of Humanities & Social Sciences.
Proposed Changes in POLI Majors' Curriculum

William A Clark

Mon 9/29/2014 11:24 AM
Sent Items
To: Elsie B Michie <enmich@lsu.edu>

Hi Elsie:

I am writing to let you know that the faculty in political science voted recently to amend the curriculum for our majors.

One of those changes entails the removal of our requirement that all POLI majors take 3 credit hours of English literature as part of their required 9 hours of Humanities electives. If approved, POLI majors will have an open choice with respect to their Humanities electives.

We are about to submit the necessary paperwork to the College Committee on Academic Planning, Programming & Evaluation (CAPPE) for its consideration at its next available meeting.

Thanks,
Bill

William A Clark
Professor & Chair
Department of Political Science
240 Stubbs Hall
Louisiana State University
Baton Rouge, LA 70803-5433
225.578.2549 (office)
225.578.2141 (dept)
Proposed Changes in POLI Majors' Curriculum

William A Clark

Mon 9/29/2014 10:55 AM
Sent Items
To: Victor L Stater <stater@lsu.edu>

Hi Victor:

I am writing to let you know that the faculty in political science voted recently to amend the curriculum for our majors.

One of those changes entails the removal of our requirement that all POLI majors take 6 credit hours of History as part of their required 9 hours of Humanities electives. If approved, POLI majors will have an open choice with respect to their Humanities electives.

We are about to submit the necessary paperwork to the College Committee on Academic Planning, Programming & Evaluation (CAPPE) for its consideration at its next available meeting.

Thanks,
Bill

William A Clark
Professor & Chair
Department of Political Science
240 Stubbs Hall
Louisiana State University
Baton Rouge, LA 70803-5433
225.578.2549 (office)
225.578.2141 (dept)
PRESENT

Political Science

CRITICAL REQUIREMENTS

SEMESTER 1: “C” or better in ENGL 1001.
SEMESTER 2: POLI 2051; First Course in Foreign Language Sequence.
SEMESTER 3: Approved POLI course; Second Course in Foreign Language Sequence; Admission to the College.
SEMESTER 4: Approved POLI course.
SEMESTER 5: Approved POLI course.

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

Consult “Degree Requirements of the College for this college for specific instructions regarding approved electives and foreign language requirements.

Semester 1

- CRITICAL: “C” or better in ENGL 1001.
- ENGL 1001 English Composition (3)
- General Education course - Analytical Reasoning (from mathematics) (3)
- First Course in Foreign Language Sequence (4)
- General Education course - Natural Sciences (3)²
- POLI 1001 Fundamental Issues of Politics (3)¹

Total Semester Hours: 16

SEMESTER 2

- CRITICAL: POLI 2051; First Course in Foreign Language Sequence.
- POLI 2051 American Government (3)
- Second Course in Foreign Language Sequence (4)
- General Education course - Humanities (3)³
• General Education course - Natural Sciences (3)²
• Approved Elective (0-2)

Total Semester Hours: 13-15

Semester 3

CRITICAL: Approved POLI course; Second Course in Foreign Language Sequence; Admission to the College.

• Third Course in Foreign Language Sequence (4-3)
• Approved POLI course (3)⁴
• General Education course - Natural Sciences (3)²
• General Education course - Analytical Reasoning (3)
• Approved Elective (3)

Total Semester Hours: 16-15

Semester 4

• CRITICAL: Approved POLI course.

• ENGL 2000 English Composition (3)
• Fourth Course in Foreign Language Sequence (4-3)
• General Education course - Humanities (3)³
• Approved POLI course (3)⁴
• Approved Elective (3)

Total Semester Hours: 16-15

Semester 5

CRITICAL: Approved POLI course.
• Approved POLI course (3)\(^4\)
• General Education course - Social Sciences (3)
• Approved Electives (9)

Total Semester Hours: 15

Semester 6

• Approved POLI courses (6)\(^4\)
• General Education course - Humanities (3)\(^3\)
• Approved Electives (6)

Total Semester Hours: 15

Semester 7

• Approved POLI courses (6)\(^4\)
• General Education course - Arts (3)
• Approved Electives (6)

Total Semester Hours: 15

Semester 8

• Approved POLI courses (6)\(^4\)
• Approved Electives (8)

Total Semester Hours: 14

120 Total Sem. Hrs.
1 - POLI 1001 recommended, but not required. If POLI 1001 is not taken, add three hours of Approved POLI courses.

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

3 - Two of these general education humanities courses must be from history and one from among the literature courses on the General Education Humanities course list.

4 - Political Science courses are divided into four fields: (1) American government and politics; (2) comparative government and politics; (3) international politics and law; and (4) political theory.

Political science coursework must be distributed among these fields as follows: 12 hours in one field; and six hours in each of two additional fields; and nine hours (or more) of electives distributed in any fields. A list of political science courses grouped by fields is available from the departmental office.

Each field has a special topics course available that may be taken for up to 6 hours of credit when topics vary. These courses are: POLI 4000 (American Government and Politics); POLI 4040 (International Politics and Law); POLI 4060 (Comparative Government and Politics); and POLI 4090 (Political Theory). In additional, POLI 4996 and POLI 4997 may count toward a Political Science field with approval of the departmental advisor.
PROPOSED

Political Science

CRITICAL REQUIREMENTS

SEMESTER 1: "C" or better in ENGL 1001.
SEMESTER 2: POLI 2051: First Course in Foreign Language Sequence.
SEMESTER 3: Approved POLI course; Second Course in Foreign Language Sequence;
   Admission to the College.
SEMESTER 4: Approved POLI course.
SEMESTER 5: Approved POLI course.

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

Consult "Degree Requirements of the College" for this college for specific instructions regarding
   approved electives and foreign language requirements.

Semester 1

- CRITICAL: "C" or better in ENGL 1001.
- ENGL 1001 English Composition (3)
- General Education course - Analytical Reasoning (from mathematics) (3)
- First Course in Foreign Language Sequence (4)
- General Education course - Natural Sciences (3)²
- POLI 1001 Fundamental Issues of Politics (3)¹

Total Semester Hours: 16

Semester 2

- CRITICAL: POLI 2051: First Course in Foreign Language Sequence.
- POLI 2051 American Government (3)
- Second Course in Foreign Language Sequence (4)
- General Education course - Humanities (3)
- General Education course - Natural Sciences (3)^2
- Approved Elective (0-2)

Total Semester Hours: 13-15

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Semester 3

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**CRITICAL:** Approved POLI course; Second Course in Foreign Language Sequence; Admission to the College.

- Third Course in Foreign Language Sequence (4-3)
- Approved POLI course (3)^1
- General Education course - Natural Sciences (3)^2
- General Education course - Analytical Reasoning (3)
- Approved Elective (3)

Total Semester Hours: 16-15

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Semester 4

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- **CRITICAL:** Approved POLI course.
- 
- **ENGL 2000 English Composition (3)**
- Fourth Course in Foreign Language Sequence (4-3)
- General Education course - Humanities (3)
- Approved POLI course (3)^3
- Approved Elective (3)

Total Semester Hours: 16-15

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Semester 5

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**CRITICAL:** Approved POLI course.
- Approved POLI course (3)
- General Education course - Social Sciences (3)
- Approved Electives (9)

Total Semester Hours: 15

Semester 6

- Approved POLI courses (6)
- General Education course - Humanities (3)
- Approved Electives (6)

Total Semester Hours: 15

Semester 7

- Approved POLI courses (6)
- General Education course - Arts (3)
- Approved Electives (6)

Total Semester Hours: 15

Semester 8

- Approved POLI courses (6)
- Approved Electives (8)

Total Semester Hours: 14

120 Total Sem. Hrs.
1 - POLI 1001 recommended, but not required. If POLI 1001 is not taken, add three hours of Approved POLI courses.

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

3 - Political Science courses are divided into four fields: (1) American government and politics; (2) comparative government and politics; (3) international politics and law; and (4) political theory.

Political science coursework must be distributed among these fields as follows: 12 hours in one field; and six hours in each of two additional fields; and nine hours (or more) of electives distributed in any fields. A list of political science courses grouped by fields is available from the departmental office.

Each field has a special topics course available that may be taken for up to 6 hours of credit when topics vary. These courses are: POLI 4000 (American Government and Politics); POLI 4040 (International Politics and Law); POLI 4060 (Comparative Government and Politics); and POLI 4090 (Political Theory). In additional, POLI 4996 and POLI 4997 may count toward a Political Science field with approval of the departmental advisor.
To: Courses and Curricula Committee

From: Debra Davis, PhD
Director, Department of Agricultural and Extension Education and Evaluation

Date: September 01, 2014

RE: Change of Rubric, course title, and course description change for Agricultural, Extension, and Adult Education (AEA) and (some) Human Resource Education (HRE) courses subsequent to the development of the Department of Agricultural and Extension Education and Evaluation (AEEE). Regarding course description change, the only changes made to the description were Human Resource Education and Workforce Education changed to Agricultural and Extension Education. No content of the courses were changed. The faculty and Dean approve all changes. All HRE courses were in the College of Human Science and Education, and all AEA courses were in the College of Agriculture. Once changes are approved, all courses will be in the College of Agriculture listed under AEEE. See attached Table.
<table>
<thead>
<tr>
<th>Previous Course Number</th>
<th>Previous Course Title</th>
<th>Current Course Number</th>
<th>Current Course Title</th>
<th>Previous Course Description</th>
<th>Updated Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEA 2001</td>
<td>Foundations of Human Resource Education</td>
<td>AEEE 2001</td>
<td>Foundations of Agricultural &amp; Extension Education</td>
<td>2 hrs. lecture; 2 hrs. lab. Foundation of the economic, sociological and political influences on the historical development of workforce education; organization and delivery of workforce education programs and practices at the secondary and post-secondary levels.</td>
<td>2 hrs. lecture; 2 hrs. lab. Foundation of the economic, sociological and political influences on the historical development of agricultural and extension education; organization and delivery of agricultural and extension education programs and practices at the secondary and post-secondary levels.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Department Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>AEA 4010</td>
<td>Cooperative Extension Work</td>
<td>AEEE 4010</td>
<td>Foundations of Cooperative Extension</td>
<td>History, objectives, organization, relationships, and teaching processes in cooperative extension.</td>
<td></td>
</tr>
<tr>
<td>AEA 4026</td>
<td>Informal Education Programs for Youth</td>
<td>AEEE 4026</td>
<td>Informal Education Programs for Youth</td>
<td>Organization, leadership and evaluation of informal youth education programs.</td>
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<tr>
<td>AEA 4011</td>
<td>Communications in Extension Education</td>
<td>AEEE 4011</td>
<td>Communications in Agricultural &amp; Extension Education</td>
<td>Synthesis and application of concepts and principles of communication in the extension educational program.</td>
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<tr>
<td>AEA 4039</td>
<td>Topics in International Development</td>
<td>AEEE 4039</td>
<td>International Experience in Agriculture and Extension Education</td>
<td>May be taken for a max. of 6 hrs. credit when topics vary. Issues related to international development; emphasis on extension and nonformal education programs in third world countries.</td>
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<tr>
<td>AEA 4200</td>
<td>Teaching in Human Resource Education Content Areas</td>
<td>AEEE 4200</td>
<td>Teaching in Agricultural &amp; Extension Education Content Areas</td>
<td>Prereq.: AEA 2001, AEA 3101 and AEA 3201. Teaching human resource education in the formal classroom; emphasis on content area, selection of materials and planning instruction.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Department Code</td>
<td>Description</td>
<td>Prerequisites</td>
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<tr>
<td>AEA 4504</td>
<td>Youth Leadership Development</td>
<td>AEEE 4504</td>
<td>Development of Community Programs in Agricultural Education</td>
<td>Principles and practices in planning, organizing and conducting youth organization activities.</td>
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<tr>
<td>AEA 4806</td>
<td>Student Teaching in Human Resource Education</td>
<td>AEEE 4806</td>
<td>Professional Internship in Agricultural &amp; Extension Education</td>
<td>Prereq.: permission of instructor. Not for graduate credit. Professional responsibilities including developing instructional plans and materials; delivering instruction in classroom, laboratory, and field environments; organizing and operating instructional laboratories; participating in professional associations; planning and conducting teacher/parent/student</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
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<tr>
<td>AEA 3010</td>
<td>Internship in Cooperative Extension Service</td>
<td>Prereq.: permission of instructor. Open to selected students completing their junior year who are considering a career with the Cooperative Extension Service. Seven-week period of study, observation, and practicum in a parish Louisiana Cooperative Extension Service office plus a two-week period of classes in extension education.</td>
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<tr>
<td>AEE 4807</td>
<td>Teaching Internship in Human Resource Education</td>
<td>Prereq.: permission of instructor. Professional responsibilities including developing instructional plans and materials; delivering instruction in classroom, laboratory and field.</td>
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<tr>
<td>Course</td>
<td>Internship: Delivery</td>
<td>Prereq.</td>
<td>Description</td>
<td>Prereq.</td>
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<tr>
<td>HRE 4803</td>
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<td>environments; organizing and operating instructional laboratories; participating in professional associations; planning and conducting teacher/parent/student organization activities; conducting school observational visits; completing teacher certification requirements.</td>
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<tr>
<td>AEEE 4802</td>
<td></td>
<td></td>
<td>Prereq.: concurrent enrollment in HRE 4801 and HRE 4802. Permission of instructor. Not for graduate credit. Evaluation of the student's lesson preparation, demonstration ability; laboratory organization, participation in class activities and evaluating teaching environment</td>
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<tr>
<td>HRE 4803</td>
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<td>Prereq.: concurrent enrollment in AEEE 4801 and AEEE 4803. Permission of instructor. Not for graduate credit.</td>
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<tr>
<td>AEEE 4802</td>
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Not for graduate credit.
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<tr>
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<th>Course Title</th>
<th>Department</th>
<th>Prerequisites</th>
<th>Description</th>
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<tbody>
<tr>
<td>HRE 4801</td>
<td>Teaching Internship: Professional</td>
<td>AEEE 4801</td>
<td>Prereq.: concurrent registration in HRE 4802 and HRE 4803. Permission of instructor. Not for graduate credit. Professional responsibilities; teacher association work; teacher, parent and student organization activities; school visits and certification.</td>
<td>Evaluation of student's ability to operate and maintain an instructional laboratory; development of curriculum materials for organizing and evaluating the teaching environment.</td>
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<tr>
<td>AEA 4819</td>
<td>Special Topics in Agricultural</td>
<td>AEEE 4819</td>
<td>May be taken for a max. of 6 sem. hrs. of credit when topics vary. Individual and group study of selected topics under the direction of a faculty member.</td>
<td>May be taken for a max. of 6 sem. hrs. of credit when topics vary. Individual and group study of selected topics under the direction of a faculty member.</td>
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### Graduate Courses

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<tr>
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<th>Current Course Number</th>
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<th>Previous Course Description</th>
<th>Updated Course Description</th>
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<tbody>
<tr>
<td>HRE 7122</td>
<td>Program Development</td>
<td>AEEE 712</td>
<td>Program Development in Agricultural &amp; Extension Education</td>
<td>Concepts relating educational planning, planned change and social change to development of effective extension education programs.</td>
<td>Permission of instructor. Concepts relating educational planning, planned change and social change to development of effective extension education programs.</td>
</tr>
<tr>
<td>HRE 7112</td>
<td>Program Development in Agricultural and Extension Education</td>
<td>AEEE 7112</td>
<td>Program Development in Agricultural and Extension Education</td>
<td>Development of curriculum; organization and use of committees; organization of facilities; utilization of the FFA in instruction.</td>
<td>Development of curriculum; organization and use of committees; organization of facilities; utilization of the FFA in instruction.</td>
</tr>
<tr>
<td>HRE 7201</td>
<td>Advanced Teaching Techniques in Human Resource Education</td>
<td>AEEE 7201</td>
<td>Advanced Teaching Techniques in Agricultural &amp; Extension Education</td>
<td>Principles underlying the human resource teaching/learning process; use of effective human resource teaching methods and strategies.</td>
<td>Principles underlying the human resource teaching/learning process; use of effective agricultural and extension education teaching methods and strategies.</td>
</tr>
<tr>
<td>HRE 7101</td>
<td>Advanced Instructional &amp; Curriculum Design in Human Resource Education</td>
<td>AEEE 7101</td>
<td>Advanced Instructional &amp; Curriculum Design in Agricultural Extension and Education</td>
<td>Introduction to the theory, principle, research and practices that contribute to the knowledge base of curriculum development and instructional design in human resource education.</td>
<td>Introduction to the theory, principle, research and practices that contribute to the knowledge base of curriculum development and instructional design in agricultural and extension education.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisite(s)</td>
<td>Description</td>
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<td></td>
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<tr>
<td>HRE 7703</td>
<td>Supervision of Professional Field Experiences in Human Resource Education</td>
<td>AEEE 7703</td>
<td>Philosophy, principles and procedures in supervision of student teaching in human resource education.</td>
<td></td>
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</tr>
<tr>
<td>HRE 7716</td>
<td>Organization, Administration, and Supervision of Agricultural Education</td>
<td>AEEE 7716</td>
<td>Theory, principles and practices of organization and supervision of vocational teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRE 7024</td>
<td>Comparative Extension Education</td>
<td>AEEE 7024</td>
<td>Understanding group dynamics, models of decision-making, and intervention strategies; basic and advanced facilitation skills required to lead groups through numerous group processes, including developing mission, vision, and values statements; strategic planning; focus groups and structured learning experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRE 7722</td>
<td>Facilitation Skills</td>
<td>AEEE 7722</td>
<td>Understanding group dynamics, models of decision-making, and intervention strategies; basic and advanced facilitation skills required to lead groups through numerous group processes, including developing mission, vision, and values statements; strategic planning; focus groups and structured learning experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRE 7824</td>
<td>Independent Study in Extension Education</td>
<td>AEEE 7824</td>
<td>Independent Study in Agricultural &amp; Extension Education</td>
<td>May be taken for a max. of 6 hrs. of credit. Permission of instructor. Independent study under the guidance of the graduate faculty.</td>
<td>May be taken for a max. of 6 hrs. of credit. Permission of instructor. Independent study under the guidance of the graduate faculty.</td>
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<tr>
<td>HRE 7222</td>
<td>Principles and Practices of Extension Education</td>
<td>AEEE 7222</td>
<td>Advanced Program</td>
<td>Prereq.: HRE 7122 or equivalent. Learning and teaching concepts applied in the execution of an extension educational program.</td>
<td>Prereq.: AEEE 7122 or equivalent. Learning and teaching concepts applied in the execution of an extension educational program.</td>
</tr>
<tr>
<td>HRE 7822</td>
<td>Advanced Extension Education</td>
<td>AEEE 7822</td>
<td>Advanced Extension Education</td>
<td>Integration of relevant concepts, principles and research findings in program development, leadership and organization, learning and teaching and evaluation.</td>
<td>Integration of relevant concepts, principles and research findings in program development, leadership and organization, learning and teaching and evaluation.</td>
</tr>
<tr>
<td>HRE 7622</td>
<td>Evaluation Methods</td>
<td>AEEE 7622</td>
<td>Evaluation Methods</td>
<td>Concepts and principles of evaluation applied to programs in extension education.</td>
<td>Concepts and principles of evaluation applied to programs in extension education.</td>
</tr>
<tr>
<td>HRE 7205</td>
<td>Teaching in Higher Education</td>
<td>AEEE 7205</td>
<td>Teaching in Higher Education</td>
<td>Methodology for effective college teaching; student motivation; planning for instruction, delivery and evaluation.</td>
<td>Methodology for effective college teaching; student motivation; planning for instruction, delivery and evaluation.</td>
</tr>
<tr>
<td>HRE 7816</td>
<td>Advanced Agricultural Education Seminar</td>
<td>AEEE 7816</td>
<td>Orientation to Graduate Studies in AEEE</td>
<td>May be taken for a max. of 3 hrs. of credit. A minimum of 1 sem. hr. required at master's level; minimum of 2 sem. hrs. required at the doctoral level. Current</td>
<td>May be taken for a max. of 3 hrs. of credit. A minimum of 1 sem. hr. required at master's level; minimum of 2 sem. hrs. required at the doctoral level. Current</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Required Courses</td>
<td>Professional Educational Problems in Vocational Agriculture</td>
<td>Professional Educational Problems in Agricultural and Extension Education</td>
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<tr>
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<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>HRE 7016</td>
<td>Foundations of Agricultural Education</td>
<td>AEEE 7016 History &amp; Philosophy of Agricultural &amp; Extension Education</td>
<td>Events and Organizations that contributed to the development of agricultural education.</td>
<td>Events and Organizations that contributed to the development of agricultural education.</td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM OF UNDERSTANDING

March 11, 2014

The purpose of this MOU is to document the agreement between the College of Human Sciences and Education (CHSE) and the College of Agriculture (COA) to relocate the programs in Agricultural and Extension Education to the College of Agriculture. Accordingly, effective July 1, 2014 the following is agreed to:

The College of Agriculture will:

1. Transfer $36,000 to the CHSE budget.
2. Change the current Adult, Extension and Agricultural Education “AEA” course rubric to eliminate “Adult” from the title
3. Provide an additional FTE to accommodate the move of two faculty members (Dr. Bunch and new hire) to COA.
4. Move the two faculty offices out of SHREWD’s Coates Hall offices.

The College of Human Sciences and Education will:

1. Place the $36,000 received from the COA into the School of Human Resource Education and Workforce Development (SHREWD) budget
2. Transfer the two Agricultural Education faculty (Dr. Bunch LSUPN 000834 and new hire LSUPN 0006043) now 49% funded by COA to the COA.
3. Allow SHREWD to fill the 1 FTE funded by CHSE that will become vacant when the two Agricultural Education faculty move in order to support the graduate programs in SHREWD
4. Support a rubric change to the COA for the following courses which have a clear focus on Agricultural Education, teacher education, and/or Extension Education (see attached listing of courses with Agriculture, teacher education, and/or Extension focus or emphasis highlighted):
5. Transfer the following foundation accounts to the COA because they are designated for extension education or agricultural education
   a. J. W. Bateman Fellowship (LSUF project #100257)
   b. Charlie M. Curtis Scholarship (LSUF project #100255)
   c. Harry Clayton Sanders Professorship (LSUF project #100256)
   d. Harry Clayton Sanders Fellowship (LSUF project #100258)
6. The J. C. Atherton Alumni Professorship is a SHREWD professorship that has been awarded to Dr. J. C. Bunch. CHSE agrees to allow Dr. Bunch to keep the professorship as long as he is with LSU. If he leaves LSU, then the professorship would revert to SHREWD.

Damon Andrew, Dean, College of Human Sciences and Education

William Richardson, Vice-President for Agriculture and Dean, College of Agriculture
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CONCENTRATION

Department: Agricultural and Extension Education and Evaluation
College: Agriculture
Name of Concentration: Teaching and Learning
Name of Curriculum/Major: Agricultural Education
Type of Degree: BS

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

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

ACTION (check appropriate box):
( ) ADDING: The entire new concentration, by semester, must be typed on plain sheets and attached to Form E. (See sample layout attached.)
( ) CHANGING: Regardless if all semesters of a concentration are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.
( ) SUSPENDING: Provide an adequate explanation for suspending the concentration on plain sheets and attach.
( X ) DROPPING: Provide an adequate explanation for dropping the concentration on plain sheets and attach.

CONCENTRATION

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current concentration:</td>
<td>42</td>
</tr>
<tr>
<td>Total semester hours in proposed concentration:</td>
<td>0</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 10/1/14
Department Chair's Signature: 10/10/14
Chair, FS C & C Committee: 11/9/14

College Faculty Approval Date: 10/21/14
College Dean's Signature: (Date)
Academic Affairs Approval: 12/21/14

College/Division/Department Contact: Jennifer Neal
Contact E-mail: jshera07@isuedu
Justification for Dropping Concentration – Teaching in Formal Education

The purpose of dropping the concentration was the development of the new Department of Agricultural and Extension education and Evaluation (AEEE). As a result, all curriculums have been updated.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN 
UNDERGRADUATE CONCENTRATION

Department: Agricultural & Extension Education & Evaluation
College: Agriculture
Name of Concentration: Leadership and Communication
Name of Curriculum/Major: Agricultural Education
Type of Degree: B.S.

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

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

ACTION (check appropriate box):

( ) ADDING: The entire new concentration, by semester, must be typed on plain sheets and attached to Form E. (See sample layout attached.)

( ) CHANGING: Regardless if all semesters of a concentration are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.

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

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

CONCENTRATION

<table>
<thead>
<tr>
<th></th>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current concentration:</td>
<td>42</td>
<td>0</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 10/1/2014
Department Chair's Signature: (Date) 11/1/2014

College Faculty Approval Date: 10/21/14
College Dean's Signature: (Date) 12/1/14

Chair, FS C & C Committee: (Date)
Contact E-mail: jsherw1@lsu.edu
Justification Statement for dropping a Concentration (Leadership and Communication).

The purpose for dropping the concentration is two fold: (a) Low student enrollment, and (b) to reflect the expertise of the faculty in the new department of Agricultural and Extension Education and evaluation.
REQUEST FOR ADDING, CHANGING, SUSPENDING
OR DROPPING AN
UNDERGRADUATE CONCENTRATION

Department: Agricultural & Extension Education & Evaluation
College: Agriculture

Name of Concentration: Teaching in Formal Education
Name of Curriculum/Major: Agricultural Education
Type of Degree: B.S.

Date: 9/1/2014

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

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

ACTION (check appropriate box):
( ) ADDING: The entire new concentration, by semester, must be typed on plain sheets and attached to Form E. (See sample layout attached.)
( ) CHANGING: Regardless if all semesters of a concentration are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.
( ) SUSPENDING: Provide an adequate explanation for suspending the concentration on plain sheets and attach.
( ) DROPPING: Provide an adequate explanation for dropping the concentration on plain sheets and attach.

CONCENTRATION

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current concentration:</td>
<td>40</td>
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<tr>
<td>Total semester hours in proposed concentration:</td>
<td></td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 10/1/14
Department Chair’s Signature: 10/10/14
Chair, FS C & C Committee: 11/4/14

College Faculty Approval Date: 10/21/14
College Dean’s Signature: 10/21/14
Academic Affairs Approval: 12/2/14

College/Division/Department Contact: Jennifer Ned
Contact E-mail: jshen1@lsu.edu
When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement.

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

Indicate the curriculum semester for all General Education courses.

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
</tr>
<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td>1st (X) 2nd (X) 6th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3rd (X) 4th (X) 9th</td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>MATH 1021</td>
<td>3</td>
<td>1st (X) 2nd (X) 6th</td>
</tr>
<tr>
<td>(At least 3 hours credit must be from a MATH course.)</td>
<td></td>
<td></td>
<td>3rd (X) 4th (X) 9th</td>
</tr>
<tr>
<td></td>
<td>MATH 1100 or MATH 1431</td>
<td>3</td>
<td>1st (X) 2nd (X) 6th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3rd (X) 4th (X) 9th</td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>LA 1201</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd (X) 1st (X) 6th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3rd (X) 4th (X) 9th</td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>LA 1203</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
</tr>
<tr>
<td></td>
<td>ENGL 2673</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
</tr>
<tr>
<td></td>
<td>CMST 2060</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>BIOL 1001 or 1201 and BIOL 1002 or 1202</td>
<td>6</td>
<td>1st (X) 5th (X)</td>
</tr>
<tr>
<td>(If 2 course sequence is taken in the physical sciences, the additional 3 hour course must be from the life sciences, and vice versa.)</td>
<td></td>
<td></td>
<td>2nd (X) 1st (X) 6th</td>
</tr>
<tr>
<td></td>
<td>CHEM 1001 or 1201</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd (X) 1st (X) 6th</td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>EDCI 2001</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
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<td>(At least three hours at the 2000-level.)</td>
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<td>2nd (X) 1st (X) 6th</td>
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<td></td>
<td>AGEC 2003</td>
<td>3</td>
<td>1st (X) 5th (X)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2nd (X) 1st (X) 6th</td>
</tr>
</tbody>
</table>
Agricultural Education – B.S.

Proposed - Teaching in Formal Education

CRITICAL REQUIREMENTS


Semester 1

• **CRITICAL:** MATH 1021.
  ✔ MATH 1021 College Algebra (3)
  ✔ AEE 2001 Foundations of Agricultural and Extension Education (3)
  ✔ BIOL 1001 General Biology (3) or
  ✔ BIOL 1201 Biology for Science Majors I (3)
  • AGEC 1003 – Intro. Ag. Business (3)
  • AGRI 1001 – International Agriculture (1)
  ✔ ENGL 1001 English Composition (3)

Total Semester Hours: 16

Semester 2

• **CRITICAL:** ENGL 1001.
  ✔ LA 1201 Introduction to Landscape Architecture (3)
  ✔ MATH 1100 The Nature of Mathematics (3) or
  ✔ MATH 1431 Calculus with Business and Economic Applications (3)
  ✔ BIOL 1002 General Biology (3) or
  ✔ BIOL 1202 Biology for Science Majors II (3)
  ✔ CHEM 1001 Chemical Fundamentals (3) or
  ✔ CHEM 1201 General Chemistry I (3)
  • AGRO 1001 – Intro. Managed Plant Systems (3)

Total Semester Hours: 15

Semester 3

• **CRITICAL:** AEE 2001.
  • ENTM 2001 – Insects in the Environment 3
  ✔ EDCI 2001 Education, Schooling and Society (3)
  ✔ PSYC 2060 Educational Psychology (3)
  • Approved Agricultural Education Technical Core Courses (3)
  ✔ ANSC 1011 – Intro. Animal Science (3)

Total Semester Hours: 15

Semester 4

• **CRITICAL:** PSYC 2060
LA 1203 Views of the American Landscape (3)
PSYC 2078 Adolescent Psychology (3)
• AEEE 2002 Coaching and Contest (3)
• AGEC 2003 – Introduction to Ag Econ (3)
• ENGL 2000 – English Composition

Total Semester Hours: 15

Semester 5

• CRITICAL: PSYC 2078.
• AEEE 3101 Instructional/Curriculum Design for Agricultural and Extension Education (3)
• ENGL 2673 Literature and Ethnicity (3)
• EDCI 3136 Reading in the Content Areas (3)
• AGRO 2051 – Soil Science (4)
• KIN 2601 First Aid (1)

Total Semester Hours: 14

Semester 6

• EDCI 2700 Characteristics of Learners with Exceptionalities (3)
• CMST 1061 Fundamentals of Communication (3) or
• CMST 2060 Public Speaking (3)
• AEEE 4504 Planning the Community Program (3)
• Approved Agricultural Education Technical Core Courses (6)

Total Semester Hours: 15

Semester 7

• AEEE 3201 Presentation Methods in Agricultural and Extension Education (3)
• HORT 2050 – General Horticulture (3)
• RNR 1001 Natural Resource Conservation (3)
• Approved Agricultural Education Technical Core Courses (6)

Total Semester Hours: 15

Semester 8 Student Teaching Block

• AEEE 4200 Teaching in Agricultural and Extension Education Content Areas (3)
• AEEE 4201 Management of Agricultural and Extension Education Laboratory Experiences (3)
• AEEE 4806 Student Teaching in Agricultural and Extension Education (9)

Total Semester Hours: 15

120 Total Sem. Hrs.

1 - Students will be allowed to select 15 hours of approved agricultural electives. Students will develop a plan of study in consultation with a faculty advisor.
Justification for Adding Concentration – Teaching in Formal Education

The Department of Agricultural and Extension Education and Evaluation (AEEE) is a new department within the LSU College of Agriculture. The program in AEEE is being designed to prepare educators who will teach agriculture in secondary schools. The Department is proposing two undergraduate concentrations and has attached the paperwork for the associated courses to this request to LSU Courses and Curriculum Committee.

One concentration is Teaching in formal education. Courses in this concentration will specifically prepare students for careers as effective 21st century agriculture teachers. The concentration will require students to demonstrate mastery of the competencies required for these careers.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CONCENTRATION

Department: Agricultural & Extension Education & Evaluation
College: Agriculture

Name of Concentration: Extension and Non-Formal Education
Name of Curriculum/Major: Agricultural Education
Type of Degree: B.S.

Date: 9/1/2014

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

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

ACTION (check appropriate box):

( X ) ADDING: The entire new concentration, by semester, must be typed on plain sheets and attached to Form E. (See sample layout attached.)

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<tbody>
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<td>Total semester hours in current concentration:</td>
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<td>Total semester hours in proposed concentration:</td>
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APPROVALS:

Department Faculty Approval Date: 9/15/14

Department Chair's Signature: 10/1/14

College Faculty Approval Date: 10/21/14

College Dean's Signature: 12/1/14

Chair, FS C & C Committee: 11/4/14

Academic Affairs Approval: 12/1/14

Contact E-mail: jshew@isu.edu
GENERAL EDUCATION REQUIREMENTS

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

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<td>ENGL 2673</td>
<td>3</td>
<td>2nd 6th</td>
</tr>
<tr>
<td></td>
<td>CMST 2060</td>
<td>3</td>
<td>2nd 6th</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BIOL 1001 or 1201 and BIOL 1002 or 1202</td>
<td>6</td>
<td>2nd 6th</td>
</tr>
<tr>
<td></td>
<td>CHEM 1001 or 1201</td>
<td>3</td>
<td>2nd 6th</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>EDCI 2001</td>
<td>3</td>
<td>2nd 6th</td>
</tr>
<tr>
<td></td>
<td>AGEC 2003</td>
<td>3</td>
<td>2nd 6th</td>
</tr>
</tbody>
</table>
Department of Agricultural and Extension Education and Evaluation (AEEE)

Justification for Extension and Non-Formal Education Concentration

The Department of Agricultural and Extension Education and Evaluation (AEEE) is a new department within the LSU College of Agriculture. The program in AEEE is being designed to prepare educators who will teach agriculture in secondary schools and those who will teach in non-formal settings such as the Cooperative Extension System. The Department is proposing two undergraduate concentrations and has attached the paperwork for the associated courses to this request to LSU Courses and Curriculum Committee.

One concentration is Extension and Non-Formal Education. Courses in this concentration will specifically prepare students for careers as effective 21st century Extension professionals and educators in other non-formal education roles. The concentration will require students to demonstrate mastery of the competencies required for these careers. Students completing this proposed concentration will complete an internship during the last year of the program. The concentration requires 120 credit hours, allows 40 hours of approved electives and meets all LSU General Education requirements. Students intending to pursue a career in Extension will be strongly encouraged to select electives in a technical subject matter area of interest. This concentration and all courses will be reviewed every three years and changes made as necessary.
Agricultural Education – B.S.

Proposed – Extension and Non-formal Education

CRITICAL REQUIREMENTS


Semester 1

<table>
<thead>
<tr>
<th>CRITICAL: MATH 1021.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEEE 1001 – Intro. to Leadership</td>
</tr>
<tr>
<td>AGRI 1001 – Introduction to Agriculture</td>
</tr>
<tr>
<td>ENGL 1001 – English Composition</td>
</tr>
<tr>
<td>BIOL 1201 – Biology for Science Majors</td>
</tr>
<tr>
<td>Or BIOL 1001</td>
</tr>
<tr>
<td>AEEE 2001 – Foundations of AGEXED</td>
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<tr>
<td>MATH 1021 – College Algebra</td>
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Total Hours 16

Semester 2

<table>
<thead>
<tr>
<th>CRITICAL: ENGL 1001.</th>
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</thead>
<tbody>
<tr>
<td>BIOL 1202 – Biology for Science Majors II</td>
</tr>
<tr>
<td>Or BIOL 1002</td>
</tr>
<tr>
<td>CHEM 1201 – General Chemistry I</td>
</tr>
<tr>
<td>Or CHEM 1001</td>
</tr>
<tr>
<td>AGRO 1001 – Intro. Managed Plant Systems</td>
</tr>
<tr>
<td>Or A 1201 – Intro. Landscape Architecture or approved art</td>
</tr>
<tr>
<td>MATH 1100 – Nature of Mathematics or MATH 1431</td>
</tr>
<tr>
<td>– Calculus with Business and Economic Application</td>
</tr>
</tbody>
</table>

Total Hours

Semester 3

<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>EDCI 2001 – Education, Schooling &amp; Society or approved social science</td>
</tr>
<tr>
<td>ANSC 1011 – Intro. Animal Science</td>
</tr>
<tr>
<td>ENGL 2673 – Literature and Ethnicity or approved humanities</td>
</tr>
<tr>
<td>PSYC 2060 – Educational Psychology</td>
</tr>
<tr>
<td>[Approved elective]</td>
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</table>

Total Hours 15
Semester 4

**CRITICAL:** PSYC 2060
AGEC 2003 – Introduction to Ag Econ 3
ENGL 2000 – English Composition 3
LA 1203 – Views of the American Landscape or approved humanities 3
CMST 2060 – Public Speaking 3
PSYC 2078 – Adolescent Psychology 3

Total Hours 15

Semester 5

**CRITICAL:** PSYC 2078.
NFS 1110 – Intro to Nutrition Sciences 3
HORT 2050 – General Horticulture 3
AEEE 3101 – Instructional/Curriculum Design 3
KIN 2601 – First Aid 1
Approved elective 4

Total Hours 14

Semester 6

AEEE 3301 – Introduction to Program Evaluation 3
AEEE 3201 – Presentation Methods 3
AEEE 4026 – Informal Programs for Youth 3
Approved elective 6

Total Hours 15

Semester 7

AEEE 4010 – Cooperative Extension Work 3
HRE 4025 – Adult Learning 3
AEEE 4011 – Communications in AGEXED approved elective 1

Total Hours 15

Semester 8

AEEE 4505 – Youth Leadership or HRE 3723 Leadership Concepts and Principles 3
AEEE 4506 – Service-Learning 3
AEEE 4806 – Professional Internship in Agricultural and Extension Education 9
Total Hours
120 Total Sem. Hrs

1 - Students will be allowed to select 19 hours of approved agricultural electives. Students will develop a plan of study in consultation with a faculty advisor.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: Agricultural & Extension Education & Evaluation
College: Agriculture
Name of Minor: Youth Development
Date: 9-23-14

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

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

ACTION (check appropriate box):

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

MINOR

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Total semester hours in current minor:</td>
<td>Total semester hours in proposed minor: 18</td>
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<tr>
<td>See attached</td>
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</table>

APPROVALS:

Department Faculty Approval Date 10/1/14
Department Chair's Signature 10/1/14
Chair, FS C & C Committee 11/4/14

College Faculty Approval Date 10/21/14
College Dean's Signature (Date)

Academic Affairs Approval 12/21/14

College/Division/Department Contact: Jennifer Neal
(Please print name.)

Contact Email jsheu2@lsu.edu
Youth Development

This minor is not available to students majoring in Agricultural Education. To graduate with a minor in youth development, a student must complete a minimum of 18 hours of course work in Extension education. Specific requirements include: AEEE 3301; AEEE 4026; AEEE 4027; AEEE 4505; AEEE 4506; and AEEE 4010.
Department of Agricultural and Extension Education & Evaluation (AEEE)

Justification for Youth Development Minor

In order for professionals who teach youth in either a formal or non-formal environment to be effective in the 21st century, they must have not only a thorough understanding of teaching and learning concepts, but also a basic knowledge of strategies that are effective in working with youth. This 18 hour undergraduate minor will allow students, who are enrolled in technical degree programs, to use their electives to achieve mastery in youth leadership, service learning, conducting non-formal education programs for youth, adolescent development, advanced youth issues and evaluating youth programs. The minor will be promoted primarily within College of Ag departments to students who have an interest in a career in Extension or teaching agricultural education, but would also be appropriate for students in many other programs.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: Agricultural & Extension Education & Evaluation
College: Agriculture
Name of Minor: Extension Education
Date: 9-23-14

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

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

ACTION (check appropriate box):

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

MINOR

<table>
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<tbody>
<tr>
<td>Total semester hours in current minor:</td>
<td>Total semester hours in proposed minor: 18</td>
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<td>Department Faculty Approval Date</td>
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<td>10/11/14</td>
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<table>
<thead>
<tr>
<th>Department Chair's Signature</th>
<th>College Dean's Signature</th>
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</thead>
<tbody>
<tr>
<td>Helen L. Davis</td>
<td>William B. Richardson</td>
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<tr>
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<thead>
<tr>
<th>Chair, FS C &amp; C Committee</th>
<th>Academic Affairs Approval</th>
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<tbody>
<tr>
<td>Jennifer Neal</td>
<td>12/2/14</td>
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<table>
<thead>
<tr>
<th>College/Division/Department Contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Neal</td>
</tr>
</tbody>
</table>

Contact Email: jsherw@isu.edu
Extension Education

This minor is not available to students majoring in Agricultural Education. To graduate with a *minor in Extension education*, a student must complete a minimum of 18 hours of course work in Extension education. Specific requirements include: AEEE 3101; AEEE 3201; AEEE 3301; AEEE 4010; AEEE 4011; and HRE 3723.
Department of Agricultural and Extension Education & Evaluation

Justification for Extension Education Minor

In order for Extension professionals to be effective in the 21st century, they must have not only a background in technical subject matter, such as plant science, animal science, nutrition, economics, etc., but also a basic skill set that is required by all extension professionals. This 18 hour undergraduate minor will allow students, who are enrolled in other programs, to use their electives to achieve mastery in the history and philosophy of extension work, designing and conducting effective programs, communication strategies, leadership development and program evaluation. The minor will promoted primarily within the other College of Ag departments to students who have an interest in a career in Extension, but would also be appropriate for students in many other programs.
Jennifer,

Find below the approval from Dr. Ed Holton to include HRE 3273 in the proposed Extension Education minor in AEEE.

Debra

-----Original Message-----
From: Ed Holton [mailto:eholton2@lsu.edu]
Sent: Friday, October 10, 2014 1:13 PM
To: Davis, Debra T.
Subject: RE: HRE 3723 Leadership Concepts and Principles

I approve of you including HRE 3723 in your Extension Education minor.

-----Original Message-----
From: Davis, Debra T. [mailto:DDavis@agcenter.lsu.edu]
Sent: Friday, October 10, 2014 9:33 AM
To: Ed Holton
Subject: HRE 3723 Leadership Concepts and Principles

Ed,

We are preparing the paperwork for C&C for our two new UG concentrations in AEEE. We would like to include HRE 3723, Leadership Concepts and Principles, as a required course in the Extension Education minor. I will need your approval to send the concentration forward to C&C. Thanks for your consideration of this request.

Debra T. Davis
Sent from my iPad
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>AEEE 1001</th>
<th>Title</th>
<th>Learning Leadership in Agricultural Sciences, Natural Resources, and Extension</th>
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<tr>
<td>Short Title</td>
<td>Learning Leadership in Agricultural Sciences, Natural Resources, and Extension</td>
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<tr>
<td>Semester Hours of Credit</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for Lecture</td>
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<td></td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lecture x</td>
<td>Lab</td>
<td>Seminar</td>
<td>Recitation</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade x</td>
<td>Pass/Fail</td>
<td>Final Exam:** Yes x No</td>
</tr>
</tbody>
</table>

Course Description:

AEEE 1001, Learning Leadership in Agricultural Sciences, Natural Resources, and Extension (3). Leadership as it relates to agricultural sciences, natural resources, and Extension. Approaches diversity of leadership through social sciences, management, and popular culture.

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

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).
AEEE 1001
Course Justification

AEEE 1001, Learning Leadership in Agricultural Sciences, Natural Resources, and Extension, is necessary to establish an introductory course addressing foundational leadership principles in agricultural sciences, natural resources, and Extension. There is no current course of this nature offered in the newly-formed department of AEEE or the College of Agriculture, and this content will serve as the fundamental basis for future leadership development throughout both concentrations in *Extension and Non-formal Education* and *Teaching in Formal Education*. This course is designed to provide students with critical knowledge and skills that will form the basis for their understanding and application of leadership during their academic careers.
AEEE 1001: Learning Leadership
Instructor, Leslie Blanchard
140 Martin D. Woodin Hall
Louisiana State University
Office phone: 225-578-4489
LBlanchard@AgCenter.lsu.edu
3 credits

Required Resources:
• Myers-Briggs Type Indicator, Step II Interpretive Report
• Introduction to Type, Briggs-Myers, Sixth Edition
• Exploring Leadership: For College Students Who Want to Make a Difference
  Susan R. Komives, Nance Lucas, Timothy R. McMahon
  ISBN: 978-1-118-39947-7

Course Description:
Leadership is a hot-topic in social sciences, management, and popular culture. Ask ten people “what makes a good leader?” and you might get ten different answers. Our subject is to explore leadership as a discipline, or as scholars. In order to prepare you for leadership in the future, we will work together on four major goals:

• Demonstration of your critical and creative thinking about the role of leadership in history and today’s society.
• Effective communication and interaction with diverse individuals and groups.
• Introduction to basic network-building concepts (strategic relationships).
• Assessment of application of leadership theory and skills.

Specifically, we are going to explore these questions throughout the semester:
• What is leadership?
• Who are some the major historical leaders of the past?
• How does one learn to be a good leader? Can leadership be taught?
• What are the current theories of leadership?
• How can you change and grow as a leader?

Grading: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, < 60% = F
Numeric Breakdown:
• Participation: 35%
• Test/Quizzes/ Writing Assignments: 30%
• Historical Leader Project: 20% (15% paper/5% Presentation)
• Student Portfolio: 15%
Classroom Meeting:
This is a face-to-face class where attendance AND participation are weighted heavily into the final grade. You are also expected to do the readings carefully and attend every class. Your classroom performance and demeanor do not fall under the rubric of "extra credit," but are rather central elements of your gradable "work." As a general rule, it is my expectation that you not only come to class, but actively participate. Please set that goal for each class meeting. Make sure you have a solid connection to the Internet, and the ability to send and receive messages with attachments.

Credit hour statement: There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

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 and Accountability. Additional information regarding this policy can be found with the Office of the Dean of Students.

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 APA 6th edition. 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. The instructor will use Turnitin.com and iThenticate as plagiarism detectors during HRE 7723.

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.
Disability Statement:
The University is committed to making reasonable efforts to assist individuals with disabilities in their
efforts to avail themselves of services and programs offered by the University. To this end, Louisiana
State University will provide reasonable accommodations for persons with documented qualifying
disabilities. If you have a disability and feel you need accommodations in this course, you must present a
letter to me from Disability Services 115 Johnston Hall, indicating the existence of a disability and the
suggested accommodations.

Courtesy:
As a working parent, I may have to re-arrange appointments due to child-care concerns. I will do my
best to notify you of any last-minute changes, but as most parents would testify, that foresight is not
always possible. I also expect you to offer professional courtesy to me as your instructor. LISTENING TO
YOUR I-POD, OR TEXTING DURING CLASS IS UNACCEPTABLE. This courtesy is a part of becoming an
effective leader, and it's wise to practice now.

Discussion Expectations:
In any academic field, that has social, political, and value-oriented discussion, it is possible for a person
to become emotional. While emotion is normal and appropriate, controlling one's emotions is
paramount. I reserve the ability to moderate our classroom discussion, not only for the purposes of our
classroom agenda, but also to ensure the inclusion of multiple ideas and points of view.
You may see me take a point-of-view that is not necessarily my own, for the sake of discussion. I will
delete posts that include name-calling, threatening remarks, or other inappropriate class
communications. It is my hope you will be able to address any concerns you may have, and if I can help,
please let me know.

Late Assignments:
Late assignments will not be accepted.

The course is divided into 8 modules:

Your Personality

Module 1: Personality Profile Evaluation and Discussion of Type
Gen Y careers require individuality. Has anyone ever described you as “outgoing” or “quiet”? Do other
people say that you are “logical” or “sensitive”? Through many decades of research and revision, the
science of psychology has created an instrument to help individuals to identify the attitudes,
orientations, functions, and processes that have been present in them since birth---just like hair color
and blood type. In Module 1, each candidate will complete a personality profile using the Myers-Briggs
Type Indicator, and these results will be used throughout the rest of the series. We will also discuss
strategies that all individuals need to learn in order to “flex” outside of type when circumstances
determine that it’s necessary. Most of us know ourselves; MBTI profiling can give us the valuable
advantage of being able to EXPLAIN ourselves to others and APPLY ourselves to situations.

Your Team

Module 2: Group Dynamics and Conflict Resolution
Gen Y careers require teamwork. So you’ve learned how you are. Now what? In Module 2, we will
examine skills and strategies that will help you to collaborate and cooperate successfully with others in
small groups and teams. We will also investigate proven strategies for dealing with and resolving conflict. Conflict can be an extremely helpful tool for innovation, creativity, and intellectual stimulation as long as it’s controlled. Whether you are the team leader who always takes charge and hijacks the group, or whether you find yourself left out of most of the group discussion and decisions, Module 2 will help you to assimilate and cooperate in group activities.

**Your Community**

Module 3: Service, Volunteering and Citizenship
Gen Y careers require community consciousness. College admissions and scholarship applications will ask you to demonstrate that you have provided service to your community through volunteer work and good citizenship. But what does that mean, and how do you do it? In Module 3, we will investigate the different avenues that you can take to meet these requirements and to ensure that your volunteer experiences are meaningful, worthwhile, and sustainable. Whether you would prefer to work with individual people (mentoring small children, assisting the elderly), groups or teams (habitat for humanity, relay for life) or on your own (cleaning and painting community facilities, organizing supplies for the military), we can help you to find your volunteering niche.

**Your World**

Module 4: Global Thinking and Cultural Awareness
Gen Y careers require a global perspective. The contemporary world is not only interested in tackling problems locally. Sustainable problem-solving techniques must be developed for the entire earth, and each individual has a responsibility to the planet. Some of these problems include overpopulation, poverty in underdeveloped countries, pollution, and energy crises. Learn about the interdependence and interconnectedness of everything in the world, and how the whole of humankind operates as a system of systems. We will explore a variety of cultural phenomenon, economic variables, and belief systems to help you develop a global viewpoint. Module 4 will also address technologies and careers in our “shrinking planet” that bring the world to your doorstep.

**Your Drive**

Module 5: Responsibility, Self-Management, Commitment and Motivation
Gen Y careers require self-discipline. College and the workplace no longer require the punching of a clock, and the management and effective use of your own time and talent is critical to being a success. Effective habits of thought, action, and deed are selective skills that can only help you to achieve your goals. Don’t let the management of self become an obstacle to your progress. Learn to maximize your “task time”, minimize your “down time”, and you’ll be able to enjoy more “free time.” Find your motivational triggers, and learn to channel them into responsible outcomes. Commitment is the result of the application of motivation to that which holds value to us. Explore your “Dedication Equation” to discover your passion.

**Your Choices**

Module 6: Logical Reasoning and Decision Making
Gen Y careers require logic and sound decision making skills. Many people are not equipped with the skills necessary to use logic consistently for decision making in real life, and this often results in poor choices. Many decisions are made in the absence of complete information, and not well thought out.
We are also constantly bombarded with propaganda and sales tactics in a media driven society. The result? Poor decisions based on unrelated factors such as “experts agree...” or “a recent study proves...” or “4 out of 5 dentists surveyed recommend...” This module will teach you to be a critical consumer of information, and to base your choices and decisions on fact and truth rather than on shortcuts and irrelevant sources of information.

Your Future

Module 7: Goal Setting, Action Planning, and Financial Literacy for Young Adults
Gen Y careers require action plans. The most successful people establish goals that are SMART (Specific, Measurable, Attainable, Realistic, and Timebound), and then plan the attainment of those goals with the action steps it will take to get there. It's not enough to have a “dream”--- you will need to make a PLAN! We will help you to investigate the process of action planning and goal setting, and tools to identify your support network and potential obstacles. Most all plans require funding, and financial literacy is crucial to understanding how these mechanisms work. It's never too early to begin thinking about saving toward your goals, and in fact most young adults wait until it's too late. Many don't realize the consequences of poor financial literacy until there are already terrible consequences. We will look at plans for funding college (including scholarships and student loans), funding business opportunities (including grants and investment capital), and maintaining a solid credit and financial profile.

Your Character

Module 8: Communication, Public Speaking, Soft Skills, Impression Management
Gen Y careers require communication. In our modern world, both verbal and written communication skills are vital to most all jobs. There is so much more to effective communication than mere words! Body language, tone of voice, speech patterns, attention assessment, consistency, patience, eye contact, appearance and self-assurance are all important considerations. The message that the speaker or the author intends is not always the message that the audience or the reader receives. Learn to be clear, concise, and confident in your communications through this module, and to manage your impression to your benefit.

Course Schedule (subject to change, check Moodle for updates)

8/25 Syllabus and Introductions
8/27 What is Leadership?
9/1 Leaders of the Past, Preface of K & P
9/3 Choosing Historical Leaders
9/8 Chapter 1 (The Five Practices of Exemplary Leadership)
9/10 Chapter 2 (Credibility)
9/15 Chapter 3 (Find Your Voice)
9/22 Chapter 4 (Set the Example)
9/24 Chapter 6 (Enlist Others)
Writing #2 Workbook p. 46-50
9/29 Chapter 7 (Search for Opportunities)
10/1 Chapter 8 (Experiment and Take Risks)
Writing #3 Workbook p. 67-70, 75-76
10/6 Chapter 9 (Foster Collaboration)
10/8 Chapter 10 (Strengthen Others)
10/13 Chapter 11 (Recognize Contributions)
**Writing #4 Workbook p. 79-90**
10/15 Chapter 12 (Celebrate)
10/20 **Writing #5 Leadership Assessments Due**
10/22 Academic Plan Drafting Day
10/27 **Peer Review Day of Leadership Paper**
10/29 TBA
11/3 Class Presentations
11/5 Class Presentations
11/10 Class Presentations
11/12 Class Presentations
11/17 **ALL Research Papers Due** (both paper and electronic form by 11am)
11/19 Case Studies
11/24 Case Studies Part II
11/26 No Class (Thanksgiving)
12/1 **Writing Assignment #6 Due**
12/3 Web Resources & Portfolio Wrap Up Instructor & Course Evaluations
12/8 **Portfolios Due**
12/10 Case Studies Part III
Class Participation:

Classroom participation is a part of your grade in this course. To participate you must attend every class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.

Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons.

Valid reasons for absences include:

1. Illness
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court-imposed legal obligations such as subpoenas or jury duty
5. Military obligations
6. Serious weather conditions
7. Religious observances. See the interfaith calendar website (www.interfaithcalendar.org) for an updated calendar of holidays and primary holy days of the various religions. Faculty members are expected to be sensitive to the different religious traditions represented in the LSU community, and to assist students in making up examinations or other assigned work that may be missed due to absences required by religious observances.
8. Participation in varsity athletic competitions or university musical events

The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS-48.

In the following instances, the dean and not the instructor determines the validity of a student's reason for absence:

1. Group excuses for absence (see Operating Procedures)
2. For undergraduate students, a grade of Incomplete (I-grade) due to absences must be authorized by the dean. I-grades for graduate students do not require dean's approval.

Historical Leader Assignment (Paper and Presentation):

Paper & Handout of Leaders
Leadership 101: “Learning Leadership”

Daniel Boorstin said: “trying to plan for the future without a sense of the past is like trying to plant cut flowers.” In exploration of historical leaders, you are expected to write an original, formal paper on the
leader of your choice—NO DUPLICATION OF LEADERS FOR THIS CLASS (e.g., two people cannot both
chose Nelson Mandela). (WE WILL USE A WIKI OR DISCUSSION BOARD BEFORE YOUR OFFICIAL TOPIC IS
CHOSEN—DO NOT BEGIN RESEARCH UNTIL YOU HAVE RECEIVED CONFIRMATION ON YOUR CHOSEN
LEADER FROM THE INSTRUCTOR)

RESEARCH PAPER:
Your paper should be at least eight (8) pages long, MLA format, using at least one biography, the
textbook, and two additional (CREDIBLE) sources. If you are uncertain as what credible source means,
consult your instructor in advance. Make sure you create a thesis statement, and use the content of the
paper to support that thesis. Include a “Works Cited” page, numbered as part of your paper, and be
prepared to give me ANY referenced material to class if asked. (This means every fact that is not
common knowledge must be cited and you have access to those sources as I am grading your papers. An
example of this: you do not have to cite a source that George Washington was the U.S. first president,
but the date he assumed office must be cited.)

The following questions can help you start to frame your paper, but should not be answered
systematically:

• How would this person define leadership?
• What was her leadership philosophy?
• How did he learn to lead?
• Are there areas where you can personally identify with this leader’s circumstances, struggles,
  insights, etc.? What were this person’s vulnerabilities?
• What was exceptional about this leader? In what areas, was he a pioneer, group organizer,
  motivator, visionary?
• Where or how could she or he have been more effective?
• What did you learn from this person’s experience that can help you be a better leader yourself?
• How well does the Kouzes/Posner leadership framework explain this person’s leadership
  adventures? For example, did this person practice what he preached? How did she handle
  mistakes? Was she inspirational, and, if so, in what ways? Did he challenge the process? How did
  this person build a team and strengthen others? Did this person recognize others, and celebrate
  accomplishments?
• Use 12 point font, 1 inch margins, and have a right-aligned header on the top of each page,
  except the first, saying your last name and a page number such as (Blanchard 2).
• Due to instructor by beginning of class on Tuesday, November 17th, both a paper copy AND e-
  mailed as attachment in .doc, .docx, or .rtf to my e-mail LBlanchard@agcenter.lsu.edu.

Some tips on writing a research paper:
1. Second person writing ("you") is unacceptable. I will accept both first and third person voices.
2. Do not end sentences with prepositions.
3. Watch the spelling of “they’re” versus “their” and other homonyms.
4. You should have a solid thesis for your paper: “Kouzes and Posner would agree that Golda Meir
  follows their ‘Five Practices of Exemplary Leadership’ in a unique and ground-breaking way.”
Include that thesis at the end of your introductory paragraph, and reiterate the thesis in your concluding paragraph.

5. If section titles will help you organize your research, you may use them.

6. Make sure you have met the minimum expectations for citing your sources, including The Leadership Challenge, a biography and 2 additional credible sources.

Your first page should have a double-spaced header that looks like this:

Mike Tiger
Learning Leadership 1001
L. Blanchard
November 17, 2015

Golda Meir: The First and Only Female Prime Minister of Israel

PRESENTATION:
In order for our class to benefit from your research, please prepare a slide-show, or other presentation using multi-media, with the most important and relevant information on your leader. Please use creativity to explain why your chosen person is a good leader, in what way, and what you think your classmates should know about him or her, including his or her connection to the leadership theory that we’ve studied. Feel free to use images, video, and quotes, but cite your sources appropriately! (Useful time estimate: 10 minutes of contact, then five minutes of Q & A per historical leader)

Prepare and distribute during your presentation, a one-page handout, enough copies for each member of our class, that adds to your presentation in some way. It can be a summary, an activity, or any other reasonable addition to the display.

Student Leadership Portfolio Assignment

Student Portfolio & Academic Plan
AEEE 1001: “Learning Leadership”
Blanchard: Fall 15

A portfolio is an increasingly popular way for students to demonstrate learning for instructors or employers. In this class, you will begin composing your Leadership Portfolio. You are expected to purchase a three-ring binder, that has your name clearly visible, as well as “Louisiana State University.” (The specifics of how to accomplish that, or any other adornment, I leave to your discretion).

The portfolio must be submitted to me no later than December 3rd at the beginning of class. Comprising 15% of your final grade, the portfolio will have five component parts (labeled dividers are recommended):

I. ACADEMIC/LEADERSHIP PLAN
You are expected to compose an academic plan and include it in the portfolio. The first part of the plan is a graphic that includes the classes you have completed, are enrolled in now, and plan to take for the remainder of your time in your undergraduate degree. For the majority of first semester students, this would include an eight-semester plan, but yours may differ. Include each semester’s academic classes, including a plan to complete your major requirements. With
each semester, a list of goals or learning outcomes you plan to achieve by the end of that time period. Include groups that you will join, leadership roles you plan to take on, study abroad, workshops, internships, fieldwork or placements in your discipline, and don’t forget to include how your summers will contribute to your learning.

Attached to the graphic representation of your academics, please write a three page narrative, explaining your leadership background (if any), and how your academic plan will benefit you as a leader. Include some critical thinking about your class choices, and how those courses will add to your leadership capacity. Also include how your planned extra-curricular and community involvement will add to your skill set.

II. MYERS BRIGGS TYPE INDICATOR & REACTION
Include the completed Myers-Briggs Type Indicator you took earlier in the semester. Attach a one page paper outlining what insight the instrument has for you. (How accurate is it? Descriptive? Valid? Does it point out areas for you to work on? What is your reaction to the instrument?)

III. COURSEWORK ON LEADERSHIP
Include a copy of the paper that you submitted for this class on a historical leader. Make sure to include the one page in-class handout you used, and make any corrections to the paper that your instructor gave you in your feedback.

IV. FUTURE CONTACTS
Include a one-page list entitled “Future Contacts.” These are names and contact information of people with whom you would like to work. Think of the exercise as a strategic networking goal sheet. Who are the professors who will help you achieve your academic goals? Who are the leaders on- and off-campus you want to meet and work with?

V. PROFESSIONAL REFERENCES
Include no more than a single page list of references, or people who would serve as references for you, attesting to your demonstrated leadership ability. Include complete contact information, such as current job title, work address, phone number, e-mail address and website, if applicable. As you progress through college, you can expect this list to grow. But the expectation is by the end of our Leadership 1001 class, you will have, at minimum, three names on this list. It is acceptable to list other college students, as long as you have worked with them on a project, and they could attest to your work with some credibility or authority (your significant other is not as credible as a job supervisor, volunteer coordinator, or officer of a group to which you belong).
REQUEST FOR ADDITION OF NEW COURSE

Department: AEEE  
College: Agriculture  
Date: 9-27-14

PROPOSED COURSE DESCRIPTION

<table>
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Credit will not be given for this course and:

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

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

Course Description:

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

AEEE 1002, Developing Professional Confidence: Passion, Purpose and Planning (1): Enrollment in this course is limited to students in the College of Agriculture or by permission of department. Focus on areas related to professional career preparation. Topics will include presentation skills, resume and portfolio development, and interview skills. Emphasis will be placed on preparing students for careers in the agricultural industry and Extension.

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

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<th>Yes</th>
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<tr>
<td>Will additional space, equipment, special library materials or other major expense be involved?</td>
<td>Yes</td>
<td>No x</td>
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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 10/11/14  
Department Chair’s Signature 10/11/14

College Faculty Approval Date 10/11/14  
College Dean’s Signature

Graduate Dean’s Signature

Chair, FS C&C Committee’s Signature 11/10/14

Contact Email: jshoww2@lsu.edu  
Contact: Jennifer Neal  
Academic Affairs Approval 12/4/14
AEEE 1002: Developing Professional Confidence: Passion, Purpose and Planning

Justification Statement

According to the Department of Education (2010), there are nearly 1,500 academic programs offered to students by colleges and universities. Of these majors, over 355 majors were created during the last ten years. With so many choices available to students, students can get confused and disillusioned when trying to figure out what career direction to go. According to a New York Times article (November 2, 2012), the “biggest mistake” students make is failing to research the requirements of their selected major in relationship to what is required in the profession. This one-hour seminar, Finding Professional Confidence: Passion, Purpose, and Planning, will help freshman uncover their agriculture-related career interests and identify which areas of further study will be most useful in their chosen career path. Students will have the opportunity to first explore their career field to pinpoint a direction for their career path.

Another issue in today’s job market is lack of soft skills within the workforce that are needed to perform competently. A New York Times article (November 2, 2012) indicated that today’s employers are looking for college graduates who are “shelf-ready employees.” To support college students in becoming “shelf-ready employees,” this seminar will help students develop transferable skills necessary for careers in the agriculture industry, the agriculture classroom and Extension. This seminar will be available only to College of Agriculture students.
Course Syllabus

AEEE 1002: Developing Professional Confidence: Passion, Purpose and Planning
Louisiana State University
College of Agriculture
Agricultural and Extension Education and Evaluation

Instructors
Dr. Janet Fox, Professor and Associate Department Head
4-H Youth Development
169 Knapp Hall
110 Union Square
Baton Rouge, LA 70803
225-578-2196
JFox@agcenter.lsu.edu

Lisa R. Arcemont, Instructor
Organization Development & Evaluation
212 Knapp Hall
Baton Rouge, LA 70894-5100
225-578-4059
larcemont@agcenter.lsu.edu

Tanya Giroir, Instructor
4-H Youth Development
187 Knapp Hall
Baton Rouge, LA 70803
225-578-2196
tagiroir@agcenter.lsu.edu

CREDIT HOUR STATEMENT: There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

Credit: One Hour

Class Meetings
Tuesday, 2-2:50 p.m.

Class Location
102 Knapp Hall

Office Hours
Tuesday, 8 a.m. - 12 Noon
Course Description
Focus on areas related to professional career preparation. Topics will include presentation skills, resume and portfolio development, and interview skills. Emphasis will be placed on career preparation in the agricultural industry.

Course Objectives
Upon completion of the course, students will:
Identify career clusters that relate to their interests.
Explore career clusters to identify potential personal career matches.
Develop soft skills that can be transferred to a professional setting.
Identify a career path that will help them situate themselves to make a successful transition from high school to college to career.
Identify the steps in the job search from job identification to getting the job.
Will gain an appreciation of the role that work experience, volunteering and internships play in obtaining desired career employment.

Course Virtues
Intellectual Curiosity – Be open to new ideas; ask questions when you’re not sure you understand; reflect upon what you are learning and try thinking about things in new ways.
Analytical Thinking – Look for hidden assumptions in readings; compare and contrast theoretical perspectives; check theoretical ideas against your own experiences; notice inconsistencies in arguments and entertain counter-arguments.
Effort – Complete readings before class; give careful thought to writing assignments; give yourself time necessary to do a task well; meet assignment deadlines; participate in class discussion and attend class.
Collaborative Learning – Be respectful towards other students’ ideas; participate in discussions and small group tasks; ask for clarification; address your comments and questions to each other as much as to the instructor; and learn from one another.

Course Expectations
Students will be expected to complete the assigned readings and review additional resources provided prior to the appointed class time in order to properly contribute to in class discussion and assimilate concepts. As a general policy, for each hour you are in class, the student should plan on spending at least two hours preparing for the next class. Since this course is for one credit hours, you should expected to spend, on average, approximately three hours outside of class each week reading, writing assignments, contributing to online discussion boards and completing class assignments. Students will be required to download class materials and participate in discussion boards.

Academic Integrity
All students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their academic careers at Louisiana
State University. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Plagiarism is an extremely serious violation of academic integrity. The Code of Student Conduct defines plagiarism as "the unacknowledged inclusion, in work submitted for credit, of someone else's words, ideas, or data." (5.1.D.12) Plagiarism can occur in a myriad of forms and media. Although most commonly associated with writing, all types of scholarly work, including computer code, music, scientific data and analysis, and electronic publications can be plagiarized. The aim of this section is to help students and faculty deal with the complex and important issue of plagiarism on campus. See this website for more information on plagiarism http://www.lsu.edu/judicialaffairs/Plagiarism.htm

When in doubt about plagiarism, paraphrasing, quoting, collaboration, or other academic integrity issues, consult the course instructor or visit the following website: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

All cases of alleged academic misconduct will be referred to the Offices of the Dean of Students. More information about the Code of Student Conduct can be found at the Judicial Affairs website at http://www.lsu.edu/judicialaffairs/code.htm

Accessibility Statement
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 the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112 Johnston Hall, 225/ 578-5919.

Class Schedule
1. Professional Dress
2. Career Preparation-Class Resume, Interview Skills
3. Ethics in Workplace
4. Social Media-Email, Facebook, Twitter
5. Facilitation of Meetings, etc.-Leading group
6. Professional Confidence-Passion, Purpose, Plan
7. Steps to Career Path
8. Soft Skills
9. Communication Skills
10. Conflict Resolutions
11. Team Building
12. Presentation Skills-strategies to use
13. Volunteering/Internship-Building relevant work experience
14. Researching Potential Employers
15. Successful Job Search

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Discovering Your Career Passion &amp; Purpose</td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>Developing Your Career Plan</td>
<td></td>
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<tr>
<td>Class 3</td>
<td>Sharpening Communication Skills</td>
<td></td>
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<tr>
<td>Class 4</td>
<td>Building Teamwork Skills</td>
<td></td>
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<tr>
<td>Class 5</td>
<td>Developing Your Presentation Skills</td>
<td>Career Interview</td>
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<td>Class 6</td>
<td>Managing Conflict</td>
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<tr>
<td>Class 7</td>
<td>Sharpening Meeting Facilitation Skills</td>
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<tr>
<td>Class 8</td>
<td>Understanding Your Digital Fingerprint</td>
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<tr>
<td>Class 9</td>
<td>Career Path Presentations</td>
<td>Career Path Presentation</td>
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<td>Class 10</td>
<td>Putting Your Best Foot Forward with Professional Dress</td>
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<tr>
<td>Class 11</td>
<td>Building Your Resume and Portfolio</td>
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<td>Class 12</td>
<td>Building Relevant Job Experience</td>
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<td>Class 13</td>
<td>Starting the Successful Job Search</td>
<td>Career Portfolio</td>
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<td>Class 14</td>
<td>Career Preparation – interview skills and follow up</td>
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<tr>
<td>Class 15</td>
<td>Understanding Ethics in the Workplace</td>
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</table>

**Assignments**

**Career Interview (100 points)**
Students are expected to interview an individual who is in their potential field of study. The students are encouraged to investigate career options within the field, requirements for this career and get advice related to this career.

<table>
<thead>
<tr>
<th>Component</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Values</td>
<td>The paper was barely readable because of spelling, grammar, and punctuation</td>
<td>The paper could be read, but there were several flaws</td>
<td>Spelling, grammar, and punctuation were flawless</td>
<td>15</td>
</tr>
<tr>
<td>Interview Topic</td>
<td>Some of the essay addressed the</td>
<td>Most of the essay addressed the</td>
<td>The essay addressed all</td>
<td>15</td>
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<tr>
<td>Interview</td>
<td>A few appropriate questions were asked, but not to any depth</td>
<td>Some appropriate questions were asked, but to only a moderate depth</td>
<td>Follow-up questions were asked; appears that the questioner did understand the person questioned</td>
<td>40</td>
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<tr>
<td>------------</td>
<td>-------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Reflection</td>
<td>Little to no reflection was shown.</td>
<td>The report showed some reflection that was not very indepth.</td>
<td>The report showed indepth reflection regarding the interview including the applications to service-learning and one’s life.</td>
<td>30</td>
</tr>
</tbody>
</table>

**Career Path Presentation (100 points)**

Students will pick one career area and identify three journal articles related to the topic. The student will present a 5 minute presentation based on their research of a career path. An excellent presentation will:

- Be a reasonable summary/informative
- Include references to careers
- Be applicable to careers
- Presented in an organized manner
- Have a plan or outline of the presentation and be handed into the instructor at beginning of presentation
- Provide a handout for class members that summarizes the main points of your presentation

90 – 100 Excellent - Most of the components listed above are included. The presentation commands attention. It is highly informative. There is evidence of extra effort.

89 – 80 Superior - Same as excellent except that there are a few minor errors or missing components.

79 – 70 Average - Meets the criteria but is not as creative / informative as excellent and has a few missing components.

69-60 Low - Missing major components listed above

**Portfolio (100 points)**

Students will put together a portfolio based on a career area. The entries are not limited to writing but can include a variety of items such as career path, resume, etc. By sharing specific thoughts and feelings regarding your career path, the student will uncover new knowledge, identifies new applications for the material and assess where they can improve. Students will be evaluated using a rubric using writing quality, description of the session, insights and understandings, commitment and challenges and progress and leadership development. The assignment will constitute 100 points of your final grade.
85-100 points: Assignment undoubtedly indicates that student fully understands the topic at hand. Assignment is clearly stated, well thought out, and provides a in-depth, detailed description or illustration of student’s thoughts, a personal view or reaction to the material or experience is supported with a variety of examples or applications. Reflection about activities and/or student work well presented with depth and detailed explanation. Assignment presented in a creative way that is specific and complete.

70 - 84 points: Assignment undoubtedly indicates that student completed the required readings. Assignment is clearly stated and provides a description of student’s answers to questions, a personal view, or reaction to the readings in regards to the Unit assignment. Assignment is supported with few examples from the readings. Assignment is complete, but lacking in details.

55-69 points: Assignment indicates that student have covered the course material and experiences. Assignment provides a description of student’s answers, a personal view, or reaction to the material or experiences in regards to the assignment but it lacks examples and details.

40-54 points: Assignment was very weak and reflection non-existent. No discussion or application of the experience was document. The student listed what was studied with little or no discussion with any depth about impact on current or future practice. Discussion of how it will be used in the future very shallow.

0 - 39 points –Students did not complete the required reflection. The reflection provided is vague or incomplete in its description of experiences, a personal view, or reaction to the material provided.

Final Exam (100 points)
The final exam will be a comprehensive exam over all topics discussed in class.

Final Grade Averages
A 93 - 100
B 85 - 92
C 77 - 84
D 69 - 76
F Below 76

Policy Regarding Late Assignments
It is essential that you complete and turn in assignments on time because they are designed to build on one another and they will form the groundwork for our class discussion. Late assignments will be accepted only if they have received approval in advance by the professor. In addition, late assignments will receive a reduced grade.
## REQUEST FOR ADDITION OF NEW COURSE

### PROPOSED COURSE DESCRIPTION

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| Maximum enrollment per section (use integer, e.g. 25 not 20-30) | 20 |
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<th>Letter Grade</th>
<th>Pass/Fail</th>
<th>Final Exam:</th>
<th>Yes</th>
</tr>
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</table>

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

### Course Description:

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

AEEE 2002, Coaching and Contest (3). Students are exposed to the role that career development events and contests play in agricultural and extension programs. Topics include competition and cooperation, winning and losing, ethics, use of community resources, and academic and employability skills taught through contests. Coaching as a teaching method is introduced and expanded. Students will assist with the coordination of various career development events.

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

<table>
<thead>
<tr>
<th>If this course is approved, will additional staff be needed?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Will additional space, equipment, special library materials or other major expense be involved?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### 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>9/15/14</th>
<th>College Faculty Approval Date</th>
<th>10/21/14</th>
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<tr>
<td><strong>William G. O'Leary</strong></td>
<td>10/01/14</td>
<td><strong>William B. Richardson</strong></td>
<td>10/21/14</td>
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<tr>
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<td>10/01/14</td>
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<th>Date</th>
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<tbody>
<tr>
<td><strong>Jennifer Neal</strong></td>
<td>11/01/14</td>
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<td><strong>Jamie K. Stone</strong></td>
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<th>Chair, FS C&amp;C Committee's Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td><strong>Robert J. Ramsey</strong></td>
<td>12/14/14</td>
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<table>
<thead>
<tr>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jennifer Neal</strong></td>
<td>12/14/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Email:</th>
<th>Academic Affairs Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:jsherw1@slu.edu">jsherw1@slu.edu</a></td>
<td>Date</td>
</tr>
</tbody>
</table>
AEEE 2002
Course Justification

AEEE 2002, Coaching and Contest in Agricultural and Extension Education, is needed to assist undergraduate students in agricultural and extension education to understand the role that career development events and contests play in agricultural and extension programs. In addition, students will be exposed to coaching and mentoring as a teaching method. Currently, there is not a course of this nature offered for undergraduate students in this field of study. This course will fit very well in the current undergraduate curriculum. Specifically, this course will be offered to students that have completed AEEE 2001 and seeking a teaching credential or Extension position in the future. As future professionals in the field of AEEE, these aspiring students will coach and mentor young people through the various career development events.
AEEE 2002- Coaching and Contest in Ag. & Ext Ed.

Instructor: Dr. J.C. Bunch, Assistant Professor
E-mail: jcbunch@lsu.edu
Phone: 225-578-2108

Office Hours: 223 Knapp Hall, by appointment

Course Catalog Description:
In this course, students are exposed to the role that career development events and contests play in agricultural and extension programs. Topics include competition and cooperation, winning and losing, ethics, use of community resources, and academic and employability skills taught through contests. Coaching as a teaching method is introduced and expanded. Students will assist with the coordination of various career development events.

Credit Hour Statement:
There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

Number of credits:
3 semester hours / 45 contact hours

Overall Course Goal:
To prepare students with pedagogical knowledge, skills and attitudes that will allow them to successfully work with students and teams in agricultural and extension education.

Student Learning Outcomes:
Upon Completion of this course, students will be able to:
1. Identify the learning needs, abilities and challenges associated with working with teams.
2. Plan productive training meetings and practices
3. Develop skills for motivating student teams
4. Develop an understanding of coaching as a teaching method
5. Identify educational resources, including materials, supplies, equipment, and educational personnel that can be beneficial for working with contest and career development events.
6. Understand contest rules and procedures for the various contests and career development events associated with FFA and 4-H.
7. Coordinate contests on a state level.

Required Course Materials:
There is no textbook for this course, there are however many supplementary course materials that I will share with you over the course of the semester. Please ensure that you print copies of these materials and complete reading assignments in a timely manner.

General Comments Regarding Assignments
Assignments are to be submitted online on the day that they are assigned unless you are directed otherwise.

Assignments that are received late will be deducted 10 points per day. After 5 days, the maximum grade you can receive is a 50. Teachers and professionals are often expected to turn in forms and materials by a certain
date and time, this deadline is designed to help you begin to think how those deadlines will affect you. Additionally, the purpose of assignments is to give you the opportunity to begin to think about materials that you will use as a teacher. When submitting work, please keep the following guidelines in mind:

- A high level of original, clear thought should be reflected in your work. These assignments are meant to reflect your beliefs about yourself as a teacher and your teaching style. Start assignments early, so that you can complete them throughout the week and put time into your work.
- Good writing is important! Please check the spelling and grammar of everything you submit for a grade. Points will be deducted for work that is submitted with numerous errors and typos. The penalty for plagiarism will be a zero on that assignment.

Class Attendance
When you are not in class (either physically or mentally), you are not getting the full benefit of the course. It is your responsibility to do the course work regardless of an absence. You must contact me or make your own arrangements if you will not be present for a course. Bonus points may be given at any time for attendance.

Major Assignments/Projects

<table>
<thead>
<tr>
<th>Assignment Grading Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Lesson Assignments</td>
</tr>
<tr>
<td>Contest Resources Assignments (2)</td>
</tr>
<tr>
<td>Contest Participation</td>
</tr>
<tr>
<td>Final Exam</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Grading Scale

- A = 90.0 – 100.00%
- B = 80.0 - 89.99%
- C = 70.0 - 79.99%
- D = 60.0 - 69.99%
- F = Less than 60%

Assignment Details

Weekly Lesson Assignments - 25%
Most weeks, you will have a weekly assignment that focuses on a skill related to coaching. This may be a discussion, a training plan, a response to a scenario, etc. All assignments will be posted on Moodle starting at the beginning of the week and will be due by 5:00 Friday afternoon. Most weeks will involve an in depth look at one aspect of John Wooden’s Pyramid of Success. We will discuss this more during week 2 of the course.

Contest Resources Assignments (2) - 30%
You will have two resource assignments this semester. One will be due March 13th. The second will be due during the final exam period. At this time you will share your resources with the class. This assignment should include
1) A one page summary of the contest in your own words
2) Official national and state contest rules for FFA and 4-H
3) One - two pages of hints and tips for training teams for this contest.
For #3 you must contact a teacher or 4-H agent about how they train the contest. This should be at least one half page.
In order to do this, you should contact the state FFA or 4-H office to inquire about a person who would be a good resource and then contact the teacher or agent to determine if they are willing to participate in the assignment and to schedule an interview time. You may either visit with the teacher in person, over the phone or over e-mail but allow the teacher/agent to make the decision based on what is most convenient for them. You should be polite, concise and professional when you are contacting the state office and the teachers and agents. Any complaints about professionalism on your part will earn you a zero on the assignment. You should have several questions prepared about the contest so you can lead the interview.

Do not wait until the last minute to complete this assignment! Schedule your interviews early, read and understand the contest rules and then conduct your interview with enough time to write up the report.

Contest Participation – 25%
You will have opportunities throughout the semester to participate in CDE events and contests. To get full credit you should participate in at least 2 events.
Other events may be announced throughout the semester:

Final Exam – 20%
This exam will consist of a CDE Sweepstakes made up of several events that have been experienced in class as well as a written exam from course material. You will need to refer back to weekly assignments, handouts and reflections in order to complete these activities successfully. More information will be available prior to the sweepstakes week.

Class Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Tuesday</th>
<th>Intro to the Course</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Philosophy of Contests</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Characteristics of Successful Coaches and Nationally Competitive teams</td>
<td>Successful Practices and Developing Training Materials</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Teamwork and Motivation</td>
<td>Ethics</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Food Science Contests</td>
<td>Food Science Contests</td>
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<td>Week 5</td>
<td>Food Science Contests</td>
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<tr>
<td>Week 6</td>
<td>Animal Science Contests</td>
<td>Animal Science Contests</td>
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<tr>
<td>Week 7</td>
<td>Animal Science Contests</td>
<td>Animal Science Contests</td>
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<tr>
<td>Week 8</td>
<td>Animal Science Contests</td>
<td>Reasons</td>
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<tr>
<td>Week 9</td>
<td>Horticulture Contests</td>
<td>Horticulture Contests</td>
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<td>Week 10</td>
<td>Horticulture Contests</td>
<td>Horticulture Contests</td>
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<tr>
<td>Week 11</td>
<td>No Class - Spring Break</td>
<td>No Class - Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Ag Mechanics</td>
<td>Agriculture Business and Consumer Contests</td>
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<tr>
<td>Week 13</td>
<td>Agriculture Business and Consumer Contests</td>
<td>State CDE's</td>
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<td>Week 14</td>
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<td>Agriculture Business and</td>
<td></td>
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<td></td>
<td>Agriculture Business and Consumer Contests</td>
<td>Consumer Contests</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Leadership CDE’s</td>
<td>Leadership CDE’s</td>
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<td></td>
<td>Contest Sweepstakes</td>
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<td><strong>Week 16</strong></td>
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<tr>
<td></td>
<td>Sharing of Contest Materials and Sweepstakes Awards</td>
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</table>

**Note:** This syllabus is just a guide. Because of speakers, materials and travel times this schedule will change throughout the semester. I will make every effort to inform you of the correct schedule one week in advance.

**Professional & Academic Expectations**

The faculty and staff in AEEE are committed to helping you to achieve the highest level of professionalism and qualifications for competing in the job market. To this end, the following professional and academic expectations are in effect:

1. Come to class every day, on time, prepared for the day’s activities. As prospective professionals you are expected to be punctual and present both physically and mentally. Absences due to illness or injury will be excused by a doctor's note. It is your responsibility to obtain missed information and make up assignments. You must contact me or make your own arrangements if you will not be present for a class.

2. Positive leadership and interpersonal relationships are encouraged. Disrespect exhibited toward your instructor, fellow students, or resource people will not be tolerated.

3. Properly cite all published resources used to prepare assignments. It is important to document educational resources correctly in papers, lesson plans and educational materials.

**Academic Integrity**

**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. Additional information on this policy can be found in the Office of the Dean of Students.

**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 APA 6th edition. 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 faculty 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.

**Accessibility Statement**

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services (112 Johnston Hall) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Counseling Services**

Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

Career Services, LSU Olinde Career Center, 158 & 258 LSU Student Union, 578-2162
Sexual Assault Victim's Advocates, Student Health Center, 578-6271
LSU Center for Academic Success Tutorial Center, B-31 Coates Hall, 578-2872
LSU Writing Center, B-18 Coates Hall, 578-4439

**Nondiscrimination Statement**

The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff in the School of Human Resource Education and Workforce Development are committed to cultural diversity and nondiscrimination towards all students.
# REQUEST FOR ADDITION OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>AEEE 3301</th>
<th>Title</th>
<th>Introduction to Program Evaluation for Agricultural and Extension Educators</th>
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<table>
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<tr>
<th>Short Title (≤ 19 characters)</th>
<th>I N T R O P R O G R A M E V A L</th>
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<td>If combination course type, # hrs. of credit for</td>
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<td>Repeat Credit Max. (if repeatable):</td>
<td>_____ credit hours Graduate Credit?</td>
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<td>Course Type (Indicate hours in the appropriate course type.)</td>
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<tr>
<td>Lecture</td>
<td>Lab</td>
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<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
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<td>Grading System:</td>
<td>Letter Grade</td>
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<tr>
<td><strong>(Attach justification if the proposed course will not hold a final exam during examination week.)</strong></td>
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**Course Description:**

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

AEEE 3301, Introduction to Program Evaluation for Agricultural and Extension Educators (3). Conducting program evaluations in real-world contexts of the formal Agricultural education classroom and non-formal education settings.

**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).

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<td>College Dean’s Signature</td>
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<td></td>
<td>Chair, FS C&amp;C Committee’s Signature</td>
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<tr>
<td>Graduate Dean’s Signature</td>
<td></td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>College/Division/Department Contact: (please print)</td>
<td>Jennifer</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Contact Email:</td>
<td>jsherw2 @lsu.edu</td>
<td>Academic Affairs Approval Date</td>
<td></td>
</tr>
</tbody>
</table>
Introduction to Program Evaluation

Justification for the Course

Currently, neither the Department of Agricultural and Extension Education and Evaluation nor the College of Agriculture offers a course that teaches undergraduate students basic program evaluation skills. With the increasing emphasis on program accountability, this course will fill a niche for both the department and the college by equipping students with the basic skills needed to conduct an evaluation.

This course will lay a foundation that will compliment not only other courses in the department but also departmental research and extension efforts. Students will be given the opportunity to actively develop skills in designing and conducting simple program evaluations in agriculture and extension education settings. Practical decisions that save time and/or money will be emphasized. This course will allow students to explore quick data collection methods without sacrificing a rigorous evaluation design. This course is not only appropriate for AEEE students but also students throughout the College of Agriculture and other applied disciplines at LSU.
AEEE 3301: Introduction to Program Evaluation for Agricultural and Extension Educators

Dr. Melissa Cater
Knapp Hall, Room 227
mcater@agcenter.lsu.edu
Office: 225-578-2903
Cell: 318-758-9275
Office Hours: By Appointment

Course Description
Conducting program evaluations in real-world contexts of the formal Agricultural education classroom and non-formal education settings

Course Objectives
Demonstrate a working knowledge of the decision-making steps to use when designing program evaluations for real-world contexts.
Develop skills in using evaluation methods and approaches.

Credit Hour Statement/Course Requirements
There is a new definition of a "credit-hour" at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

It is expected that the students have read the assigned chapters or pages prior to module completion for the background necessary to properly learn the content and think critically about the concepts addressed. As a general policy, for each hour you spend working on module assignments, you (the student) should plan to spend at least two hours preparing for the module. Since this course is for three credit hours, you should expect to spend around three hours each week on module assignments and six hours each week preparing for those assignments through reading or other activities.

Required Text
# Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Overview</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Clarifying the Evaluation Purpose</td>
<td>Text: Chapter 2</td>
<td>Chapter 2 Quiz (50 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection Journal (50 pts.)</td>
</tr>
<tr>
<td>2</td>
<td>Evaluations on a Budget</td>
<td>Text: Chapter 3</td>
<td>Chapter 3 Quiz (100 pts.)</td>
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<tr>
<td>3</td>
<td>Evaluations when Time is a Limiting Factor</td>
<td>Text: Chapter 4</td>
<td>Chapter 4 Quiz (25 pts.)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Team Project (75 pts.)</td>
</tr>
<tr>
<td>4</td>
<td>Dealing with Messy Data</td>
<td>Text: Chapter 5</td>
<td>Chapter 5 Quiz (25 pts.)</td>
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<td></td>
<td></td>
<td>Team Project (75 pts.)</td>
</tr>
<tr>
<td>5</td>
<td>Political Issues in Evaluation</td>
<td>Text: Chapter 6</td>
<td>Chapter 6 Quiz (100 pts.)</td>
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<tr>
<td>6</td>
<td>Evaluation Design Part 1</td>
<td>Text: Chapter 7</td>
<td>Chapter 7 Quiz (40 pts.)</td>
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<tr>
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<td></td>
<td></td>
<td>Scenarios (60 pts.)</td>
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<tr>
<td>7</td>
<td>Evaluation Use</td>
<td>Text: Chapter 8</td>
<td>Chapter 8 Quiz (100 pts.)</td>
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<tr>
<td>8</td>
<td>Ethics in Evaluation</td>
<td>Text: Chapter 9</td>
<td>Chapter 9 Quiz (100 pts.)</td>
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<tr>
<td>9</td>
<td>Program Theory and Evaluation</td>
<td>Text: Chapter 10</td>
<td>Chapter 10 Quiz (25 pts.)</td>
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<td></td>
<td></td>
<td></td>
<td>Team Project (75 pts.)</td>
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<tr>
<td>10</td>
<td>Evaluation Design Part 2</td>
<td>Text: Chapter 11</td>
<td>Chapter 11 Quiz (100 pts.)</td>
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<td>11</td>
<td>Quantitative Evaluation Methods</td>
<td>Text: Chapter 12</td>
<td>Chapter 12 Quiz (25 pts.)</td>
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<td></td>
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<td>Team Project (75 pts.)</td>
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<td>12</td>
<td>Qualitative Evaluation Methods</td>
<td>Text: Chapter 13</td>
<td>Chapter 13 Quiz (40 pts.)</td>
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<td>Scenarios (60 pts.)</td>
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<td>13</td>
<td>Mixed-Methods Evaluation</td>
<td>Text: Chapter 14</td>
<td>Chapter 14 Quiz (100 pts.)</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
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</table>

## Grading

- **A** = 90% - 100%
- **B** = 80% - 89%
- **C** = 70% - 79%
- **D** = 60% - 69%
- **F** = 59% and below

## Assignments

Each module is comprised of a variety of learning experiences. Each module will be open for approximately 1 week. All assignments for a module must be completed within the assigned timeframe. Due dates for module assignments will be provided in the course calendar and posted when the module opens. The final exam will be posted by ____ and is due by ____.

- Weekly quizzes will cover material from the assigned chapter.
• Reflection journals will consist of a question posed by the professor to which the student should respond (see Appendix A for a visual depicting the process of generating an answer).
• Team projects will involve small group projects related to the assigned chapter. Students will work in groups assigned by the professor to complete the project.
• Scenarios will encompass real world examples that challenge students to use information from the chapter to choose the best solution for the problem.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Assignments in Modules</td>
<td>1400</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1600</strong></td>
</tr>
</tbody>
</table>

**Late Assignments**

Assignments and the project are due on the due dates given. Assignments are due by 11:55 p.m. on the specified date. Quizzes MUST be completed by the assigned date and are not eligible for late submission. Late submission of other assignments will be accepted for four days following the due date (e.g. due date is Wednesday at 11:55 p.m.; late submissions are accepted through Sunday at 11:55 p.m.) with a 20% penalty for late submission. The Final Exam MUST be completed by the assigned date and is not eligible for late submission.

**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. Additional information can be found with the Office of the Dean of Students.

**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 required that you use APA 6th Edition. 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.

**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.

Accessibility Statement

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 the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112 Johnston Hall, (225) 578-5919.
Appendix A

How readings are understood

Life Experiences  →  Reflection Question

How question is understood

Readings  ←  Synthesis of thoughts

Answered by critically assimilating experiences and readings into a thoughtful, organized response
**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** AEEE  
**College:** Agriculture  
**Date:** 9-27-14

---

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>AEEE Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4027</td>
<td>Advanced Issues in Youth Development</td>
<td></td>
</tr>
</tbody>
</table>

**Short Title (≤ 19 characters):** YOUTH ISSUES  
**Semester Hours of Credit:** 3

**If combination course type, # hrs. of credit for:**  
Lecture: 3  
Lab/Sem/Rec: ___

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

**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>
<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**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)

AEEE 4027, Advanced Issues in Youth Development (3): This course examines current trends and issues associated with adolescent development. An analytical approach to identifying and prescribing solutions to the challenges encountered by youth in a wide range of youth development contexts.

---

**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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>10/1/14</th>
<th>College Faculty Approval Date</th>
<th>10/21/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dwaine R. Davis</strong></td>
<td>10/1/14</td>
<td><strong>William B. Richardson</strong></td>
<td>10/21/14</td>
</tr>
<tr>
<td>Department Chair's Signature</td>
<td></td>
<td>College Dean's Signature</td>
<td></td>
</tr>
<tr>
<td>G Byers</td>
<td>11/2/14</td>
<td>Chair, FS C&amp;O Committee's Signature</td>
<td></td>
</tr>
<tr>
<td>Graduate Dean's Signature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/Division/Department Contact: (please print)</td>
<td>Jennifer Neal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Email: <a href="mailto:jewhel2@15u.edu">jewhel2@15u.edu</a></td>
<td></td>
<td>Academic Affairs Approval Date</td>
<td></td>
</tr>
</tbody>
</table>
AEEE 4027
Advanced Issues in Youth Development

3 Hours

The College of Agriculture – Agricultural and Extension Education and Evaluation at Louisiana State University offers comprehensive programs dedicated to developing world class practitioners, leaders and instructors. To help prepare its students, AEEE 4027 Advanced Issues in Youth Development focuses on contemporary American society, the transition from childhood to adult status is commonly called the adolescent. The adolescent era has been the subject of extensive interest and investigation by social scientists, public policymakers, human service providers, law enforcement officials, the media, and the general public. Today much of this attention reflects a generally negative perception of adolescents. Although these problems are often presented as causal explanations for the failure of some of our Nation’s youth to become productive and successful members of adult society, they do not exist in a vacuum (Hill and Fortenberry, 1992). The reality is that the vast majority of America’s adolescents, including many of those who experience these problems at some time during adolescence, make a successful transition from childhood to adulthood. However, they do not accomplish this transition without support and assistance from families, societal institutions, communities, and friends. These aspects of the environment provide adolescents with the guidance, structure, experiences, and encouragement necessary to foster positive outcomes during adolescence and adulthood. The Advanced Issues in Youth Development Course provides Agricultural, Extension, Career, Youth Development and Technical Educators with the knowledge and understanding of how adolescents develop and how to support positive growth and development.

This course is a requirement to complete a Bachelor’s of Science in Agricultural Education - Youth Development minor. AEEE 4027 Advanced Issues in Youth Development has been taught through the School of Human Resource Education and Workforce Development during the following semesters: Fall 2005, 2006, 2008, 2010 & 2014 reaching 54 students. Based on a SPOTS five point evaluation scale, course evaluations indicated the:

I was encouraged to apply knowledge and skills in new situations. 4.7-5.0
Instructor seemed interested in teaching this course. 4.8-5.0
The instructor showed respect for colleagues’ ideas and abilities. 4.8-5.0
Discussion was helpful to my learning. 4.7-5.0
The instructor had a dedication to and enthusiasm for the subject matter being taught. 4.8-5.0
My knowledge and skills increased. 4.8-5.0
I learned new ways to think about issues dealt with in the course. 4.8-5.0
Comments: “Dr Fox really pushes students to participate in class and think about the topics being discussed.” “Great class.”
Course Syllabus
AEEE 4027: Advanced Issues in Youth Development

Louisiana State University
College of Agriculture
Agricultural and Extension Education and Evaluation

Instructor
Dr. Janet Fox
Professor and Associate Department Head
169 Knapp Hall
110 Union Square
Baton Rouge, LA 70803
225-578-2196
JFox@agcenter.lsu.edu

Class Meetings: Wednesday, 1-4 p.m.

Office Hours: Wednesday, 8 a.m.-11:30 a.m.

Credit Hour Statement: There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

Course Credit: 3 Hours

Course Description
This course will present three strands: issues faced by youth today and associated risk and resiliency factors; life skills for youth; and helping skills necessary for youth professionals who work with young people.

Course Objectives
Upon completion of the course, students will:
Understand the many challenges faced by youth today through an ecological view of youth issues;
Have explored and designed various life skills programs that help youth address the both risk and resiliency factors;
Understand a comprehensive prevention and early intervention framework that serves to guide life skills program development;
Be aware of the environmental, sociological, and cultural influences of adolescent values and cultural norms;
Have acquired the interpersonal and group dynamics skills necessary to work effectively with youth;
Understand various critical thinking, problem solving, and decision making models that can be utilized in working with youth;
Be able to identify, intervene, and refer youth at high risk of mental illness, suicide, abuse and neglect, or injury to self or others; and understand motivation and goals of adolescent behavior.

**Course Virtues**

**Intellectual Curiosity** – Be open to new ideas; ask questions when you’re not sure you understand; reflect upon what you are learning and try thinking about things in new ways.

**Analytical Thinking** – Look for hidden assumptions in readings; compare and contrast theoretical perspectives; check theoretical ideas against your own experiences; notice inconsistencies in arguments and entertain counter-arguments.

**Effort** – Complete readings before class; give careful thought to writing assignments; give yourself time necessary to do a task well; meet assignment deadlines; participate in class discussion and attend class.

**Collaborative Learning** – Be respectful towards other students’ ideas; participate in discussions and small group tasks; ask for clarification; address your comments and questions to each other as much as to the instructor; and learn from one another.

**Course Expectations**

Students will be expected to complete the assigned readings and review additional resources provided prior to the appointed class time in order to properly contribute to in class discussion and assimilate concepts. As a general policy, for each hour you are in class, the student should plan on spending at least two hours preparing for the next class. Since this course is for three credit hours, you should expected to spend, on average, approximately six hours outside of class each week reading, writing assignments, contributing to online discussion boards and completing class assignments. Students will be required to download class materials and participate in discussion boards.

**Academic Integrity**

**General Statement on Academic Integrity:**

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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.

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Class Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Format (Synchronis or Asynchronis)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Understanding the Adolescent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>Theoretical Underpinnings of Adolescent Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>The Approaches to Youth Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>The Context of the Family in Adolescent Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>Psychosocial Development</td>
<td></td>
<td>Youth Organization Interview</td>
</tr>
<tr>
<td>Class 6</td>
<td>Cognitive Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>Physical Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>Youth Issues: Violence and Bullying</td>
<td>Research in Brief</td>
<td></td>
</tr>
<tr>
<td>Class 9</td>
<td>Youth Issues: Drugs and Alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 10</td>
<td>Youth Issues: Health Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>Youth Issues: Media Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 12</td>
<td>Youth Issues: Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 13</td>
<td>Youth Issue: Depression and Mental Illness</td>
<td>Reflection Journal</td>
<td></td>
</tr>
<tr>
<td>Class 14</td>
<td>Youth Issue: Academic Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 15</td>
<td>Youth Issues Presentations and Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Text**


**Assignments**

Youth Organization Interview (100 points)
An assignment of this course is research fieldwork developed in partnership with a local youth serving agency. Students are expected to meet with the host agency and interview a youth professional regarding the youth agency based on topics brought up in class. The student is expected to participate in an event that the organization sponsors and include their reflections and evaluation on this event in their Youth Organization interview.

<table>
<thead>
<tr>
<th>Component</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Values</td>
<td>The paper was barely readable because of spelling, grammar, and punctuation</td>
<td>The paper could be read, but there were several flaws</td>
<td>Spelling, grammar, and punctuation were flawless</td>
<td>15</td>
</tr>
<tr>
<td>Interview Topic</td>
<td>Some of the essay addressed the topics assigned</td>
<td>Most of the essay addressed the topics assigned</td>
<td>The essay addressed all topics required</td>
<td>15</td>
</tr>
<tr>
<td>Interview</td>
<td>A few appropriate questions were asked, but not to any depth</td>
<td>Some appropriate questions were asked, but to only a moderate depth</td>
<td>Follow-up questions were asked; appears that the questioner did understand the person questioned</td>
<td>40</td>
</tr>
<tr>
<td>Reflection</td>
<td>Little to no reflection was shown.</td>
<td>The report showed some reflection that was not very indepth.</td>
<td>The report showed indepth reflection regarding the interview including the applications to the field of youth development and one's life.</td>
<td>30</td>
</tr>
</tbody>
</table>

*Research in Brief (100 points)*

*Graduate Students Only*

Students will be expected to present their findings. Pattern after examples shown in class, each student will select a topic related to class and develop a research in brief about the selected area. The Research in Brief should consist of a research-base, importance of the area to positive youth development and best practices to promote this area. The paper should be up to twelve pages.
<table>
<thead>
<tr>
<th>Introducing the idea: Problem statement</th>
<th>Neither implicit nor explicit reference is made to the topic that is to be examined.</th>
<th>Readers are aware of the overall problem, challenge, or topic that is to be examined.</th>
<th>The topic is introduced, and groundwork is laid as to the direction of the report.</th>
<th>Up to 15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body:</strong> Flow of the report</td>
<td>The report appears to have no direction, with subtopics appearing disjointed.</td>
<td>There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.</td>
<td>The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.</td>
<td>Up to 20 points</td>
</tr>
<tr>
<td>Coverage of content</td>
<td>Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field.</td>
<td>All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to educational/training field is evident.</td>
<td>The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.</td>
<td>Up to 20 points</td>
</tr>
<tr>
<td>Clarity of writing and writing technique</td>
<td>It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.</td>
<td>Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.</td>
<td>Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel</td>
<td>Up to 20 points</td>
</tr>
</tbody>
</table>
### Youth Issues Topic (100 points)

Students will pick one of the youth issues above in the class schedule and identify three journal articles related to the topic. The student will lead the class in a discussion around the youth issues topic following the lecture in class. An excellent presentation will:

- Be a reasonable summary/informative
- Include references to youth issues
- Be applicable to youth development professionals
- Show how the special topic might relate or integrate of a youth development program
- Have at least one mini-activity
- Presented in an organized manner

<table>
<thead>
<tr>
<th>Conclusion: A synthesis of ideas and hypothesis or research question</th>
<th>Citations/References: Proper APA format</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.</td>
<td>Citations for statements included in the report were not present, or references which were included were not found in the text.</td>
</tr>
</tbody>
</table>

The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.

Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.

All needed citations were included in the report. References matched the citations, and all were encoded in APA format.

The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.

Up to 15 points

Up to 10 points

Youth Issues Topic (100 points)
Have a plan or outline of the presentation and be handed into the instructor at beginning of presentation
Provide a handout for class members
90 – 100 Excellent - Most of the components listed above are included. The presentation commands attention. It is highly informative. There is evidence of extra effort.
89 – 80 Superior - Same as excellent except that there are a few minor errors or missing components.
79 – 70 Average - Meets the criteria but is not as creative / informative as excellent and has a few missing components.
69-60 Low - Missing major components listed above

Class Reflection (100 points)
Students will reflect upon their class experience in a journal. The entries are not limited to writing but can include a variety of reflection methods such as art, poetry, and photography, etc. By sharing specific thoughts and feelings regarding the material taught, the student uncovers new knowledge, identifies new applications for the material and assess where they can improve. Students will be evaluated using a rubric using writing quality, description of the session, insights and understandings, commitment and challenges and progress and leadership development. The assignment will constitute 100 points of your final grade.
85-100 points: Assignment undoubtedly indicates that student fully understand the topic at hand. Assignment is clearly stated, well thought out, and provides a in depth, detailed description or illustration of student’s thoughts, a personal view or reaction to the material or experience is supported with a variety of examples or applications. Reflection about activities and/or student work well presented with depth and detailed explanation. Assignment presented in a creative way that is specific and complete.
70 - 84 points: Assignment undoubtedly indicates that student completed the required readings. Assignment is clearly stated and provides a description of student’s answers to questions, a personal view, or reaction to the readings in regards to the Unit assignment. Assignment is supported with few examples from the readings. Assignment is complete, but lacking in details.
55-69 points: Assignment indicates that student have covered the course material and experiences. Assignment provides a description of student’s answers, a personal view, or reaction to the material or experiences in regards to the assignment but it lacks examples and details.
40-54 points: Assignment was very weak and reflection non-existent. No discussion or application of the experience was document. The student listed what was studied with little or no discussion with any depth about impact on current or future practice. Discussion of how it will be used in the future very shallow.
0 - 39 points –Students did not complete the required reflection. The reflection provided is vague or incomplete in its description of experiences, a personal view, or reaction to the material provided.
Final Exam (100 points)
The final exam will be a comprehensive exam over all topics discussed in class.

Final Grade Averages
A  93 - 100
B  85 - 92
C  77 - 84
D  69 - 76
F  Below 76

Policy Regarding Late Assignments
It is essential that you complete and turn in assignments on time because they are designed to build on one another and they will form the groundwork for our class discussion. Late assignments will be accepted only if they have received approval in advance by the professor. In addition, late assignments will receive a reduced grade.

Literature/Readings


Residential group care as a socializing environment: Toward a broader perspective.


The resilience code: Finding greatness in youth


The science of raising courageous kids.


Young people and social exclusion in rural areas.

com/login.aspx?direct=true&db=aph&AN=12164478&site=ehost-live&scope=site

Why mentoring in the workplace works.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Youth Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEEE 4505</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short Title (≤ 19 characters) | Y O U T H L E A D E R S H I P |

Semester Hours of Credit

If combination course type, # hrs. of credit:

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Lab/Sem/Rec:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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.)

<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>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

Grading System: Letter Grade _

Pass/Fail _

Final Exam: ** Yes _ 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)

AEEE 4505, Youth Leadership (3). Youth leadership skill development in non-formal and formal education settings.

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 9/1/14 College Faculty Approval Date 10/8/14

Debra L. Davis ___________ William B. Richardson ___________

Department Chair's Signature Date College Dean's Signature Date

Graduate Dean's Signature Gary Dynan ___________ Chair, FS C&C Committee's Signature ___________

Date 11-6-14 Date 12/11/14

College/Division/Department Contact: (please print) Jennifer Neal ___________

Date 12/11/14

Contact Email: jsherw1@ucr.edu

Academic Affairs Approval Date
Youth Leadership

Justification for the Course

With the ever-changing landscape of the youth development field, it is critical that undergraduate students in the Department of Agricultural and Extension Education and Evaluation leave the program prepared to address both the global needs of a youth development program as well as the domain-specific needs. Youth leadership development has historically been a primary focus of youth development programs, particularly as civic disengagement has become more prevalent in our society.

Currently, neither the department nor LSU offers a course that teaches undergraduate students basic youth leadership development skills. This course will emphasize the unique needs of youth in developing leadership skills and will prepare students to develop and evaluate youth leadership programs.

This course will compliment other courses in the department and is included as part of the 8-semester plan for the Extension and Non-formal Education concentration. This course is not only appropriate for AEEE students but also students in education and social work.
AEEE 4505: Youth Leadership

Dr. Melissa Cater
Knapp Hall, Room 227
mcater@agcenter.lsu.edu
Office: 225-578-2903
Cell: 318-758-9275

Office Hours: By Appointment

Course Description
Youth leadership skill development in non-formal and formal education settings.

Course Objectives
Explain how youth develop leadership skills within existing models.
Compare adult and youth leadership theories.
Explain the importance of autonomy and youth voice to youth leadership.
Create a youth leadership program logic model with a program implementation and evaluation plan.

Credit Hour Statement/Course Requirements
There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

It is expected that the students have read the assigned chapters or pages prior to module completion for the background necessary to properly learn the content and think critically about the concepts addressed. As a general policy, for each hour you spend working on module assignments, you (the student) should plan to spend at least two hours preparing for the module. Since this course is for three credit hours, you should expect to spend around three hours each week on module assignments and six hours each week preparing for those assignments through reading or other activities.

Required Text
A reading packet will be provided to students. For students who are taking the course outside of the Baton Rouge area, please contact the professor to make arrangements for shipping the packet to the student.
### Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Overview</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Youth Leadership Development?</td>
<td>Conner &amp; Strobel (2007)</td>
<td>Weekly Readings Quiz (100 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hancock, Dyk, Jones (2012)</td>
<td>Discussion Board (100 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>van Linden &amp; Fertman (1998) Chapter 3</td>
<td>Weekly Readings Quiz (100 pts.)</td>
</tr>
<tr>
<td>2</td>
<td>How Adolescents Acquire Youth Leadership Skills</td>
<td>Simeon, Mafle'o, Api, Gane, &amp; Thomas (n.d.)</td>
<td>Reflection Journal (50 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vakaoti &amp; Mishra (n.d.)</td>
<td>Discussion Board (50 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>van Niekerk (2014)</td>
<td>Weekly Readings Quiz (100 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hastings, Barrett, Barbuto, &amp; Bell (2011)</td>
<td>Mini-Project 2 – Training for Adults to Work with Youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simeon, Mafle'o, Api, Gane, &amp; Thomas (n.d.)</td>
<td>Mini-Project 3 (200 pts.) – Youth Leadership Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vakaoti &amp; Mishra (n.d.)</td>
<td>Logic Model (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>van Niekerk (2014)</td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Astroth (1996)</td>
<td>Mini-Project 2 – Training for Adults to Work with Youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brumbaugh (2013)</td>
<td>Mini-Project 3 (200 pts.) – Youth Leadership Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lerner, Alberts, Jelicic, &amp; Smith (2006)</td>
<td>Logic Model (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>5</td>
<td>The Influence of Youth-Adult Relationships on Youth Leadership Skills</td>
<td>Cater, Machtmes, &amp; Fox (2008)</td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ryan &amp; Deci (2000)</td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>6</td>
<td>Youth Voice, Autonomy, and Leadership Skill Development</td>
<td>Cowan &amp; Smith (2010)</td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Radhakrishna &amp; Doamekpor (2009)</td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ricketts &amp; Rudd (2002)</td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Zeldin &amp; Camino (1999)</td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)</td>
</tr>
</tbody>
</table>

**Assignments:**
- Discussion Board (50 pts.)
- Mini-Project 1 – Synthesis of Youth Leadership Models Paper (150 pts.)
- Mini-Project 2 – Training for Adults to Work with Youth
- Mini-Project 3 (200 pts.) – Youth Leadership Program
- Logic Model (each team will be assigned a specific focus by the professor)
- Mini-Project 4 (200 pts.) – Youth Leadership Evaluation Plan (each team will be assigned a specific focus by the professor)

**Readings:**
- Conner & Strobel (2007)
- Hancock, Dyk, Jones (2012)
- van Linden & Fertman (1998) Chapter 3
- Simeon, Mafle'o, Api, Gane, & Thomas (n.d.)
- Vakaoti & Mishra (n.d.)
- van Niekerk (2014)
- Hastings, Barrett, Barbuto, & Bell (2011)
- Zenkov, Harmon, Bell, Ewaida, & Lynch (2011)
- Astroth (1996)
- Brumbaugh (2013)
- Cater, Machtmes, & Fox (2008)
- Ryan & Deci (2000)
- Cowan & Smith (2010)
- Radhakrishna & Doamekpor (2009)
- Ricketts & Rudd (2002)
- Zeldin & Camino (1999)
Grading
A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below

Assignments

Each module is comprised of a variety of learning experiences. Each module will be open for approximately 1 week. All assignments for a module must be completed within the assigned timeframe. Due dates for module assignments will be provided in the course calendar and posted when the module opens. The final exam will be posted by ___ and is due by ___.

- Weekly quizzes will cover material from the assigned chapter.
- Reflection journals will consist of a question posed by the professor to which the student should respond (see Appendix A for a visual depicting the process of generating an answer).
- Discussion boards will consist of a question posed by the professor to which the student should respond (30 pts.). Students will also choose 2 classmates’ posts to which to respond and ask probing questions.
- Mini-projects will involve small group projects related to the assigned chapter. Students will work in groups assigned by the professor to complete the project. See the Class Schedule on page 2 for specific topics.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Assignments in Modules</td>
<td>1400</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1600</strong></td>
</tr>
</tbody>
</table>

Late Assignments

Assignments and the project are due on the due dates given. Assignments are due by 11:55 p.m. on the specified date. Quizzes MUST be completed by the assigned date and are not eligible for late submission. Late submission of other assignments will be accepted for four days following the due date (e.g. due date is Wednesday at 11:55 p.m.; late submissions are accepted through Sunday at 11:55 p.m.) with a 20% penalty for late submission. The Final Exam MUST be completed by the assigned date and is not eligible for late submission.

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. Additional information can be found with the Office of the Dean of Students.
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 required that you use APA 6th Edition. 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.

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.

Accessibility Statement

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 the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112 Johnston Hall, (225) 578-5919.
Appendix A

How question is understood

Life Experiences

Reflection Question

Answered by critically assimilating experiences and readings into a thoughtful, organized response

Synthesis of thoughts

Readings

How question is understood
REQUEST FOR ADDITION OF NEW COURSE

Department: Agricultural and Extension Education and Evaluation
College: Agriculture

PROPOSED COURSE
Rubric & No.: AEEE4506  Title: Service-Learning in Community-Based Organization

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

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: X  YES  NO
Grading System: Letter Grade  Pass/Fail

COURSE TYPE
(Indicate hours in the appropriate course type)

Maximum enrollment per section: 10

CATALOG TEXT
AEEE 4506, Service Learning (3). Based on theoretical underpinnings of Service-Learning, the course links students, the community and service-recipients through the service-learning cycle within the context of a community-based learning experience.

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

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  9/19/14
College Faculty Approval  10/1/14

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

College Contact: Jennifer New

College Contact E-mail: jsherw1@lsu.edu

Academic Affairs Approval (date)
AEEE 4506

Service-Learning in Community-Based Organizations

The College of Agriculture Agricultural and Extension Education and Evaluation Development prepares student to leaders and human resources managers in a wide range of fields including the administration of non-profit and educational organizations. AEEE 4506 – Service-Learning in Community-Based Organizations will provide a comprehensive foundation for student to understand that service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. A growing body of research recognizes service-learning as an effective strategy to help students by:

• Promoting learning through active participation in service experiences
• Providing structured time for students to reflect by thinking, discussing and writing about their service experience
• Providing an opportunity for students to use skills and knowledge in real-life situations
• Extending learning beyond the classroom and into the community

Service learning is an effective strategy for student engagement and academic learning that will equip future educators and community organization professionals to provide youth with experiences that dissolve the classroom walls and help launch learning.

This course is one of the required courses to complete a Bachelor’s of Science in Agricultural Education – Extension and Non-Formal Education Focus. Service-Learning in Community-Based Organizations has been taught through the School of Human Resource Education and Workforce Development during the following semesters: Spring 2005, Fall 2007 and Spring 2011 reaching 37 students. Student shared the following comments: “I learned a lot of practical as well as theoretical information that I will definitely use!” “Great job! You motivated me to learn more about volunteer management than I ever thought was out there.” “I thoroughly enjoyed the course and the information/knowledge I received will be invaluable to me in the future. Thank you for a great semester.” “I did appreciate the lessons that were taught in class and feel that it will help me to be more prepared for real-life situations on volunteer management.”
AEEE 4506 Service-Learning in Community-Based Organizations

Louisiana State University
Agricultural Education, Extension and Evaluation Development
*Applied for LSU CCELL Service-Learning Designation

Credit: 3 hours

Course Description
This course examines Service-Learning volunteerism from educational design and community perspectives. It provides students with an opportunity to study and experience the community through volunteer service focused on academic gains. The major objectives for this course are to encourage education enlightenment, critical thinking and practical experience with respect to the concepts of volunteerism, citizenship and social responsibility. The course includes a required experiential component involving students in a community-based service-learning project.

Learning Objectives
1. To examine the historical, educational and theoretical aspects of Service-Learning.
2. To identify the components of a high quality Service-Learning program.
3. To develop an appreciation for social and civic responsibility.
4. To evaluate a Service-Learning program based on quality standards.
5. To understand the influence and importance of youth voice in promoting academic gains and high quality programming.
6. To assess and strengthen self-awareness and personal skills related to service and leadership.

Course Instructor
Dr. Janet Fox, Professor
Louisiana State University
169 Knapp Hall
110 Union Square
Baton Rouge, LA 70803
Phone: 225-578-2971
Email: jfox@agcenter.lsu.edu

Class Hours
TBA
Office Hours
Wednesday, 8 a.m. – 11:30 a.m.

**Course Virtues**
Intellectual Curiosity – Be open to new ideas; ask questions when you're not sure you understand; reflect upon what you are learning and try thinking about things in new ways.

Analytical Thinking – Look for hidden assumptions in readings; compare and contrast theoretical perspectives; check theoretical ideas against your own experiences; notice inconsistencies in arguments and entertain counter-arguments.

Effort – Complete readings before class; give careful thought to writing assignments; give yourself time necessary to do a task well; meet assignment deadlines; participate in class discussion and attend class.

Collaborative Learning – Be respectful towards other students' ideas; participate in discussions and small group tasks; ask for clarification; address your comments and questions to each other as much as to the instructor; and learn from one another.

**Course Expectations**
Students will be expected to complete the assigned readings and review additional resources provided prior to the appointed class time in order to properly contribute to in class discussion and assimilate concepts. As a general policy, for each hour you are in class, the student should plan on spending at least two hours preparing for the next class. Since this course is for three credit hours, you should expected to spend, on average, approximately six hours outside of class each week reading, writing assignments, contributing to online discussion boards and completing class assignments. Students will be required to download class materials and participate in discussion boards.

**Academic Integrity**
All students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their academic careers at Louisiana State University. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Plagiarism is an extremely serious violation of academic integrity. The *Code of Student Conduct* defines plagiarism as "the unacknowledged inclusion, in work submitted for credit, of someone else's words, ideas, or data." (5.1.D.12) Plagiarism can occur in a myriad of forms and media. Although most commonly associated with writing, all types of scholarly work, including computer code, music, scientific data and analysis, and electronic publications can be plagiarized. The aim of this section is to help students and faculty deal with the complex and important issue of plagiarism on campus. See this website for more information on plagiarism

[http://www.lsu.edu/judicialaffairs/Plagiarism.htm](http://www.lsu.edu/judicialaffairs/Plagiarism.htm)
When in doubt about plagiarism, paraphrasing, quoting, collaboration, or other academic integrity issues, consult the course instructor or visit the following website: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

All cases of alleged academic misconduct will be referred to the Offices of the Dean of Students. More information about the Code of Student Conduct can be found at the Judicial Affairs website at http://www.lsu.edu/judicialaffairs/code.htm.

Accessibility Statement
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 the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112 Johnston Hall, 225/578-5919.

Textbooks:
Building Partnerships for Service Learning by Barbara Jacoby, and Associates
Service-Learning: The Essence of the Pedagogy (Advances in Service-Learning, V. 1) by Andrew Furco, Shelley H. Billig

Optional
Where's the Learning in Service-Learning? by Janet Eyler
Reading Packet
The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action by Cathryn Berger Kaye

Course Outline
Class 1
Class Overview
Service-Learning Basics
Service-Learning Defined
Service-Learning and Community Service Comparison

Class 2
Historical Perspective
Quality Standards of Service-Learning
Class 3  Theoretical Underpinnings
Class 4  Community and Youth Ownership
         Interview Due
Class 5  Needs Assessment
Class 6  Interview Due
Class 7  Service-Learning Planning and Preparation
Class 8  Educational and Implementation Considerations
         Risk Management
Class 9  Review of Literature Due
         Each Student will give a 5 minute presentation on their review of literature.
Class 10 Meaningful Service
Class 11 Observation and Problem Solving
Class 12 Service-Learning Reflection
         Service-Learning Project Due
Class 13 Service-Learning Evaluation
Class 14 Service-Learning Celebration
Class 15 Semester Review
         Reflection Journal Due
Class 16 Final Exam

Class Participation
Students are expected to:
Extend and/or probe of one another's ideas
Use theory and research (evidence) to support a position
Show respect for diverse opinions while standing up for one's own view
Seek out needed information and sharing it
Demonstrate the ability not to deviate from the topic and asking relevant questions
Arrive at class promptly and well prepared (activities completed)
Remain in class until closure
Actively participate in class discussions
Volunteer to participate rather than waiting to be called upon
Assignments

Interview
Due Class 4
Students will interview a service-learning program administrator about their service-learning program. The report of the interview should encompass the components of the service-learning cycle. The assignment will constitute 50 points of your final grade.

<table>
<thead>
<tr>
<th>Component</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Values</td>
<td>The paper was barely readable because of spelling, grammar, and punctuation</td>
<td>The paper could be read, but there were several flaws</td>
<td>Spelling, grammar, and punctuation were flawless</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td>Interview Topic</td>
<td>Some of the essay addressed the topics assigned</td>
<td>Most of the essay addressed the topics assigned</td>
<td>The essay addressed all topics required</td>
<td>Up to 5 points</td>
</tr>
<tr>
<td>Interview</td>
<td>A few appropriate questions were asked, but not to any depth</td>
<td>Some appropriate questions were asked, but to only a moderate depth</td>
<td>Follow-up questions were asked; appears that the questioner did understand the person questioned</td>
<td>Up to 30 points</td>
</tr>
<tr>
<td>Reflection</td>
<td>Little to no reflection was shown.</td>
<td>The report showed some reflection that was not very indepth.</td>
<td>The report showed indepth reflection regarding the interview including the applications to service-learning and one's life.</td>
<td>Up to 10 points</td>
</tr>
</tbody>
</table>

Review of Literature
Due Class 6
A Literature Review is a synthesis of the academic/scholarly literature written on a specific well-defined topic literature review connotes a thorough, exhaustive understanding of the literature on a particular topic. By identifying, reading, and synthesizing the information available on your topic, you should be able to identify trends and developments over time on your topic, and the general state of knowledge in your subject area a thorough review of the literature allows you to place your own research in a greater scholarly context and assess its importance/significance as a piece of scholarship.

Five steps to completing a successful literature review:
1. Identify and cogently define your topic in one or two sentences. Think about your topic in terms of keywords and synonyms for those keywords.
2. Use electronic journal indexes and other electronic and print resources to locate references to relevant scholarly, academic journal articles.
3. Locate and retrieve articles.
4. Read the material.
5. Synthesize the material you've read into a well-written literature review by discussing the literature in terms the body of knowledge available on the topic, its evolution, trends, seminal works, and generalizations. Demonstrate that you have a thorough understanding of the research and scholarship that has already been done on the topic you have chosen. Remember that completing a thorough literature review is very time consuming, and allow yourself ample time to focus on it. The assignment will constitute 100 points of your final grade.

<table>
<thead>
<tr>
<th>Criteria and qualities</th>
<th>Excellent</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the idea: Problem statement</td>
<td>The topic is introduced, and groundwork is laid as to the direction of the report.</td>
<td>Up to 10 points</td>
</tr>
<tr>
<td>Body: Flow of the report</td>
<td>The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.</td>
<td>Up to 40 points</td>
</tr>
<tr>
<td>Coverage of content</td>
<td>The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable. The report is between 1,000 and 2,000 words.</td>
<td>Up to 40 points</td>
</tr>
<tr>
<td>Clarity of writing and writing technique</td>
<td>Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.</td>
<td>Up to 25 points</td>
</tr>
<tr>
<td>Conclusion: A synthesis of ideas and hypothesis or research question</td>
<td>The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.</td>
<td>Up to 15 points</td>
</tr>
<tr>
<td>Citations/References: Proper APA format</td>
<td>All needed citations were included in the report. References matched the citations, and all were encoded in APA format.</td>
<td>Up to 10 points</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Material is submitted on time.</td>
<td>Up to 10 points</td>
</tr>
</tbody>
</table>

**Service-Learning Project**

Due Class 12

All students are expected to participate in a service-learning project identified by the class to address an expressed need of a non-profit organization related to volunteer development. A portfolio should be developed documenting the service-learning project identifying how the project addressed each one of the steps within the service-learning cycle. In forming a relationship with a partner
agency, the student should see Appendix 1: Student/Community Partner Service-Learning Agreement. Student Trip Travel Insurance is provided by the LSU Student Government to cover liability. Students must fill out the Student Trip Travel Form for Individual Service-Learning Projects found at https://sites01.lsu.edu/wp/riskmgmt/triptravelservice.

The assignment will constitute 150 points of the final grade.

<table>
<thead>
<tr>
<th>Criteria and qualities</th>
<th>Excellent</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing a Meaningful Project</td>
<td>The service-learning project is based and addresses a need.</td>
<td>Up to 10</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>The service-learning project is a collaboration. All partners are involved in the planning of the service-learning project. All partners contribute to the service-learning project. Roles and expectations of each partner are clearly defined.</td>
<td>Up to 20</td>
</tr>
<tr>
<td>Linking Service to Academics or Learning</td>
<td>The service-learning project has clearly articulated knowledge, skill or value goals. The service informs the academic learning content. The academic learning content informs the service.</td>
<td>Up to 40</td>
</tr>
<tr>
<td>Meaningful Service</td>
<td>The need is recognized by the community impacted by the service. The service is age-appropriate. The service is well-organized. The service is designed to achieve significant benefits for students and community.</td>
<td>Up to 40</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflection occurs before, during, and after the service-learning project. Reflection activities utilize multiple techniques so all students can successfully reflect. Reflection examines the results, processes and relationships in the service-learning project. Reflection establishes connections between students' service experiences and the academic curriculum.</td>
<td>Up to 25</td>
</tr>
<tr>
<td>Evaluation</td>
<td>The evaluation has a clear purpose and target audience. The evaluation seeks to measure progress towards the learning and service goals of the service-learning project. The evaluation is planned before the project happens, rather than afterward.</td>
<td>Up to 15</td>
</tr>
<tr>
<td>Materials</td>
<td>The project materials are well organized, use grammatically correct and flow smoothly.</td>
<td>Up to 10</td>
</tr>
</tbody>
</table>

125-150 points: Choosing a meaningful problem for your service-learning project; linking the project to your state's curriculum framework and citizenship and social-emotional learning goals; developing an assessment plan; implementing a high quality service-learning activity; designing reflection activities; and organizing a demonstration/celebration culminating event.
Reflection Journal  
Due Class 15

Students will reflect upon their class experience in a journal. The entries are not limited to writing but can include a variety of reflection methods such as art, poetry, and photography, etc. By sharing specific thoughts and feelings regarding the material taught, the student uncovers new knowledge, identifies new applications for the material and assess where they can improve. Students will be evaluated using a rubric using writing quality, description of the session, insights and understandings, commitment and challenges and progress and leadership development. The assignment will constitute 100 points of your final grade.

85-100 points: Assignment undoubtedly indicates that student fully understand the topic at hand. Assignment is clearly stated, well thought out, and provides a indepth, detailed description or illustration of student's thoughts, a personal view or reaction to the material or experience is supported with a variety of examples or applications. Reflection about activities and/or student work well presented with depth and detailed explanation. Assignment presented in a creative way that is specific and complete.

70 - 84 points: Assignment undoubtedly indicates that student completed the required readings. Assignment is clearly stated and provides a description of student's answers to questions, a personal view, or reaction to the readings in regards to the Unit assignment. Assignment is supported with few examples from the readings. Assignment is complete, but lacking in details.

55-69 points: Assignment indicates that student have covered the course material and experiences. Assignment provides a description of student's answers, a personal view, or reaction to the material or experiences in regards to the assignment but it lacks examples and details.

40-54 points: Assignment was very weak and reflection non-existent. No discussion or application of the experience was document. The student listed what was studied with little or no discussion with any depth about impact on current or future practice. Discussion of how it will be used in the future very shallow.

0 - 39 points –Students did not complete the required reflection. The reflection provided is vague or incomplete in its description of experiences, a personal view, or reaction to the material provided.

Assignment Evaluation Criteria

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>50</td>
</tr>
<tr>
<td>Service-Learning Project</td>
<td>150</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>100</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

A 500 - 450 points
B 449 - 400 points
Assignments are expected to be turned in on time. Late assignments will be assessed 2 points per day late (including weekends) up to 20 points. If assignments are faxed or emailed in, they will be recorded the day received. However, keep a report to document the date in case the email or fax doesn’t go through.

Appendix 1: Student/Community Partner Service-Learning Agreement

To be completed by student and supervisor and returned to instructor. Please print clearly.

Course/ Faculty Partner Information
Course Number ___________________________ Section _____
Instructor ____________________________________________________________

Semester: Fall ___ Spring ___ Summer ___ Year: ________
Student Partner Information
Name ___________________________________________ Student ID #
___________________________ College/Major _______________________
Gender (circle) M F Yr: 1 2 3 4 grad 6 7
Local St. Address ____________________________________________
City/State/Zip _____________________________ City/State/Zip __________
Local Phone ____________________________ Perm. Phone (____)
E-mail ________________________________
Community Partner Information
Organization Name __________________________________________________
Immediate Supervisor ______________________________________________
Mailing Address _________________________________________________
Email ___________________________________________________________
Phone __________________________________________________________
Student Partner/Community Partner Agreement
Initial and/or review points of agreement, sign, and date below.
1. I will maintain consistent communication with my service site.
2. I understand the organization’s mission.
3. I have communicated my skills, talents, interests, and course requirements to the organization through an interview, résumé, or narrative.
4. If a problem arises, I will discuss it with my supervisor.
5. I will schedule an appointment with my supervisor to discuss the evaluation of my service.
6. I have discussed the learning goals in my course plan with my immediate supervisor. (LIST on back number of hours, project description, requirements, and/or goals you will achieve).
   1. I will maintain consistent communication with the student.
2. I have provided information about the mission of our organization.
3. I am aware of the student's skills, interests, and course requirements and will provide appropriate opportunities for service that meet the needs of our organization.
4. If a problem arises, I will discuss it with the student.
5. I have informed the student of our holiday schedule and closures for this semester.
6. I understand the student's course learning goals and requirements and am prepared to provide opportunities for achieving them as the student serves to meet the goals of our organization.

Student signature __________________  Date __________________  Supervisor signature(s) __________________
Date __________________
Hi Debra and Janet,

It was great to meet with you both earlier this afternoon to discuss AEEE 4506 and AEEE 7027. Janet, I know that you plan to designate both these courses as service-learning through our designation process; the service-learning designation will be displayed on course offerings so that students are aware of the designation when they register, and will also be displayed on the transcripts of students who complete these courses. The designation process is very straightforward and is contained on our website at http://uiswcmsweb.prod.lsu.edu/ccell/Announcements/2012/item50640.html

I know that courses and curricula had questions about MOUs with community partners and about risk management. As we discussed, in a service-learning course that is designed the way that yours is, with many community partners at multiple geographical locations, developing MOUs for each partnership would be extremely difficult. CCELL has partnership guidelines and forms that can assist you and your students in engaging effectively with community partners (see "Project Specific Forms" at http://uiswcmsweb.prod.lsu.edu/ccell/Faculty%20Resources/CCell%20Policies/item42065.html for examples), but in this particular case, we are aware that you are in contact with the students and partners on an as needed basis to ensure the success of your course and its myriad partnerships.

With regard to risk, CCELL has worked with the Office of Risk Management and Undergraduate Student Government to develop a mandatory trip insurance policy at https://sites01.lsu.edu/wp/riskmgt/triptravelservice. As we discussed today, this information will be contained on your syllabus--it is the student's responsibility to sign up for trip insurance each time they leave campus to perform service in a service-learning capacity. Students have the option to sign up for trip insurance each time they visit, or they can input some or all of their planned visits at once.

CCCELL looks forward to your applications for designation. Feel free to contact me if you have any further questions.

Best,

Marybeth

******************************************************************************
Marybeth Lima, Ph.D., P.E., CPSI
Cliff & Nancy Spanier Alumni Professor
Director, Center for Community Engagement, Learning, and Leadership
Department of Biological & Agricultural Engineering
149 E.B. Doran Building / 135H Thomas Boyd Hall
LSU
Baton Rouge, LA 70803-4505
Phone: 225.578.1061 / 225.578.9264
FAX: 225.578.3492 / 225.578.2696
At their November 4, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the AEee proposals:

AEEE 1001, 1002, 2002, 3301, 4027, 4505
- The Committee conditionally approved the proposal to add AEEE 1001, 1002, 2002, 3301, 4027, 4505 pending revised syllabi that removes the statements beginning with, “For undergraduate students, a first academic violation could result….” The syllabus should just reference that more information can be found with the Office of the Dean of Students.

AEEE 3101
- The Committee conditionally approved the proposal to add AEEE 3301 pending a revised syllabi that explains team projects, which are listed in the 14 week schedule.

AEEE 4505
- The Committee conditionally approved the proposal to add AEEE 4505 pending a revised syllabi that explains mini projects, which are listed in the 14 week schedule.

AEEE 4506
- The Committee returned the proposal to add AEEE 4506. The department needs to determine if this is truly a service learning course. If it is, there will need to be oversight over the course. The department should check with Marybeth Lima, the Director of CCELL. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result….” The syllabus should just reference that more information can be found with the Office of the Dean of Students.

AEEE 7027
- The Committee returned the proposal to add AEEE 7027. The department needs to determine if this is truly a service learning course. If it is, there will need to be oversight over the course. The department should check with Marybeth Lima, the Director of CCELL. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result….” The syllabus should just reference that more information can be found with the Office of the Dean of Students.

AEEE 7827
- The Committee returned the proposal to add AEEE 7827. The department needs to clarify how this course can be classified as a three hour lecture course. The Committee did not feel this course had enough content to support a three hour lecture format. The syllabus should resemble that of a traditional course structure. If it is a hybrid course, that is a departmental issue. The Courses and Curriculum Committee will only view traditional style syllabi. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result….” The syllabus should just reference that more information can be found with the Office of the Dean of Students.
of Students. Also, students will be expected to spend a minimum of 6 hours for outside classwork and activities. This should be revised in the first paragraph of the syllabus.

**AEEE 7828**

- The Committee returned the proposal to add AEEE 7827. The syllabus should resemble that of a traditional course structure. If it is a hybrid course, that is a departmental issue. The Courses and Curriculum Committee will only view traditional style syllabi. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result....”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

**AEEE 7927**

- The Committee conditionally approved the proposal to add AEEE 7927 pending a revised title that takes out the mention of “With Children”. Perhaps something like “Designing and Conducting Children and Youth Based Research.” Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result....”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Short Title (≤ 19 characters)</th>
<th>Volunteer Administration in Non-Profit Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
<td>Lecture: 3</td>
<td>Lab/Sem/Rec: ___</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours Graduate Credit?</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>30</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
</tbody>
</table>

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

AEEE 7027, Volunteer Administration in Non-Profit Organizations (3): This course examines current trends, theories and management models associated with volunteer administration. The course focuses on the study and practice of integrating volunteers effectively into an organization to enhance performance and results.

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 10/11/14  College Faculty Approval Date 10/21/14

Department Chair's Signature 10/11/14  College Dean's Signature 10/21/14

Graduate Dean's Signature 11/18/14  Chair, FS C&I Committee's Signature 11/18/14

College/Division/Department Contact: (please print) Jennifer Neal 11/2/14

Contact Email: jsheerw@lsu.edu

Academic Affairs Approval 11/2/14
AEEE 7027 Volunteer Administration in Non-Profit Organizations

Steady population increases coupled with reduced fiscal resources has created an environment where nonprofit organizations depend on volunteer leaders for the critical delivery of programs and services. (Boyd, 2004; Fox, Tarifa & Cater, 2013). The U.S. Bureau of Labor Statistics (2011) reported that over one-quarter (26.3%) of the population volunteer their time to a nonprofit organization at least once annually forming a substantial workforce of over 62 million people. According to Corporation for National and Community Service (2011), these volunteers provided 8.1 billion service hours valued at $173 billion (Independent Sector, 2010).

The role of volunteer administrator cannot be undervalued. Studies show that some volunteer administrators are doing a poor job of leading volunteers. It appears that nonprofit organizations are underutilizing volunteers’ valuable professional skills with only 12% of nonprofits aligned volunteer roles with interrelated workplace skills (Greg, Whiting & Breton, 2006). Eisner, Grimm, Maynard and Washburn (2009) revealed that more than one-third of volunteers do not continue their volunteer service resulting in an estimated $38 billion in lost labor support. The Corporation for National and Community Service, the Urban Institute and the UPS Foundation conducted the Volunteer Management Capacity Study (2004) that identified five main reasons why volunteers are not retained. These reasons are not matching volunteers’ skills with assignments; failing to recognize volunteers’ contributions; not measuring the value of volunteers; failing to train and invest in volunteers and staff and failing to provide strong leadership.

The Department of Agricultural and Extension Education and Evaluation prepares students to be leaders and educators in a wide range of fields including the administration of non-profit and educational organizations. AEEE 7027 – Volunteer Administration in Non-Profit Organizations will provide a comprehensive foundation on which students can build an effective volunteer management program. The course will provide potential and current volunteer administrators with the knowledge and tools to be successful in providing leadership to non-profit volunteers.

This course is one of the courses offered within the Department of Agricultural and Extension Education and Evaluation. AEEE 7027 Volunteer Administration in Non-Profit Organizations has been taught through the School of Human Resource and Workforce Development during the following semesters: Fall 2003, Spring 2004, Spring 2007, and Spring 2013 reaching over 50 students. Student shared the following comments: “I learned a lot of practical as well as theoretical information that I will definitely use!” “Great job! You motivated me to learn more about volunteer management than I ever thought was out there.” “I thoroughly enjoyed the course and the information/knowledge I received will be invaluable to me in the future. Thank you for a great semester.” “I did appreciate the lessons that were taught in class and feel that it will help me to be more prepared for real-life situations on volunteer management.”
Course Syllabus
AEEE 7027 - Volunteer Administration in Non-Profit Organizations
Louisiana State University
Agricultural Education, Extension and Evaluation
*Applied for LSU CCELL Service-Learning Designation

Credit: 3 Hours

Course Description
This course will provide a comprehensive foundation on which students can build effective volunteer management programs customized to meet the participant’s needs.

Course Content
The main objective of the course is to create effective volunteer administrators by having you, as a participant, learn through reading, observing, discussing, creating, applying and evaluating volunteer development in an organizational context.

- Professional Development: examines the philosophy and science of volunteer development and management. It focuses on leadership styles and the organizational climates in which volunteer managers work.
- Program Planning: establishing priorities, legal issues and risk management (screening processes), strategic planning, marketing, and identifying and influencing the environment in which volunteer managers perform.
- Organizing: Covers position design and description and introduces NOAH, Needs Overlap Analysis in the Helping Process for Organized Volunteer Programs (A Customer Service Approach)
- Staffing: Focuses on such human resource development topics as recruiting, interviewing, screening, placing, training, ethics, recognizing and retaining volunteers.
- Directing: Covers supervision, diagnosing performance problems from all team members - paid staff, volunteers and community collaborations, conflict resolution.
- Program Evaluation: explores records, reports and assessment tools effective in evaluation and measuring program success.

Instructor
Dr. Janet Fox
Professor and Associate Department Head
Louisiana State University Ag Center
171 Knapp Hall
P. O. Box 25100
Baton Rouge, LA 70803
225-578-2196
jfox@agcenter.lsu.edu

Class Meetings
Knapp Hall: Wednesday, 4:30 p.m. – 7:30 p.m.

Office Hours
Wednesday, 1 p.m. – 4 p.m.

Course Goals and Objectives
Upon completion of the course, students will be able to:
1. Apply the theory, research, and philosophy and principles that support positive volunteer development and management.
2. Apply the current trends and research to create a unique volunteer management system for each participant's needs.
3. Identify the principles of identifying, recruiting, screening, interviewing, supervising, retaining, recognizing, and evaluating volunteers.
4. Develop volunteer program policies and procedures.
5. Develop a volunteer management plan to support a volunteer-led organization.
6. Evaluate concepts and theories underpinning volunteer programs.
7. Evaluate literature regarding volunteer development in light of current practices.

Course Expectations
1. Each student is expected to complete weekly reading assignments and to participate actively in class discussion. Analytical and strategic thinking will be evaluated.
2. Each student is required to submit assignments on time, reflecting comprehensive fulfillment of assignment and professional writing style.
3. Each student will be able to articulate a clear understanding of volunteer development principles and practices by the conclusion of the course.
4. Students will be expected to complete the assigned readings and review additional resources provided prior to the appointed class time in order to properly contribute to in class discussion and assimilate concepts. As a general policy, for each hour you are in class, the student should plan on spending at least two hours preparing for the next class. Since this course is for three credit hours, you should expected to spend, on average, approximately six hours outside of class each week reading, writing assignments, contributing to online discussion boards and completing class assignments. Students will be required to download class materials and participate in discussion boards.

Academic Integrity
All students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their academic careers at Louisiana State University. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Plagiarism is an extremely serious violation of academic integrity. The Code of Student Conduct defines plagiarism as "the unacknowledged inclusion, in work submitted for credit, of someone else's words, ideas, or data." (5.1.D.12) Plagiarism can occur in a myriad of forms and media. Although most commonly associated with writing, all types of scholarly work, including computer code, music, scientific data and analysis, and electronic publications can be plagiarized. The aim of this section is to help students and faculty deal with the complex and important issue of plagiarism on campus. See this website for more information on plagiarism: http://www.lsu.edu/judicialaffairs/Plagiarism.htm

When in doubt about plagiarism, paraphrasing, quoting, collaboration, or other academic integrity issues, consult the course instructor.

All cases of alleged academic misconduct will be referred to the Offices of the Dean of Students. More information about the Code of Student Conduct can be found at the Judicial Affairs website at http://www.lsu.edu/judicialaffairs/code.htm

Accessibility Statement
Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain
Class Conduct
Time in the classroom, whether at the Baton Rouge Campus or at Distance Sites, is designed to be a time for discussion and application of assigned readings and projects. Additionally, a break will be given during the class session for snacking. Beverages are allowed during class discussions but eating should be reserved for break time

Class Schedule
1. Introductions and Class Expectations
   Volunteer Definitions
   Volunteer History and Trends

2. Volunteer Management Theory and Competencies
   Volunteer Management Models

3. Characteristics of Successful Volunteer Programs

4. Organizing a Volunteer Program
   Creating Volunteer Positions and Volunteer Recruitment

5. Orientation and Training
   Screening and Interviewing Volunteers

6. Marketing the Program to your Volunteers

7. Supervision
   Volunteer-Staff Relations

8. Risk Management

9. Supervision
   Dealing with Volunteer Problems

10. Volunteer Recognition

11. Volunteer Organization Projects/Final Presentations

12. Measuring Volunteer Program Effectiveness
   Emerging Issues Discussion

13. Course wrap-up
   Course evaluations
   Review for final exam

14. Final Exam

Required Text:
Additional articles will be assigned throughout the semester.
Course Assignments:

1. **Volunteer Program Interview Report**
   - **Due:**
   - Using a volunteer management model shared in class as a basis, students will interview a volunteer program administrator about their volunteer system. The report of the interview should encompass the theory and application of the components of the identified volunteer model they selected. Any materials such as position descriptions, applications, etc., gathered during the interview should be included in the report. The assignment will constitute 100 points of the final grade. **Bonus points will be given to students who arrange for a professional volunteer manager to be part of a panel discussion identified during class.**

2. **Create a Volunteer Management Plan:**
   - **Due:**
   - All students are expected to design and develop a volunteer management plan that can be utilized within their organization. Information on programs, placement and incentives should be part of the focus of the plan. The assignment will constitute 100 points of the final grade.

3. **Research Paper:**
   - **Due:**
   - All students are expected to write a research paper addressing an emerging issue in volunteer development. The paper must be at least 10 pages in length. Information must be current and relevant. The assignment will constitute 100 points of the final grade.

4. **Service-Learning Project**
   - **Due:**
   - All students are expected to take part in a service-learning project that will highlight at least one area of a volunteer management model. Student must complete Appendix 1: Student/Community Partner Service-Learning Agreement. Student Trip Travel Insurance is provided by the LSU Student Government to cover liability. Students must fill out the Student Trip Travel Form for Individual Service-Learning Projects found at [https://sites01.lsu.edu/wp/riskmgmt/triptravelservice](https://sites01.lsu.edu/wp/riskmgmt/triptravelservice). The assignment will constitute 100 points of the final grade.

5. **Final Exam**
   - **Due:**
   - The final exam will cover all material presented in class. The exam will include multiple-choice, short answer and discussion questions. The final exam will constitute 100 points of the final grade.

Assignments are expected to be turned in on time at class, via email. Late assignments will be assessed 3 points per day late (including weekends). All assignments will be sent to the instructor via Moodle. Students will name each file as follows: last name and assignment title. All assignments will have a header on every page and the header will contain the following: last name of the student, assignment title, and page number. Any assignment that is turned in to the instructor for a grade that does not include this formatting will be sent back to the student for proper formatting.

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Assignments</td>
<td>500</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>

Course Syllabus - HRE 7822 - Page 4 of 8
A = 550-600 points
B = 500-549 points
C = 450-499 points
D = 400-449 points
F = Below 400 points

Electronic Information Links:

American Red Cross National Office
This is an excellent example of how an organization lets audiences know, via the Internet, the value of volunteers to the agency, what kinds of people volunteer, and what services these volunteers provide.

Campus Compact National Center for Community Colleges
Serves as a national advocate for community colleges in service learning to sustain service learning as a national movement, as well as serving member organizations and others in the promotion and implementation of community service as a means to improve teaching and learning to the ultimate benefit of students and the communities in which they live.

Charity Channel's Volunteer Management Review
eNewsletters covering all aspects of volunteer management.

The Chronicle of Philanthropy
Includes links to a variety of volunteer management and volunteerism-related resources. Also includes a summary of the contents of the current issue of The Chronicle, the national newspaper of the non-profit world.

TechSoup
A nonprofit organization based in San Francisco that connects technical professionals who want to volunteer with nonprofits who need them.

Energize, Inc.
Susan J. Ellis, an internationally-recognized expert in volunteerism, is president of Energize, Inc., a publishing, training and consulting firm specializing in volunteerism. Her web site includes numerous excerpts from her books and articles on employee/volunteer relations, all-volunteer group leadership, policy development, program assessment, record-keeping, recruitment, risk and liability, service learning, training tools, trends, volunteer centers and international policy development, and much more! Newly added: a job bank of volunteer management positions, and a list of all DOVIAs in the U.S.A.

National Assembly of National Voluntary Health and Social Welfare Organizations
An association of national nonprofit health and human service organizations.

Nonprofit FAQs - Volunteerism
Frequently Asked Questions and their answers, compiled from posts by nonprofit professionals to USNonprofit-l (list serve) and soc.org.nonprofit (usenet group), as well as from information posted to other nonprofit-related Internet discussion groups. Comprehensive, with information or links to information on volunteering from both a volunteer's and an agency's point of view. Includes information on setting up an all-volunteer program, program development strategy, training and screening volunteers.

Nonprofit Risk Management Center
Includes selections from the Center's newsletters and other publications, as well as information about its services and how to order publications in their entirety.

Online Bibliography Of Books On Volunteerism
An index of basic books about being a leader of volunteers either in an agency or in an all-volunteer group. All are available through mail order. This list is compiled by The Internet Nonprofit Center.

Project America's Action Guide to Community Service
This simple handbook covers the basics of how to conduct a community service project. The first three sections deal with building a team, developing a service project and ideas for service projects. The final sections cover such nuts and bolts topics as managing volunteers; forming committees; budgeting and
fundraising; publicizing a project; and legal issues. At the end of the book, you'll find general volunteer and safety guidelines.

TxServe
A Texas-based project to serve the leaders and managers of volunteer and community service initiatives. A project of the Charles A. Dana Center of the University of Texas at Austin in collaboration with Texas Commission of Volunteerism and Community Services.

Virtual Volunteering Project
Detailed, comprehensive information to encourage and assist in the development of virtual volunteering opportunities and the management of online volunteers. Originally begun by Impact Online, it is now a project of the Center for Volunteerism and Community Engagement at the University of Texas at Austin.

Volunteer Management Certificate Program Online
An online noncredit program available from Washington State University. Take up to six months per Unit or up to two years for the full Certificate. Units may be taken in any order. Access to each Unit is controlled through a password to a WSU Virtual Classroom.

Volunteer Today: An Electronic Gazette
A site by MBA Publishing that provides recruiting and retention tips, ideas to enhance training and education programs, reviews of offline resources, the MBA catalog.

Journals
- International Journal of Volunteer Administration
- Nonprofit Management and Leadership

Secondary Journals that have Volunteer Development Articles
- Journal of Agricultural Education
- Journal of Extension
- Journal of Vocational Behavior
- Journal of Leadership Education
- Journal of Youth Development
Appendix 1: Student/Community Partner Service-Learning Agreement

To be completed by student and supervisor and returned to instructor. Please print clearly.

**Course/ Faculty Partner Information**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors</td>
<td></td>
</tr>
<tr>
<td>Semester: Fall</td>
<td>Spring</td>
</tr>
</tbody>
</table>

**Student Partner Information**

Name ____________________________ Student ID #: ____________________________ College/Major ____________________________

Gender (circle) M F Yr: 1 2 3 4 grad 6 7

<table>
<thead>
<tr>
<th>Local St. Address</th>
<th>Perm. St. Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>City/State/Zip</td>
<td>City/State/Zip</td>
</tr>
<tr>
<td>Local Phone</td>
<td>Perm. Phone (___)</td>
</tr>
<tr>
<td>E-mail</td>
<td></td>
</tr>
</tbody>
</table>

**Community Partner Information**

Organization Name ____________________________

Immediate Supervisor ____________________________

Mailing Address ____________________________

Email ____________________________

Phone ____________________________

**Student Partner/Community Partner Agreement**

Initial and/or review points of agreement, sign, and date below.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will maintain consistent communication with my service site.</td>
<td>1. I will maintain consistent communication with the student.</td>
<td></td>
</tr>
<tr>
<td>2. I understand the organization's mission.</td>
<td>2. I have provided information about the mission of our organization.</td>
<td></td>
</tr>
<tr>
<td>3. I have communicated my skills, talents, interests, and course requirements to the organization through an interview, résumé, or narrative.</td>
<td>3. I am aware of the student's skills, interests, and course requirements and will provide appropriate opportunities for service that meet the needs of our organization.</td>
<td></td>
</tr>
<tr>
<td>4. If a problem arises, I will discuss it with my supervisor.</td>
<td>4. If a problem arises, I will discuss it with the student.</td>
<td></td>
</tr>
<tr>
<td>5. I will schedule an appointment with my supervisor to discuss the evaluation of my service.</td>
<td>5. I have informed the student of our holiday schedule and closures for this semester.</td>
<td></td>
</tr>
<tr>
<td>6. I have discussed the learning goals in my course plan with my immediate supervisor. (LIST on back number of hours_______, project description, requirements, and/or goals you will achieve.).</td>
<td>6. I understand the student's course learning goals and requirements and am prepared to provide opportunities for achieving them as the student serves to meet the goals of our organization.</td>
<td></td>
</tr>
</tbody>
</table>

---

Student signature Date Supervisor signature(s) Date
Hi Debra and Janet,

It was great to meet with you both earlier this afternoon to discuss AEEE 4506 and AEEE 7027. Janet, I know that you plan to designate both these courses as service-learning through our designation process; the service-learning designation will be displayed on course offerings so that students are aware of the designation when they register, and will also be displayed on the transcripts of students who complete these courses. The designation process is very straightforward and is contained on our website at http://uiswcmsweb.prod.lsu.edu/ccell/Announcements/2012/item50640.html

I know that courses and curricula had questions about MOUs with community partners and about risk management. As we discussed, in a service-learning course that is designed the way that yours is, with many community partners at multiple geographical locations, developing MOUs for each partnership would be extremely difficult. CCELL has partnership guidelines and forms that can assist you and your students in engaging effectively with community partners (see "Project Specific Forms" at http://uiswcmsweb.prod.lsu.edu/ccell/Faculty%20Resources/CCELL%20Policies/item42065.html for examples), but in this particular case, we are aware that you are in contact with the students and partners on an as needed basis to ensure the success of your course and its myriad partnerships.

With regard to risk, CCELL has worked with the Office of Risk Management and Undergraduate Student Government to develop a mandatory trip insurance policy at https://sites01.lsu.edu/wp/riskmg/triptravelservice. As we discussed today, this information will be contained on your syllabus—it is the student's responsibility to sign up for trip insurance each time they leave campus to perform service in a service-learning capacity. Students have the option to sign up for trip insurance each time they visit, or they can input some or all of their planned visits at once.

CCELL looks forward to your applications for designation. Feel free to contact me if you have any further questions.

Best,

Marybeth

*******************************
Marybeth Lima, Ph.D., P.E., CPSI
Cliff & Nancy Spanier Alumni Professor
Director, Center for Community Engagement, Learning, and Leadership
Department of Biological & Agricultural Engineering
149 E.B. Doran Building / 135H Thomas Boyd Hall
LSU
Baton Rouge, LA 70803-4505
Phone: 225.578.1061 / 225.578.9264
FAX: 225.578.3492 / 225.578.2696
At their November 4, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the AEEE proposals:

AEEE 1001, 1002, 2002, 3301, 4027, 4505
- The Committee conditionally approved the proposal to add AEEE 1001, 1002, 2002, 3301, 4027, 4505 pending revised syllabi that removes the statements beginning with, “For undergraduate students, a first academic violation could result....”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

AEEE 3101
- The Committee conditionally approved the proposal to add AEEE 3301 pending a revised syllabi that explains team projects, which are listed in the 14 week schedule.

AEEE 4505
- The Committee conditionally approved the proposal to add AEEE 4505 pending a revised syllabi that explains mini projects, which are listed in the 14 week schedule.

AEEE 4506
- The Committee returned the proposal to add AEEE 4506. The department needs to determine if this is truly a service learning course. If it is, there will need to be oversight over the course. The department should check with Marybeth Lima, the Director of CCELL. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result....”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

AEEE 7027
- The Committee returned the proposal to add AEEE 7027. The department needs to determine if this is truly a service learning course. If it is, there will need to be oversight over the course. The department should check with Marybeth Lima, the Director of CCELL. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result....”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

AEEE 7827
- The Committee returned the proposal to add AEEE 7827. The department needs to clarify how this course can be classified as a three hour lecture course. The Committee did not feel this course had enough content to support a three hour lecture format. The syllabus should resemble that of a traditional course structure. If it is a hybrid course, that is a departmental issue. The Courses and Curriculum Committee will only view traditional style syllabi. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result....”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.
of Students. Also, students will be expected to spend a minimum of 6 hours for outside classwork and activities. This should be revised in the first paragraph of the syllabus.

**AEEE 7828**

- The Committee returned the proposal to add AEEE 7827. The syllabus should resemble that of a traditional course structure. If it is a hybrid course, that is a departmental issue. The Courses and Curriculum Committee will only view traditional style syllabi. Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result….”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

**AEEE 7927**

- The Committee conditionally approved the proposal to add AEEE 7927 pending a revised title that takes out the mention of “With Children”. Perhaps something like “Designing and Conducting Children and Youth Based Research.” Also, the syllabus should remove the statements beginning with, “For undergraduate students, a first academic violation could result….”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>AEEE</th>
<th>Title</th>
<th>Research Proposal Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>Research Proposal Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for Lecture: 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
<td>Recitation</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
</tr>
</tbody>
</table>

***(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)
AEEE 7827, Research Proposal Writing (3). Permission of instructor. This course focuses on the application of research principles, practices, and strategies within the context of agricultural and extension education.

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 | 9/15/14 | College Faculty Approval Date | 10/21/14
Department Chair's Signature | 10/14 | College Dean's Signature | 10/21/14
Graduate Dean's Signature | 11/18/14 | Chair, FS C&C Committee's Signature | 11/18/14
College/Division/Department Contact: Please print | Jennifer Neal | Academic Affairs Approval | 13/12/14
Contact Email: jsherawr@isu.edu |
AEEE 7827
Course Justification

AEEE 7827, Research Proposal Development, is needed to help graduate students in agricultural and extension education bridge the gap between being a consumer of scholarly activity and a producer of knowledge. Currently, there is not a course of this nature offered for graduate students in this field of study. All other courses of this nature (e.g., OCS 4038, RNR 7001, and AGRO 7040) focus on the bench/hard agricultural sciences. This course focuses on preparing research proposals for students in the social science of agriculture. This course will fit very well in the current graduate curriculum. Specifically, this course will be offered for students that have completed basic research methods and/or basic statistics. This course is designed to allow students to apply these principles, practices, and strategies of research to develop a proposal for their thesis or dissertation. Students will be guided through the writing of a robust introduction, literature review, and methodology sections. Upon completion of the research proposal, the students will present their proposals in the form of a mock defense.
Justification for Not Holding a Final Examination

AEEE 7827 is being proposed without a final examination scheduled during finals week. This course is centered on the application of research principles, practices, and strategies in the context of agricultural and extension education, therefore, the best assessment strategy is not a traditional final examination. The final projects of the course will be a research proposal for a thesis/dissertation and a defense presentation of the proposal. The research proposal will be comprised of an introduction section, a comprehensive literature review, and a research methodology section.
Research Proposal Writing
Spring Semester 2015

INSTRUCTOR:
Joey Blackburn, Assistant Professor
225 Knapp Hall
E-Mail: jblackburn@lsu.edu

Phone: (573) 220-8881
Dep't. Office: (225) 578-7892

LECTURE TIME AND LOCATION:
Tuesday 4:30 – 7:20 102 Knapp Hall

COURSE DESCRIPTION:
This course focuses on the application of research principles, practices, and strategies within the context of agricultural and extension education.

COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:

1. Critically evaluate the introduction, literature review, and methodology sections of a completed thesis or dissertation
2. Refine the ability to write for scientific publication
3. Identify and evaluate sources of literature for a prospective research study
4. Develop a research proposal consisting of an introduction, literature review, and methodology section

REQUIRED ACTIVITIES AND MATERIALS:
- Other professional readings as assigned.

RECOMMENDED ACTIVITIES AND MATERIALS:
- Join the professional organization of your discipline
  - AAAE for agricultural and extension education

COURSE REQUIREMENTS
Each student is expected to be punctual and present to all classes and to participate in class activities and discussion. Assigned papers and assignments are expected to be neat and correct mechanically and grammatically. ALL ASSIGNMENTS MUST BE TYPED. Unless specified otherwise, a hard copy of all assignments will be turned in at the beginning of the class period on the date due. Late assignments will be docked 10% for each day after they are due.

ASSIGNMENTS
The assignments of this course are designed develop and refine your skills and abilities as both a consumer and producer of scholarly work. These assignments represent the processes of
reviewing relevant literature, developing a research topic, and building the framework of a thesis or dissertation.

1. One-page research idea proposal (25 points)
2. Journal article critiques (2) (50 points each)
3. Annotated bibliography (5 annotated; 10 total, 50 points)
4. Purpose and objectives/hypotheses rough draft (25 points)
5. Introduction rough draft (50 points)
6. Literature review rough draft (50 points)
7. Methodology rough draft (50)
8. Final draft of proposal (Introduction, Literature Review, & Methodology; 100 points)
9. Mock Proposal Defense (100 points)

**General Assignment Instructions**

Assignments must:
1. Contain no typographical errors;
2. Contain no misspelled words;
3. Contain no grammatical errors.
4. Have correct margins (1"), double spaced, etc.;
5. Be of letter quality (USE A COMPUTER); and
6. Be stapled (NO COVERS OR BINDERS).

**Specific Assignment Instructions**

1. One-page research idea proposal – For this assignment you will outline the research project that will be the basis of your full research proposal. You must include: Working title, brief (~ 1 paragraph) background of the need for the study, and an outline of research methodology.
2. Journal Article Critiques (2) – You will be provided an article for your first critique as well as the specific format for your critique. For your second critique, you may choose any research article, as long as it is from a refereed source.
3. Annotated Bibliography (5) – An annotated bibliography is a list of references that is annotated (content is summarized). Each reference should be one page in length (double spaced) with the proper article cited in APA (or your specific discipline’s format) at the top. There should be at least five annotated refereed research article references relevant to your proposal and five additional references in list form.
4. Purpose Statement and Objectives/Research Questions/Hypotheses Draft – For this assignment you will write the purpose statement and related research objectives, questions, and/or hypotheses for your proposed research project. This assignment will be uploaded to Moodle where you will evaluate your peers’ assignments prior to submitting a final version. You will complete this assignment using LSU’s thesis/dissertation formatting guidelines.
5. Introduction Draft – This assignment will be 3-5 pages in length and will contain related background information leading to the problem statement for your proposed research project. This assignment will be uploaded to Moodle where you will evaluate your peers’ assignments prior to submitting a final version. You will complete this assignment using LSU’s thesis/dissertation formatting guidelines.
6. Literature Review Rough Draft – This assignment will be 10–15 pages in length and is a synthesis of literature related to your proposed research project, including your
theoretical and/or conceptual framework. This assignment will be uploaded to Moodle where you will evaluate your peers’ assignments prior to submitting a final version. You will complete this assignment using LSU’s thesis/dissertation formatting guidelines.

7. Research Methodology Rough Draft – This assignment will be 5–8 pages in length and is your plan for conducting your proposed research. For this assignment, you must describe all aspects for conducting your research, from participant recruitment through instrumentation and data analysis. This assignment will be uploaded to Moodle where you will evaluate your peers’ assignments prior to submitting a final version. You will complete this assignment using LSU’s thesis/dissertation formatting guidelines.

8. Final Draft of Research Proposal (Introduction, Literature Review, Research Methodology – This assignment will be 18–28 pages in length and is a composite of previously completed work that has been peer reviewed and corrected. You will complete this assignment using LSU’s thesis/dissertation formatting guidelines.

9. Mock Proposal Defense – After completing your research proposal, you will defend your proposal to your peers and instructor. The defense presentation will be 10-15 minutes in length and must contain: 1) Title of your study, 2) Introduction/Literature Review/Framework, 3) Problem Statement, 4) Purpose and Objectives/Questions/Hypotheses, 5) Methodology, and 6) Instrumentation

**Grading Criteria**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Criteria</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Page Research Idea</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft of Purpose and Objectives/Questions/Hypotheses</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Article Critique 1</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Article Critique 2</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rough Draft of Introduction &amp; Peer Evaluation</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>Rough Draft of Literature Review &amp; Peer Evaluation</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology Rough Draft</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Defense Presentation</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Final Draft</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>550</strong></td>
<td></td>
<td></td>
</tr>
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</table>

**Grading Scale (Percent)**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89.99%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79.99%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69.99%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>
Course Schedule

Note. Course schedule is subject to change pending unexpected circumstances.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan. 20</td>
<td>Introduction/Course Overview; Types of Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Jan. 27</td>
<td>Working with the Graduate Committee, Writing the problem statement, research objectives, and hypotheses</td>
<td>1 &amp; 2</td>
<td>One Page Research Idea</td>
</tr>
<tr>
<td>3 Feb. 3</td>
<td>The Research Problem; Writing the problem statement, research objectives, and hypotheses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4 Feb. 10</td>
<td>Critiquing Research; Identifying top research journals in your field; Discuss Annotated bibliographies</td>
<td>4 &amp; 8</td>
<td>Purpose/Objectives Draft</td>
</tr>
<tr>
<td>5 Feb. 17</td>
<td>No Class Meeting: Mardi Gras Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Feb. 24</td>
<td>APA Style and Locating Sources of Information; Theoretical/Conceptual Frameworks</td>
<td>APA Manual</td>
<td>First Article Critique Due</td>
</tr>
<tr>
<td>7 Mar. 3</td>
<td>Writing the Introduction and Literature Review</td>
<td></td>
<td>Annotated bibliography</td>
</tr>
<tr>
<td>8 Mar. 10</td>
<td>Introduction/Literature Review and Peer Evaluation</td>
<td></td>
<td>Introduction Draft</td>
</tr>
<tr>
<td>10 Mar. 24</td>
<td>Preliminary Research Design: Qualitative Methodology</td>
<td>5 &amp; 9</td>
<td>2nd Journal Critique</td>
</tr>
<tr>
<td>11 Mar. 31</td>
<td>Writing the Methodology Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Apr. 7</td>
<td>Methodology Rough Draft and Peer Evaluation</td>
<td></td>
<td>Methodology Draft</td>
</tr>
<tr>
<td>13 Apr. 14</td>
<td>Defending your Proposal</td>
<td>10</td>
<td>Proposal Final Draft</td>
</tr>
<tr>
<td>14 Apr. 28</td>
<td>Mock Proposal Defense Presentations</td>
<td></td>
<td>Defense Presentation</td>
</tr>
</tbody>
</table>
Professionalism

- You are preparing to be a professional; therefore, cheating, plagiarism, or other forms of academic dishonesty will not be tolerated and will be addressed within the guidelines and policies of Louisiana State University. It is important for you to do your own work. Any "re-cycled" assignments that have been used by other students will be grounds for failing the course.

- Assignments will be reduced by 10% for each day they are late. As a professional, you are expected to show up to work on time every day and to have completed your assigned work in the time frame given.

POLICIES

LSU Commitment to Community:

Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment. It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates.

To demonstrate my pride in LSU, as a member of its community, I will:

- Accept responsibility for my actions;
- Hold myself and others to the highest standards of academic, personal, and social integrity;
- Practice justice, equality, and compassion in human relations;
- Respect the dignity of all persons and accept individual differences;
- Respect the environment and the rights and property of others and the University;
- Contribute positively to the life of the campus and surrounding community;
- And use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles.

Academic Integrity

Academic integrity is fundamental to the activities and principles of any university. Members of the academic community must be confident that each person's work has been honorably acquired, developed, and presented. The academic community regards academic dishonesty as an extremely serious matter, with consequences that range from probation to expulsion.

Academic misconduct includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. This includes, but is not limited to the submission of essentially the same written assignment for two courses without the prior permission of the instructors or providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz or other assignment.
All cases of alleged academic misconduct will be referred to the Office of the Dean of Students. More information about the Code of Student Conduct can be found at the Judicial Affairs website at http://mba.lsu.edu/pdf/CodeOfConduct.pdf

Accessibility Statement
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services (112 Johnston Hall) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Counseling Services
Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

Career Services, 1502 CEBA Building, 578-2162
Sexual Assault Victim's Advocates, Student Health Center, 578-6271
Tutoring, Peer Mentoring and Counseling, 150 Himes Hall, 578-2873
LSU Center for Academic Success Tutorial Center, B-31 Coates Hall, 578-2872
LSU Writing Center, B-18 Coates Hall, 578-4439

Nondiscrimination Statement
The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff in the School of Human Resource Education and Workforce Development are committed to cultural diversity and nondiscrimination towards all students.
At their November 4, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the AEEE proposals:

**AEEE 1001, 1002, 2002, 3301, 4027, 4505**
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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 ADDITION OF NEW COURSE

**Department:** Agricultural and Extension Education and Evaluation  
**College:** Agriculture  
**Date:** 9-1-14

## PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Change Theory</th>
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<tbody>
<tr>
<td>AECE 7828</td>
<td>Change Theory</td>
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**Short Title (≤ 19 characters):** Change Theory  
**Semester Hours of Credit:** 3

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

- **Lecture:** 3  
- **Lab/Sem/Rec:** ___

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

**Course Type (Indicate hours in the appropriate course type):**  
- Lec/Lab  
- Lec/Sem  
- Lab/Ind  
- Clin/Pract

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

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

**Course Description:**  
AEE 7828, Change Theory (3). The primary purpose of this course is to facilitate the student’s understanding of change as a socio-cultural-technical process. Special attention will be given to case studies and other examples of innovation, diffusion, and change that are especially applicable to the agricultural, food, fiber, and natural resources system as well as society at-large. In addition, the course will emphasize the student’s role as a change agent both now and in his or her future professional life.

**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:**

<table>
<thead>
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<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
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<tr>
<td>9/1/14</td>
<td>10/18/14</td>
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**Department Chair’s Signature:**  
**College Dean’s Signature:**  
**Graduate Dean’s Signature:**  
**Contact (please print):** Jennifer Neal

**Contact Email:** jsheu2@lsu.edu  
**Academic Affairs Approval:**
AEEE 7828: Change Theory

Justification Statement

At the current time, no other courses focused on social change theory are being offered in the College of Agriculture. It is crucial that students pursing advanced degrees and careers in Agricultural and Extension Education enroll in a course focused on change as a socio-cultural-process. This course is targeted to all graduate students in the College of Agriculture. The course will emphasize the student’s role as a change agent both now and in his or her future professional life.

This course has been taught as special topics (HRE 7824) in the spring of 2013 and spring of 2014. Course average enrollment was 10.
Justification for Not Holding a Final Examination

AEEE 7828 is being proposed without a final examination scheduled during finals week. The final two interpretive case study papers will be used as the grading criteria for the course. Each paper should be 6 to 8 double-spaced, typed pages in length not counting the references section, and be prepared in 12 point TNR font with 1” page margins. Each paper should include (a) a thorough description of the innovation or change, (b) how it relates to the concepts, principles, and ideas presented in the course, and (c) the thoughts, ideas, and questions that it generated about the diffusion of innovations/technological change process with special attention paid to relevant contributions and criticisms of diffusion research, as described by Rogers (2003) and others. Each paper must be an original work of the student.
AEEE 7828- Change Theory

Instructor: Dr. J.C. Bunch, Assistant Professor
E-mail: jcbunch@lsu.edu
Phone: 225-578-2108

Office Hours: 223 Knapp Hall, by appointment

Course Description
The primary purpose of this course is to facilitate the student’s understanding of change as a socio-cultural-technical process. Special attention will be given to case studies and other examples of innovation, diffusion, and change that are especially applicable to the agricultural, food, fiber, and natural resources system as well as society at-large. In addition, the course will emphasize the student’s role as a change agent both now and in his or her future professional life.

Credit Hour Statement
There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

Credit Hours
3

Instructional Techniques and Mode
The problem solving approach will be the primary instructional technique used in this course. Activities incorporated with this approach will include case studies, experiential based learning, critical thinking exercises, and reflective writing. Students are expected to be prepared. Class begins at the end of the reading!

Course Objectives
As a result of successfully completing this course, students will be able to:

- understand better how change, including the adoption of innovations, is a process;
- acquire a working knowledge of the diffusion of innovations model as described by Rogers;
- discuss the four major criticisms of diffusion research;
- apply important theoretical and practical principles that undergird the innovation-decision process;
- appreciate the unique and integral role that social systems (individuals, interpersonal networks, communications channels, opinion leaders, cultural norms and values, time, etc.) play in the diffusion process;
- recognize, compare, and contrast adopter categories;
- understand the distinct and important role of indigenous knowledge as it relates to innovation, diffusion, and change;
- anticipate (predict) consequences of planned change;
- acquire selected ideas, principles, strategies, and methods for performing as an effective professional change agent in the future.
Course Materials


Assignments

**Class Participation and Discussion**
Students are expected to attend class every meeting. Each class period missed will result in a deduction of 10% (one letter grade). Students are required to complete selected readings as assigned and/or provided by the instructor (hard copy and electronic sources). Moreover, students will be expected to demonstrate their knowledge of selected readings through participation in class discussion. Students will be evaluated on their ability and willingness to share understandings, ideas, and perspectives as well as their openness to considering new ideas and alternative points of view (see Appendix A).

**Interpretive “Case Study” Papers**

Students are expected to write two interpretive “case study” papers describing a significant innovation or change.

**Paper #1** should describe an innovation or change that has impacted society at-large.

**Paper #2** should describe an innovation or change that has impacted your profession (or anticipated profession) in particular, e.g., cooperative extension, agricultural communications, teacher of secondary agricultural education, university teaching and research, human resource education, and various other careers either in the recent past or one which is ongoing.

**Specifications for Papers**

Each paper should be 6 to 8 double-spaced, typed pages in length **not** counting the references section, and be prepared in 12 point TNR font with 1” page margins. Each paper should include (a) a thorough description of the innovation or change, (b) how it relates to the concepts, principles, and ideas presented in the course, and (c) the thoughts, ideas, and questions that it generated about the diffusion of innovations/technological change process with special attention paid to relevant contributions and criticisms of diffusion research, as described by Rogers (2003) and others. Each paper must be an *original work* of the student.

It is **extremely important** that you *bring the theory-base to bear* as you develop your papers, e.g., how did the innovation-decision process unfold; what was the rate of adoption and why; who were the early adopters and why; why did some individuals choose not to adopt; what communication channels fomented the adoption process; what role did opinion leaders play in the adoption process; what strategies were used by change agents to ensure adoption; did indigenous knowledge either expedite or impede the diffusion process; did unanticipated consequences (positive or negative) arise as a result of adoption; and other important aspects.

Each paper should be supported by 10 to 12 references/citations; at least 6 should be peer-refereed publications. You are encouraged strongly to spend some “quality time” among the stacks in the library in addition to searching the Internet. Moreover, **DO NOT** rely on “blogs,” *Wikipedia*, or similar on-line sources that may lack scholarly oversight or other forms of professional review and assurance. The course text may serve as one reference, but **DO NOT** rely on case studies described by Rogers in the text as the focus of your papers.

Appropriate sources for your papers will include periodicals, scholarly/professional journals, and books devoted to innovation, change, and emerging technologies. Appropriate peer-refereed journals may include but are not
limited to the *Journal of Agricultural Education*, the *Journal of Extension*, the *Journal of Extension Systems*, the *Journal of International Agricultural and Extension Education*, the journal *Rural Sociology*, etc. Journal articles may be on-line versions but should be identified as such and appropriate citation elements provided accordingly.

No more than two “block quotes” (i.e., direct quotations consisting of 40 or more words) may be used throughout a paper. Consult the *Publication Manual of the American Psychological Association, Sixth Edition* for questions about bibliographic referencing and for all other matters of style. Do not confuse APA style with AP style – they differ!! All Internet addresses, i.e., Universal Resource Locators (URLs), provided in the reference section of the paper must be up-to-date and operable.

Papers will be evaluated for content (70%) and style (30%). Style includes grammar, syntax, sentence structure, punctuation, capitalization, bibliographic referencing, etc. Both papers should be submitted to the course’s Moodle site.

*Note:* Students are expected to follow the style set forth in the *Publication Manual of the American Psychological Association, Sixth Edition* for all writing assignments. Moreover, the highest standards of professionalism, honesty, and academic integrity are expected. Any reliance on the work of others MUST BE cited properly and referenced appropriately. Failure to do so will be considered a willful act of plagiarism. In the event this occurs, the student will receive a grade of “0” for the assignment, and LSU’s Academic Integrity polices will be followed.

**Graded Course Assignments**

All assignments are due at the beginning of the class period on the date indicated. Letter grades will be assigned based on the following:

<table>
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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Paper #1</td>
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<tr>
<td>Paper #2</td>
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<tr>
<td>Discussion Questions</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>350</strong></td>
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</tbody>
</table>

Grading Scale: A = 90.0-100.0%, B = 80.0-89.9%, C = 70.0-79.9%, D = 60.0-69.9%, F = <60.0%

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter Readings &amp; Assignments Due on Date Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Elements of diffusion</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td></td>
<td>History of diffusion research</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Contributions/Criticisms of diffusion research</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Generation of innovations</td>
<td>Chapter 4</td>
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<tr>
<td>5</td>
<td></td>
<td>Innovation-decision process</td>
<td>Chapter 5/Paper #1 due</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Attributes of innovations</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Rates of adoption</td>
<td>Chapter 7</td>
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<tr>
<td>8</td>
<td></td>
<td>Innovativeness and adopter categories</td>
<td>Chapter 8</td>
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<tr>
<td>9</td>
<td></td>
<td>Opinion leadership</td>
<td>Chapter 8</td>
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<tr>
<td>10</td>
<td></td>
<td>Diffusion networks</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Change agents</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Innovation in organizations</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Consequences of innovations</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Change in the developing world</td>
<td>Chapter 11/Paper # 2 due</td>
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</table>
Academic Integrity

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.

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 APA 6th edition. 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.

Accessibility Statement

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services (112 Johnston Hall) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Counseling Services

Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

LSU Olinde Career Center, 158 & 258 LSU Student Union, 578-2162
Sexual Assault Victim’s Advocates, Student Health Center, 578-6271
LSU Center for Academic Success Tutorial Center, B-31 Coates Hall, 578-2872
LSU Writing Center, B-18 Coates Hall, 578-4439

Nondiscrimination Statement

The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff in
the School of Human Resource Education and Workforce Development are committed to cultural diversity and nondiscrimination towards all students.

References


Appendix A

Class Discussion*

The greatest compliment that was ever paid me was when one asked me what I thought, and attended to my answer.

--Henry David Thoreau

According to Webster’s Dictionary, a discussion is a talking or writing in which the pros and cons of a subject are considered. Also in Merriam Webster’s Collegiate Dictionary, discussion is defined as the consideration of a question in open and usually informal debate.

What is the purpose of discussion?

1. To share ideas
   -- If you were guaranteed honest responses to any three questions, whom would you question and what would you ask?

2. To explore alternatives
   -- What kinds of activities do you consider when planning a really great weekend?

3. To become aware of differences
   -- How does the thought of doing something new and for the first time make you feel?

4. To apply our own experience
   -- In conversations, do you tend to listen or talk more? Why do you think this is so?

Obstacles to open discussion and critical thinking:

Discussion as Advocacy - Fearing that a single viewpoint will dominate or reprisal if one speaks against that perspective. Holding strong views on a subject and wanting to convince others.

The Search for Consensus - Thinking that there is no point talking about something unless people can agree. Listening only to someone with whom you already agree or blocking out people with whom you disagree.

Personal Experience as the (Only) Source of Legitimate Knowledge - Thinking that you can only have views on a topic if you have personal experience in that area. For example, students of color feeling more likely than whites to claim to be knowledgeable about race, and women feeling more confident than men to claim knowledge about gender.

Obstacles to open discussion and critical thinking (cont’d):
The Right Not to be Challenged - Thinking that you have the right to think or say whatever you like without having your views challenged or being asked to consider other perspectives.

Radical Relativism - Thinking that every view is just an opinion and that no comparisons can be made between ideas or perspectives. This is related to thinking that there is no way to learn about something outside your own experience. It also disregards factual or observable evidence and established theories.

Implication

Exploring ideas from a variety of perspectives, learning about things outside one’s own experience, evaluating the quality of evidence and arguments, and the capacity to be persuaded of new perspectives when presented with high-quality evidence and argument can be the result of discussion.

Nine Tips to Improve Class Discussion

1. Listen attentively without interrupting. Take several deep breaths to help you control your physical reactions.
2. Make a conscious choice about your response. For example, address the issue, express disagreement, or ignore comments.
3. Acknowledge the other person’s feeling. Everyone is entitled to his or her opinions and feelings about a subject.
4. Ask objective questions for clarification. Open-ended questions are useful.
5. Try to see the other person’s point of view. Agree where you can and clarify what you are hearing using feedback.
6. Stick to the subject. Define your position and don’t let other issues interfere.
7. Be patient. Discussion doesn’t always result in immediate solutions, answers or agreement. Be patient with the other person and yourself.
8. Express your point of view. Present your evidence without backing others into a corner.
9. Explain why. A reasonable explanation of your views helps others see your perspective.

References


*Used with permission of Dr. Christine Langone, professor emerita, Agricultural Leadership, Education and Communications, CAES, The University of Georgia.
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**AEEE 1001, 1002, 2002, 3301, 4027, 4505**
- The Committee conditionally approved the proposal to add AEEE 1001, 1002, 2002, 3301, 4027, 4505 pending revised syllabi that removes the statements beginning with, “For undergraduate students, a first academic violation could result....”. The syllabus should just reference that more information can be found with the Office of the Dean of Students.

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If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** Agricultural and Extension Education and Evaluation  
**College:** College of Agriculture  
**Date:** 8/15/2014

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**PROPOSED COURSE DESCRIPTION**

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<td></td>
<td>Yes</td>
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**Course Description:**  
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

Systematic application of social research procedures for designing and conducting research with children and youth.

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

<table>
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<tr>
<th>If this course is approved, will additional staff be needed?</th>
<th>Yes</th>
<th>No</th>
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<tr>
<th>Will additional space, equipment, special library materials or other major expense be involved?</th>
<th>Yes</th>
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**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>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/14</td>
<td>10/8/14</td>
</tr>
</tbody>
</table>

**Department Chair’s Signature:**  
Sandra Davis  
Date: 10/1/14

**College Dean’s Signature:**  
William B. Richardson  
Date: 10/8/14

---

**Contact:**  
Jennifer Neal  
Contact Email: jsherw1@elsu.edu

**Academic Affairs Approval:**  
Date: 11/10/2014
Designing and Conducting Research with Children and Youth

Justification for the Course

Currently, neither the Department of Agricultural and Extension Education and Evaluation nor LSU offers a course that provides graduate students with the opportunity to gain a thorough understanding of designing and conducting research with children and youth. Our understanding of formal and nonformal education is predicated on our ability to effectively research the learning process and understand its impact on children and youth. It is critical that graduate students understand the unique circumstances of research with this population. From exploring the ethics of research with children and youth to writing survey questions and planning interview protocols, the decisions surrounding the research or evaluation process with children and youth influences the quality of data collected.

This course will lay a foundation that will compliment not only other courses in the department but also departmental research and extension efforts. Students will be given the opportunity to actively develop skills in designing and conducting research with children and youth. An emphasis on the power differential between adults as researchers and children and youth as research participants will provide a framework for student exploration of their own perspectives and how they impact the research process. This course will allow students to explore alternative data collection methods, both traditional and less traditional, like observation and visual methods. This course is not only appropriate for AEEE students but also students in social work and education.

This course was taught under special topics number HRE 7862 in Spring 2013 with 10 students. This course is a requirement for the evaluation focus area of the Agriculture, Extension, and Adult Education Master’s degree. It is also a requirement of the Program Development and Evaluation specialization program of the LSU AgCenter.
Anna M Castrillo

From: Davis, Debra T. <DDavis@agcenter.lsu.edu>
Sent: Monday, October 27, 2014 2:58 PM
To: Anna M Castrillo
Subject: RE: November C&C Meeting
Attachments: AEEE 1001-course justification.docx; New_AEEE 1001_LB.docx; Course Request 4505.docx; proposed_extnf_8 semester.docx; AEEE7927ResearchWithChildrenYouth Syllabus 2014.docx

Anna,

The corrected documents are attached. Regarding the Master’s program referenced in AEEE 7927, you are correct. AEEE does not yet have a Master’s program. All of our students are currently in the HRE MS program until we can get ours established. If you see anything else that needs correcting, please send it our way. We appreciate your guidance on this.

There are so many details!!!!

Thanks!
Debra

From: Anna M Castrillo [mailto:acastr1@lsu.edu]
Sent: Thursday, October 23, 2014 2:54 PM
To: Davis, Debra T.
Subject: RE: November C&C Meeting

Dr. Davis,

I did a run through of the AEEE proposals, and they all look great aside from a few things:

1. AEEE 1001 – I do not have a justification for adding the course attached with the proposal. Also, the syllabus is lacking the out of class expectations that all the other syllabi have as well as an explanation of what the participation grade should be based on.
2. AEEE 7927 – When you speak of the Master’s program, are you speaking of the Online Masters in Human Resource Education? I didn’t think we had a graduate program for AEEE yet. Also, the syllabus should explain what the final project entails.
3. AEEE 4505 - The box wasn’t checked to let us know if it was for graduate credit or not.
4. Extension and Non-Formal Education Concentration – Semester 8 says that AEEE 4807 is for 9 credit hours, but the course is listed as 6 hours in actuality. This then makes the semester hours total 12 and the total program hours to be 117. Either change AEEE 4807 to raise it to 9 hours or change Semester 8.

That is it.

Thanks,

Anna Castrillo, M.A.

Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
From: Davis, Debra T. [mailto:DDavis@agcenter.lsu.edu]
Sent: Wednesday, October 22, 2014 3:32 PM
To: Anna M Castrillo
Subject: November C&C Meeting

Anna,
If you have not received it already, there is a large packet of materials for the new department (AEEE) coming your way for the November C&C meeting (rubric changes, new courses, new concentrations, new minors, etc.). I plan to attend, if that is ok with you just in case there are questions. The materials have all passed through the CoA committee so we feel like they are in pretty good shape. Is there anything I can do to prepare for the campus meeting to help that go smoothly?

Thanks,
Debra

Debra T. Davis, Ph. D.
LSU AgCenter & College of Agriculture
Director & Department Head
Department of Agricultural & Extension Education & Evaluation
233 Knapp Hall
110 Union Square
Baton Rouge, LA 70803
225-578-4565 (desk)
225-937-1915 (cell)
AEEE 7927: Designing and Conducting Children- and Youth-Based Research

Dr. Melissa Cater

Knapp Hall, Room 227
mcater@agcenter.lsu.edu
Office: 225-578-2903
Cell: 318-758-9275

Office Hours: By Appointment

Course Description

Systematic application of social research procedures for designing and conducting children- and youth-based research.

Course Objectives

Demonstrate a working knowledge of pedagogy and the role it plays in youth research.
Apply principles of ethical conduct in human subject research with children and youth.
Develop skills in designing and conducting research with children and youth.
Utilize technological tools when conducting research with children and youth in an age-appropriate manner.

Credit Hour Statement/Course Requirements

There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

Students will be expected to complete the assigned readings and review additional resources provided prior to module completion in order to properly learn the content and apply the concepts addressed. As a general policy, you (the student) should plan to spend at least three hours per week working on module assignments and at least six hours in preparation for the assignments.

Required Text

<table>
<thead>
<tr>
<th>Week</th>
<th>Overview</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Historical Perspective</td>
<td>Text: Chapter 1</td>
<td>Quiz 1 (parts 1-6) (75 pts.)</td>
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<tr>
<td></td>
<td>The Unique Case of Children and Youth in Research</td>
<td>Article: Faisel</td>
<td>Quiz 2 (75 pts.)</td>
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<td></td>
<td>Children, Youth and Research: Theories and Approaches</td>
<td>Article: Greig</td>
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<td></td>
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<td>Article: Jenks</td>
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<td>2 &amp; 3</td>
<td>Navigating IRB</td>
<td>Text: Chapters 2, 4, 5</td>
<td>Scenarios (75 pts.)</td>
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<td>Children and Youth as Participants</td>
<td>Article: Waller</td>
<td>Quiz (75 pts.)</td>
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<td>Power</td>
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<td>Researcher Roles</td>
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<td></td>
<td>Ethical Issues</td>
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<tr>
<td>4 &amp; 5</td>
<td>Surveying Children and Youth</td>
<td>Article: Hox</td>
<td>Quiz (75 pts.)</td>
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<td>Article: Raaijmakers</td>
<td>Reflection Journal (75 pts.)</td>
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<td></td>
<td></td>
<td>Moodle Lesson:</td>
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<tr>
<td></td>
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<td>Surveys-A Brief Introduction</td>
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<td></td>
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<td>Reliability and Validity</td>
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<td>6 &amp; 7</td>
<td>Conducting Interviews and Focus Groups with Children and Youth</td>
<td>Text: Chapter 6</td>
<td>Scenarios 1 (30 pts.)</td>
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<td>Article: Punch</td>
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<td>Moodle Lesson:</td>
<td>Scenarios 3 (30 pts.)</td>
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<td>Planning Focus Groups and Interviews</td>
<td>Quiz (60 pts.)</td>
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<td>Moderator Guides and Interview Protocols</td>
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<td>8 &amp; 9</td>
<td>Using Visual Data Methods with Children and Youth</td>
<td>Text: Chapter 7</td>
<td>Reflection Journal (75 pts.)</td>
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<td>Quiz (75 pts.)</td>
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<td>Collecting Written Responses from Children and Youth</td>
<td>Text: Chapter 8</td>
<td>Quiz (150 pts.)</td>
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<td>Handout: Rating Forms and Checklists</td>
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<td>14</td>
<td>Final Exam</td>
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</table>
Assignments

Each module is comprised of a variety of learning experiences. Each module will be open for approximately 2 weeks. All assignments for a module must be completed within that timeframe. Guidelines for the project will be provided by February 1. The final exam will be posted by April 26th. Due dates for module assignments will be posted when the module opens. Due dates for the final project and final exam will be posted no later than Monday, January 28, 20__.

- Quizzes will cover material from the assigned chapter.
- Reflection journals will consist of a question posed by the professor to which the student should respond (see Appendix B for a visual depicting the process of generating an answer).
- Scenarios will encompass real world examples that challenge students to use information from the chapter to choose the best solution for the problem.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tr>
<td>Online Assignments in Modules</td>
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<td>Final Projects</td>
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<td>Literature Review (100 points)</td>
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<td>Paper (see Appendix A; 300 points)</td>
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<tr>
<td>Final Exam</td>
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<td>Total Points</td>
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</table>

Late Assignments

Assignments and the project are due on the due dates given unless you have PRIOR APPROVAL from me. Assignments are due by 11:55 p.m. on the specified date. The Final Exam MUST be completed by the assigned date and is not eligible for late submission.

Deductions for late assignments and the project will be made using the following point system: 1 day late = 10% deduction; 2 days late = 25% deduction; 3 days late = 50% deduction; 4 days late = 75% deduction; 5 days late = no credit is given.

Academic Integrity

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. Additional information can be found in the Office of the Dean of Students.

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 APA 6th edition. 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 faculty 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.

Accessibility Statement

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 the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112 Johnston Hall, (225) 578-5919.
Appendix A

APA 6th Edition Guidelines

Follow all APA 6th Edition Guidelines. This means that the project should be presented in report format. As a caveat to this requirement, doi numbers are not required for references unless you choose to include them. Please use the following header in lieu of the standard header required by APA:

HRE 7862, Spring 20_, Your First and Last Name

Introduction
- Broadly specify the research problem or point of the evaluation study (approximately 1 - 2 paragraphs long, potentially includes a brief statement of need, etc.) and
- Explain how the information shared in this class has impacted the framing of this problem.

Purpose, rationale, hypotheses/objectives
- Formally state the study's
  - purpose,
  - the rationale for that purpose,
    - Each hypothesis in a research study should have a clear rationale describing the logic behind the predictions.
    - Each objective for an evaluation study should also have a clear rationale describing the overall relationship to the purpose.
- Explain how the information shared in this class has impacted selection of specific hypotheses or objectives.

Methods

Participants/Subjects
- PARTICIPANTS is the term used when humans are the target audience of the study while SUBJECTS is the term used when animals are the focus of the study.
- Include the following information:
  - number of participants and how they will be selected and assigned (e.g., at random? purposeful?),
  - major demographic characteristics (e.g., sex, age, race, ethnicity, level of education, socioeconomic status) which will be collected,
  - description of agreements and payments made (i.e. if you anticipate providing a transcript of the interview for the person to review or if you plan to pay (either monetarily or with incentives) people to participate in the study, and
  - statement of ethical principles used in relation to the participants (remember Module 2)
- Explain how the information shared in this class has impacted the selection of participants
Materials/Apparatus/Measures

- All physical aspects of the research design are described in this subsection. It lists everything that will be used in the study to help others replicate it (think of the "ingredients" section of a recipe).
  - Include a statement of the type of study (survey design, mixed methods, observational study, etc.)
  - Describe each construct that will be included on a survey (Review Module 4)
    - Include a copy of questions for each construct in the appendix
  - Describe process that will be used to carry out a qualitative study
    - Recruiting participants, etc.
    - Include a copy of the questions (Icebreaker, introductory, transition, key, ending) as part of an interview protocol or moderator's guide in the appendix
  - Explain how the information shared in this class has impacted the selection of existing instruments or development of new questions.

Procedure

- Provide a detailed account of how data will be collected
- Explain how the information shared in this class has impacted the procedures you will use.
  - This is, potentially, the longest section of this report.
Appendix B

Life Experiences → How readings are understood → Readings

How question is understood

Reflection Question

Answered by critically assimilating experiences and readings into a thoughtful, organized response

Synthesis of thoughts