REQUEST FOR ADDITION OF NEW COURSE

Department: Student Support Services
College: University College
Date: 6/1/15

ROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>SSS Student Success Strategies</th>
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<tr>
<td>SUCCSSTRATEGY</td>
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<tr>
<td>1001</td>
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<td>2</td>
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</table>

Credit & g. Course Type
Semester Hours of Credit
Lecture: 1
Lab/Sem/Rec: 1

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

Credit will not be given for this course and:

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

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

Grading System:
Letter Grade
Pass/Fail
Yes X

Final Exam:**
Yes X
No

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

Course Description:

SSS 1001 Student Success Strategies (2) Prereq.: permission of instructor only. Develops Student Support Services students' social skills and self-efficacy by presenting non-cognitive principles based on best practices supported by current research.

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

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

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

Academic Affairs Approval:
(Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

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

APPROVALS

Department Faculty Approval Date
College Faculty Approval Date

Department Chair Signature
(date)

Graduate Dean Signature
(date)

Deborah Hollier dhollie@lsu.edu
College Contact
E-mail

Chair, FS C&C Committee
(date)

Academic Affairs Approval
(Date)
Justification for Student Support Services SSS 1001 Course Addition

Student Support Services is a federally funded TRiO grant program at LSU. Established by the Higher Education Act, as amended, SSS is designed to: (1) to increase college retention and graduation rates for eligible students; (2) to increase the transfer rates of eligible students from 2-year to 4-year institutions; (3) to foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths and students who are in foster care or are aging out of the foster care system, or other disconnected students; and (4) to improve the financial literacy and economic literacy of students, including—(A) basic personal income, household money management, and financial planning skills; and (B) basic economic decision making skills. The program assists students who are low income and first generation, as well as students with disabilities. These goals are to be accomplished through a variety of services identified in best practice research, including a variety of services like personal and academic counseling, advocacy, free tutoring, reserved study space, cultural events, and a freshman course tailored to student success and transition.

This proposed course, SSS 1001, is an adjusted and enhanced course from the former UC 0006 course. The drop form submitted for UC 0006 is conditional on the approval of the addition of this new course. The course is only open to incoming freshmen who have been accepted into the Student Support Services program. The course is not required for any academic curricula at LSU, but may serve as two hours of open electives, if allowed by a particular degree. The course has no duplicate courses. The course is financially supported by the federally funded grant, and enrollment is limited by permission of instructor only.

The postsecondary years bring new academic challenges, social comparisons, and stereotypes vis-à-vis SSS-eligible students’ potential for success. The U.S. Department of Education has a current focus on non-cognitive factors as an indicator for potential barriers to success. These barriers are typically revealed in academic behaviors (class attendance, homework completion), academic mindsets (feelings of belonging, importance of effort), perseverance (tenacity, self-discipline), social skill level (cooperation, empathy, adaptability), and learning strategies (goal-setting, problem-solving, and other executive functions).

The Plan of Operation found in the SSS grant application includes multiple services with interventions targeting these non-cognitive factors, primarily the SSS 1001 course. Previously, the students have been required to take a two hour Pass/No Credit version study skills course (UC 0006). Unfortunately, this grading classification left many students with the view that the course was nonessential since no letter grade was awarded; this resulted in a lack of dedication, motivation, comprehension and attention to course content. On the other hand, students who engaged in the course have commented about the importance of the SSS class to their success in other academic courses, indicating effectiveness and relevance of this course to the SSS student population. Increasing relevant assignment workload, performance expectation, with the added opportunity to affect GPA and fulfill elective credits, students will devote the required
time and effort essential for effective retention of material presented. The proposed SSS 1001, if granted, would set the bar and the tone for success of disenfranchised students at LSU toward graduation, career attainment, and/or graduate study.

Skip Downing, author of the textbook, On Course: Strategies for Creating Success in College and in Life identifies eight key principles of successful students as (1) accepting personal responsibility; (2) discovering self-motivation; (3) mastering self-management; (4) employing interdependence; (5) gaining self-awareness; (6) adopting lifelong learning; (7) developing emotional intelligence and (8) believing in themselves (Skip Downing, Wadsworth, Cengage Learning, Boston, MA). It is believed by the LSU SSS staff that Downing's principles make up the key combination of non-cognitive factors which play the most important role in SSS-eligible students' academic, career, and life outcomes.

The SSS Success Strategies course is designed to develop social skill level and self-efficacy by presenting Downing's non-cognitive principles, such as emotional intelligence, personal responsibility, self-belief, self-awareness, and employing interdependence via reflective journal writing assignments, experiential activities, and presentations during recitation. This class will include a pre-test from the textbook focusing on eight areas and the corresponding strategies for success. These strategies are based on the non-cognitive issues, will be taught throughout the course, and will focus on aiding students as they come to terms with each of these areas. It is believed the non-cognitive areas presented in the course will lead to a stronger, more confident individual who has the determination and resilience, the knowledge and behaviors, and the concrete skills to succeed at LSU. At the end of the fall semester, the freshmen SSS participants will take the post-test from the Skip Downing book and discuss the growth they have experienced and/or where they still have work to do both in the small recitation class and in their final meeting with one of the SSS counselors. Furthermore, their knowledge of the areas and strategies covered in the textbook will be assessed by a final examination.

The human executive functions (attention, goal-setting, self-regulation, working in groups) are not always available or developed after graduating from high school. This is especially the case with the SSS-eligible population (first-generation, low-income, and students with a disability). In the SSS program, these learning strategies are presented in numerous ways. The SSS Success Strategies course has chapters that include solid study skills, note-taking strategies, and goal-setting models. Counseling staff meet with all students each semester to review their goals, set new goals, and problem-solve anticipated challenges the semester may bring.
Instructor: Debbie Hollier (dhollie@lsu.edu)
Intern/Teaching Assistant: TBD
Recitation Instructors:
  Craig Winchell (cwinche@lsu.edu)
  Murphy Rutherford (mruthe2@lsu.edu)
  Asha Vyas (avyas2@lsu.edu)
Social Work/Counseling Interns
Instructor Offices: 150 Himes Hall & 136 Allen
Lecture: TBD
Lab/Group meeting: TBD

Course Description: Student Support Services Participants only. The SSS Student Success Strategies course develops SSS students’ social skills and self-efficacy by presenting non-cognitive principles, such as emotional intelligence, personal responsibility, self-belief, self-awareness, and employing interdependence via traditional lecture, reflective journal writing assignments, recitation activities, and presentations.

Course Purpose: This course is designed in the Lecture/Recitation format to help you be successful in college and life by teaching strategies for creating greater academic, professional, and personal success, focusing on “non-cognitive variables.” It should also serve as a resource for community and personal support in every student’s process of acclimating to the LSU community as well as the TRIO program, Student Support Services (SSS). If a C- or better is earned, you will have access to services that SSS offers until you graduate from LSU.

*Note: This course is open to ONLY students who are eligible for and have been accepted into the federally funded SSS program.

Lecture-Recitation course
As with all of your courses, it is expected that you, the student, have read the chapter(s) prior to class for the background necessary to properly learn the content and apply the concepts addressed. As a general policy, for each hour you are in class, you should plan to spend at least two hours on preparing for the next class and completing homework and recitation assignments.

Mondays: Traditional Lecture
Lectures will cover materials from provided textbook

Wednesdays: Recitation Groups
This meeting will consist of the class breaking up into groups of approximately 10-15 students per group. You will remain with your group for the entire semester, but your group leaders/TAs will rotate amongst you weekly.

Meeting spaces for Recitation Group
**YOU WILL MEET IN YOUR DESIGNATED MEETING ROOM EVERY WEDNESDAY FOR REMAINDER OF SEMESTER**
Locations TBD

Projects and Assignments
- Pre-Self-assessment—You will take an online instrument which will assess your current level of non-cognitive functioning and knowledge (2.5%)
- Lecture Clicker Questions (Mondays)—Three clicker questions will be presented during each lecture and will be graded for correctness (25%)
- Recitation Participation (Wednesdays)—Experiences will include activities and student presentations to facilitate application of concepts presented in the lecture from the week. Your participation grade will be determined by your recitation leader each week. (25%)
• Mid-Term Essay—You will draft a personal mission statement based on your values, goals, and future plans (10%)
• Resume & Olinde Career Center Visit—You will make an appointment to see a counselor in the Olinde Career Center and draft a working resume (10%)
• Journal Writings—You will be assigned a total of 10 journals. These can be accessed and completed on Moodle. (5%)
• Post-Self-Assessment—You will take an online instrument which will assess your new level of non-cognitive functioning and knowledge (2.5%)
• Final Project (10%)
• Final Exam (10%)

Total: 100%

Grading Scale

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Expectations

The student is expected to attend class on time and be prepared to contribute to the classroom learning experience. Participation involves answering clicker questions, active listening, contributing your own thoughts and feelings to the discussions, and active participation for in-class exercises and activities.

Priority Scheduling Opportunity

SSS Students are afforded the opportunity to schedule their courses for the following semester substantially earlier than their peers. In addition to priority scheduling requirements (fulfilling all priority points), students enrolled in this course must also pass this course with a C- or better. Passing on the opportunity to schedule early is not encouraged or advised.

Special Accommodations

If you are registered with the Office of Disability Services and have special accommodations, please see me during office hours. If you are not registered with the Office of Disability Services and want to know more, please see me for a referral.

Moodle, Email, and Remind Text Messaging

Moodle will be a significant part of this class. Important information will be communicated to you through Moodle, and it is your responsibility to keep up with postings regularly and frequently. (Every morning and every afternoon or evening)

Email and Remind Text Messages will also be a form of communication. It is expected that you check your LSU email at least once a day. Remind Text Messaging will only be for reminders, so if you cannot sign up for the text message service there will be no penalty.
Materials
Textbook provided by SSS:
Clickers provided by SSS
Day Planner provided by SSS

Confidentiality
Please note that everything said in class is to remain in the class. If there are any issues that you need to address please see an SSS counselor.

Objectives

1. Accept personal responsibility: seeing yourself as the primary cause of your outcomes and experiences.
2. Discover self-motivation: finding purpose in your life by discovering personally meaningful goals and dreams.
3. Master self-management: consistently planning and taking purposeful actions in pursuit of your goals and dreams.
4. Employ interdependence: building mutually supportive relationships that help you achieve your goals and dreams (while helping others do the same).
5. Gain self-awareness: consciously employing behaviors, beliefs, and attitudes that keep you on course.
6. Adopt lifelong learning: finding valuable lessons and wisdom in nearly every experience you have.
7. Develop emotional intelligence: effectively managing your emotions in support of your goals and dreams.
8. Believe in yourself: seeing yourself as capable, lovable, and unconditionally worthy human beings.

Course Schedule

Week 1
Monday 08/24 Lecture
Introduction to course "Taking the First Step"
Due for Class: Complete Pre-Self-Assessment in Chapter 1 ONLINE

Wednesday 08/26 Recitation Group
Find Your Group Activity
Group Naming and Rules
Pre-Self-Assessment Results
Due For Class: Read Chapter 1

Week 2
Monday 08/31 Lecture
"Accepting Personal Responsibility"
Due For Class: Read pp. 31-42 and complete Journal Entry 6

Wednesday 09/02 Recitation Group
"The Late Paper" Discussion
Week 3
Monday 09/07 NO CLASS—Labor Day

Wednesday 09/09 Recitation Group
Reviewing Degree Audits and Group Advising
Refresher on CATS, degree paths, priority points
Due For Class: Bring ALL of your Syllabi and planners

Week 4
Monday 09/14 Lecture
"Making Wise Decisions and Changing Your Inner Conversation"
Due For Class: Read pp 43-54 and complete Journal Entry 7

Wednesday 09/16 Recitation Group
"Wise Decision Making Model" Activity
STUDENT PRESENTATIONS Round 1

Week 5
Monday 09/21 Lecture
"Discovering Self Motivation"
Due For Class: Read pp 64-70 and complete Journal Entry 8

Wednesday 09/23 Recitation Group
Goal Setting and Time Management
STUDENT PRESENTATIONS ROUND 2

Week 6
Monday 09/28 Lecture
"Designing a Compelling Life Plan and Committing to your Goals and Dreams"
Due For Class: Read pp 71-92 and complete Journal Entry 9

Week 7
Monday 10/05 Lecture
"Mastering Self-Management"
Due For Class: Read pp 102-116 and complete Journal Entry 13
Midterm Essay Assignment Posted to Moodle

Wednesday 10/07 Recitation Group
Journal Entry 12 (completed in class) also CASE STUDY on page 102

Week 8
Monday 10/12 Lecture
"Developing Self-Discipline and Self-Confidence"
Due For Class: Read pp 116-129 and complete Journal Entry 15

Wednesday 10/14 Recitation Group
Due For Class: Midterm Essays
STUDENT PRESENTATIONS Round 3

Week 9
Monday 10/19 Lecture
"Employing Interdependence and Creating a Support System"
Due For Class: Read pp 140-150 and complete Journal Entry 17
Wednesday 10/21 Recitation Group
"The MarshMallow Challenge"

Week 10
Monday 10/26 Lecture
"Active Listening and Being Assertive"
Due For Class: Read pp 151-164 and complete Journal Entry 19

Wednesday 10/28 Recitation Group
"Active Listening" SCHEDULING
Student Presentation Round 4

Week 11
Monday 11/02 Lecture
"Recognizing When You Are Off Course and Identifying Scripts"
Due For Class: Read pp 172-183 and complete Journal Entry 21

Wednesday 11/04 Recitation Group
"Empowering Script"

Week 12
Monday 11/09 Lecture
"Rewriting Outdated Scripts and Writing your Own Rules"
Due For Class: Read pp 184-195 and complete Journal Entry 23

Wednesday 11/11 Recitation Group
"What I Did Instead"

Week 13
Monday 11/16 Lecture
"Learning Style, Critical Thinking, and Learning to Make Course Corrections"
Due For Class: Read pp 208-228 and complete Journal Entry 26

Wednesday 11/18 Recitation Group
"Preferred Learning Style Inventory"

Week 14
Monday 11/23 Lecture
"Developing Self Respect and Emotional Intelligence"
Due For Class: Read pp 228-259 and complete Journal Entry 248

Wednesday 11/26 NO CLASS-THANKSGIVING BREAK

Week 15
Monday 11/30 Lecture
"Creating Flow and Staying On Course"
Due For Class: Read pp 259-285 and Final Project-Journal 31

Wednesday 12/02 Recitation Group
Final Class-Termination/Tying up Loose Ends

Week 16
Final Exam according to University Final Exam Schedule
REQUEST FOR **ADDITION** OF NEW COURSE

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<tr>
<th>Department</th>
<th>Kinesiology</th>
<th>College</th>
<th>Human Sciences and Education</th>
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<td>Date</td>
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**PROPOSED COURSE DESCRIPTION**

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<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Essentials of Sport Performance Training</th>
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<tr>
<td>KIN 4530</td>
<td>Short Title (≤ 19 characters)</td>
<td>E S S S P R T P E R F T R A I N</td>
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<tr>
<td></td>
<td>Semester Hours of Credit</td>
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<td>If combination course, # hrs. of credit for</td>
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<td>Repeat Credit Max. (if repeatable):</td>
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<td>Credit will not be given for this course and:</td>
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<tr>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
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<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
<td>Final Exam:** Yes X</td>
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<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)

4530 Essentials of Sport Performance Training (3) Prereq.: KIN 2500, KIN 2504, KIN 3515 or permission of the instructor. Basic principles and methods of testing, training and programming related to sport performance.

**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 2-27-15 | College Faculty Approval Date 4-15-15

Melinda Selmon

Department Chair Signature 2-27-15

Graduate Dean Signature 6-12-15

Casey Bennett cbenne5@lsu.edu

College Contact E-mail

**Chair, FS C&C Committee**

**Academic Affairs Approval** (date)
Justification for KIN 4530:

This course has been offered as a special topics (KIN 4501) course in the following summer semesters: summer 2012 (20 students); summer 2013 (26 students); summer 2014 (15 students) and summer 2015 (13 students).
JUSTIFICATION:

Many of the students in the School of Kinesiology seek internships and professions in the growing field of sport performance and strength and conditioning. Therefore, a course is needed in our curriculum that focuses specifically on the concepts of sport-specific testing, training and program design for athletic performance. This course will meet that criteria and does not duplicate any courses offered on campus.
KIN 4530: Essentials of Sport Performance Training

Course Description: Basic principles and methods of testing, training and programming related to sport performance.

Required Course Materials:

Recommended Materials:

Course Objectives: Upon successful completion of this course, the student will be able to:
1) define and describe the components of, and scientific rationale for, an integrated performance training program,
2) identify appropriate sport-specific assessments and their applications to sport performance,
3) design a performance enhancing training program using periodization and the OPT™ model

Grading Scale:

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<th>Grade</th>
<th>Percentage</th>
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<tbody>
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Lecture Course
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since the course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

Evaluation:

Three field-based observations with reflections (30 pts each) 90 pts.
Weekly chapter quizzes (16 total) 100 pts.
Midterm Exam 100 pts.
Final Exam 100 pts.
TOTAL 390 pts.

*Graduate credit: An additional 100 point assignment for a total of 490 points in the course

Graduate Student Assignment
1. Research summary paper which includes at least five peer-reviewed research articles relevant to the topic of choice.
2. Presentation of the topic to include a 50 minute lecture including an interactive activity related to the topic assigned.
# KIN 4530 Course Outline
## SYLLABUS

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<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tr>
<td>Week 1</td>
<td>Essentials of Integrated Training and Human Movement Science</td>
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<td>Week 2</td>
<td>Sport Performance Training</td>
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<td>Week 3</td>
<td>Flexibility Training for Performance Enhancement</td>
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<td>Week 4</td>
<td>Cardiorespiratory Training for Performance Enhancement</td>
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<td>Week 5</td>
<td>Core Training Concepts for Performance Enhancement</td>
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<td>Balance Training for Performance Enhancement</td>
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<td>Plyometric Training for Performance Enhancement</td>
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<td>Week 8</td>
<td>Speed, Agility, and Quickness for Performance Enhancement</td>
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<td>Week 9</td>
<td>Integrated Resistance Training for Performance Enhancement</td>
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<td>Week 10</td>
<td>Olympic Lifting for Performance Enhancement</td>
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<td>Week 11</td>
<td>Science of Periodization and the Optimum Performance Training Model</td>
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<td>Week 12</td>
<td>Current Concepts in Injury Prevention</td>
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<td>Week 13</td>
<td>Performance Nutrition and Ergogenic Aids</td>
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<td>Week 14</td>
<td>Performance Psychology: Integrating Physical and Mental Training</td>
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# REQUEST FOR ADDITION OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

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**Short Title (≤ 19 characters):** Louisiana in the Global World

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<th>Semester Hours of Credit</th>
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**If combination course type, # hrs. of credit for:**

- Lecture: 1
- Lab/Sem/Rec: 2

**Repeat Credit Max. (if repeatable):**

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

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

- Lecture
- Lab
- Seminar
- Recitation
- Lec/Rec 1/2
- Lec/Sem
- Lec/Lab
- Res/Ind
- Clin/Pract
- Intern

**Maximum enrollment per section:** 100

**Grading System:**

- Letter Grade: X
- Pass/Fail

**Grading System:**

**Final Exam:** Yes

**(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.*

**Louisiana in the Global World (3)**

Prereq.: permission of instructor. Primarily for LSU Global students. 1 hr. lecture; 2 hrs. recitation. Introduces international students to the history, people, and culture of Louisiana through academic learning and hands-on experience.

**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

**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></td>
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</tbody>
</table>

**Department Chair Signature**

**Graduate Dean Signature**

**College Contact**

**College Dean Signature**

Chair, FS C&C Committee

**Academic Affairs Approval**

(Date)
T. Gilmour Reeve, Ph.D.
Associate Vice President for Institutional Effectiveness and Academic Planning
115-B University Administration Building
Louisiana State University

June 5, 2015

Re: LSU in the World Course

Dear Gil,

We met with you, Matt Lee, Robert Doolos, and Hector Zapata on June 2\textsuperscript{nd} to discuss the “LSU in the World” course proposal. Thank you very much for your valuable comments on the proposal draft. Enclosed please find the updated proposed syllabus for sponsorship consideration by the OAA as a UNIV 1001 course and for submission to the Faculty Senate Courses & Curriculum Committee for their next meeting on June 19, 2015. The LSU Global Academic Quality and Assurance Committee (AQAC) met on June 5\textsuperscript{th} and approved the proposal.

This is a one-time course offered in Fall 2015 for the LSU Global students and other international students with the permission of the instructor. Its primary objective is to provide international students with acculturation opportunities by introducing them to essential aspects of history and life at LSU and Louisiana. The course meets Office of Academic Affairs guidelines.

Co-Chairs of LSU Global Academic Quality and Assurance Committee

\textit{Ye-Sho Chen}
Ye-Sho Chen, Ph.D.
James C. & Cherie H. Flores Professor of MBA Studies #2
Professor of Information Systems and Decision Sciences
E. J. Ourso College of Business
2211 Business Education Complex
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Yongick Jeong, Ph.D.
Associate Professor
Manship School of Mass Communication
Louisiana State University
247 Hodges Hall
Baton Rouge, LA 70803
vjeong@lsu.edu
Justification

The LSU Global Academic Quality and Assurance Committee (AQAC) met on June 5th and approved the proposal.

This is a one-time course offered in Fall 2015 for the LSU Global students and other international students with the permission of the instructor. Its primary objective is to provide international students with acculturation opportunities by introducing them to essential aspects of history and life at LSU and Louisiana. The course meets Office of Academic Affairs guidelines.

The LSU in the World course is designed to help students who are new to the country acclimate to their environment, make strong connections between their home culture and the culture / economy of their new environment and to illustrate Louisiana’s importance to the global economy. It does so by teaching the basics of Louisiana’s diverse history, introducing concepts related to the state’s culture and highlighting the foundations of what makes the state’s economy function and prosper.

Courses with Related Material

- Louisiana History HIST 3071
  UNIV 1001 would duplicate some of the content students would encounter in a Louisiana history course, including the general overall history of the state and its relationship with other countries throughout history.
- Introductory Sociology SOCL 2001
  UNIV 1001 would duplicate some of the concepts associated with culture, including material and nonmaterial culture and how that relates to people’s lives through the socialization process. It will also discuss how agrarian societies develop and transition into industrialized systems.
- Introductory Economics ECON 2000
  UNIV 1001 would duplicate some basic concepts used within economics such as supply and demand, international trade and discussions about the basic elements of how the Louisiana economy relates to those of other countries.

Summary and Justification

As noted above UNIV 1001 combines several concepts used in other courses. Though some of the material and concepts are borrowed from other disciplines, there are no other courses that combine this specific set of concepts into one unified course. This course begins with Louisiana history and ends with explanations and understanding of how modern Louisiana contributes to the global economy. Furthermore, the lessons from the classroom are reinforced through hands on experiences that tie Louisiana’s history, culture and economy together. So while the concepts come from a variety of sources, no other courses are duplicated and no other courses combine and reinforce material in this way.

UNIV 1001’s audience is also significantly different from any of the courses mentioned above. This course is aimed at international students who have recently arrived in Louisiana and are transitioning into their status as full time LSU students. UNIV 1001 blends the concepts from the courses mentioned to give these incoming students a strong base of fundamental concepts that help them adapt to their new environment and succeed at LSU.
The material in UNIV 1001 does overlap with other courses, but it differs from those courses in overall scope and the students it is designed for. There is no other course like it in the LSU catalogue. Enrollment in this course does not preclude students from taking any of the courses listed above and the confidence gained from success in UNIV 1001 may encourage them to enroll in those courses to further their knowledge of those disciplines.
Justification for Final Paper Instead of Exam
The LSU in the World course is designed to help students who are new to the country acclimate to their environment, make strong connections between their home culture and the culture/economy of their new environment and to illustrate Louisiana's importance to the global economy. As such the content of the course focuses on a mixture of educational outcomes and uses a variety of metrics. Elements that are discrete and factual in nature will be tested through quizzes and in class response essays. The final piece of graded work in the course is a term paper that is semi-biographical and asks student to make comparisons between their country of origin and Louisiana. This final paper aligns well with the overall goals of the course, but because they are not being tested on specific information and are instead focused on long-form comparisons and skill development, there will be no formal final exam given during finals week. The course paper will be due on the same date and time a final exam would be held.
Instructor Information:
Skylar Gremillion Ph.D.
sgremi3@lsu.edu
225-578-1117
22 Stubbs Hall

Office hours: Monday, Wednesday and Friday 10:00AM to 11:00AM, Tuesdays 11:00 to 12:00pm.
Other times available by appointment

Class Meeting Information
TBA

Course Summary
This course is a three credit hour course designed to introduce undergraduate international students to the history, people, and culture of Louisiana through both academic learning and hands-on experience. Through the semester we will engage with works of fiction, biographies, films that explore important events and personalities in history of the state. We will attend presentations and events that explore modern Louisiana’s important economic, cultural and environmental connections to the United States and the world. The primary learning outcome of this program is proficiency in understanding the Louisiana way of life so that students can acknowledge, adapt, and better interact at the LSU community.

Course Objectives
1. Examine the historical factors that created Louisiana’s unique cultural environment
2. Explore Louisiana’s connection and contributions to the United States and the world through history, economics and culture
3. Develop important reading, writing and analytical skills by writing response essays and completing projects that focus on the class readings and outside trips
4. Write a full essay that reflects their learning of Louisiana’s way of life and culture.

Required Texts
These texts are required for this course, you can purchase the text LSU bookstore or through an online retailer such as Amazon. Other texts required for class will be made available through Moodle.

Required Text:

Selected Readings (Whole book will not be read, only the chapters listed below)
   a. Chapters 2,3,4,8
   a. Part 1, Part 2
Graded Work and Grade Information

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>B+</th>
<th>C+</th>
<th>D+</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>98-100%</td>
<td>88-89%</td>
<td>78-79%</td>
<td>68-69%</td>
<td>0-59%</td>
<td></td>
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<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
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<tr>
<td>93-97%</td>
<td>83-87%</td>
<td>73-77%</td>
<td>63-67%</td>
<td>0-59%</td>
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<tr>
<td>A-</td>
<td>B-</td>
<td>C-</td>
<td>D-</td>
<td>F</td>
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</tr>
<tr>
<td>90-92%</td>
<td>80-82%</td>
<td>70-72%</td>
<td>60-62%</td>
<td>0-59%</td>
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</tr>
</tbody>
</table>

Graded Work Overview
Grades add up to 100%. Each category is a percentage of the final grade.

- Quizzes and Homework: 25%
- Cultural Journal: 30%
- Weekly Panels: 10%
- Participation and Attendance: 10%
- Final Paper: 25%

Major Graded Element Descriptions and Grading Criteria

Quizzes and Homework (25% of Total Grade)
During the semester there will be weekly quizzes and homework. The quizzes will feature 5 to 10 multiple choice questions relating to the readings due in class. The homework will range from short answer responses to finding videos on the internet that relate to the issues we are discussing in class. Multiple choice quizzes will be taken in class while short answer homework assignments will be turned in through Moodle.
Grading Criteria: Short answer questions that are graded with the Written Work Rubric.

Cultural Journals (30% of Total Grade)
Students will be required to keep weekly journals that chronicle their adjustment to student life and culture at LSU. The journals will be posted online through Moodle and will be checked each week. The journals are graded by the instructor through moodle, but are anonymous and other students cannot read them. Each week students will be required to make 3 journal entries. Each entry must be at least 400 words and must relate to student life at LSU or the material we discuss in class.
Grading Criteria: Students receive 5 points for each journal entry. 2 points for content, 2 points for length and 1 point for turning in the assignment.

Weekly Discussion Panels (10% of Total Grade)
Each week a group of students from the course will be assigned to participate in a discussion on a topic relevant to the class. The panels will be led by the instructor, but students will have to answer questions and demonstrate knowledge of the topic. Students will be graded on their knowledge of the topic and will also receive credit for participating. Panel topics will be given out early in the semester and students will be required to research the topic on their own. Topics will range from biographies of important historical figures to major events in Louisiana history and on to modern people, places and things that are important to the state as the semester progresses.
Grading Criteria: Students receive full points for participating in the discussion and successfully responding to at least 1 question or making 1 comment.

Class Participation and Attendance (10% of Total Grade)
Students are required to attend all class sessions. Attendance will be taken randomly throughout the semester.
Grading Criteria: 1 point for attending class, 0 for not attending.
Final Paper (25% of Total Grade)
The final piece of graded work in the course will be a 5 page biographical paper that will link the student's background to the economic products and culture of Louisiana. One month into the semester students will work with the instructor to develop a paper title and topic. At mid-term students will turn in a detailed outline. The completed paper is due during finals week. A document detailing the formatting and requirements will be made available early in the semester.

Grading Criteria: Written Work Rubric

Course Schedule

<table>
<thead>
<tr>
<th>Mon</th>
<th>Wk</th>
<th>Date</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>1</td>
<td>24</td>
<td>Course Introduction</td>
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<tr>
<td></td>
<td>1</td>
<td>26</td>
<td>Basics of College Life in Academics (Learning Style Test)</td>
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<tr>
<td></td>
<td>1</td>
<td>28</td>
<td>Louisiana's Environment and Resources</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>31</td>
<td>Indigenous Peoples of Louisiana</td>
</tr>
<tr>
<td>Sept</td>
<td>2</td>
<td>2</td>
<td>Academic Center For Success Visit -- Study Habits 1</td>
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<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>Student Panel -- The Mississippi River</td>
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<td></td>
<td>3</td>
<td>7</td>
<td>Labor Day - NO CLASS</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
<td>French Influence on LA</td>
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<td></td>
<td>3</td>
<td>11</td>
<td>Student Panel -- Bienville and Iberville</td>
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<td></td>
<td>4</td>
<td>14</td>
<td>Spanish Influence on LA</td>
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<td></td>
<td>4</td>
<td>16</td>
<td>Campus Scavenger Hunt</td>
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<td>4</td>
<td>18</td>
<td>Student Panel -- Napoleon</td>
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<td>5</td>
<td>21</td>
<td>LSU Wetlands Building Visit</td>
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<tr>
<td></td>
<td>5</td>
<td>23</td>
<td>The Louisiana Purchase</td>
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<tr>
<td></td>
<td>5</td>
<td>25</td>
<td>Student Panel -- Napoleon</td>
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<tr>
<td></td>
<td>6</td>
<td>28</td>
<td>Civil war, reconstruction and Modern Louisiana</td>
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<tr>
<td></td>
<td>6</td>
<td>30</td>
<td>Writing Center Visit</td>
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<tr>
<td>Oct</td>
<td>6</td>
<td>2</td>
<td>Student Panel -- TBA</td>
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<tr>
<td></td>
<td>7</td>
<td>5</td>
<td>Louisiana in the 20th Century</td>
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<td>7</td>
<td>Flood of 1927</td>
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<td>7</td>
<td>9</td>
<td>Student Panel -- Mississippi River</td>
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<tr>
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<td>8</td>
<td>12</td>
<td>International Louisiana Connections in the Modern Era</td>
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<td></td>
<td>8</td>
<td>14</td>
<td>Louisiana Culture Guest Speaker -- Louisiana's Connections to the World</td>
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<td></td>
<td>8</td>
<td>16</td>
<td>Student Panel -- Connecting the class with the world</td>
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<td>9</td>
<td>19</td>
<td>Louisiana Legislator Visit and Presentation</td>
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<td>9</td>
<td>21</td>
<td>Louisiana Cultural Exports -- Food</td>
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<td></td>
<td>9</td>
<td>23</td>
<td>Student Panel -- Paul Prudhomme and Cajun Culture Abroad</td>
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<td>10</td>
<td>26</td>
<td>Louisiana Cultural Exports -- Cajun Culture and Politics</td>
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<td>10</td>
<td>28</td>
<td>Guest Speaker --Louisiana's Diverse Political History</td>
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<td>30</td>
<td>Fall Holiday - No Class</td>
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<tr>
<td>Nov</td>
<td>11</td>
<td>2</td>
<td>Louisiana Petroleum Industry</td>
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<tr>
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<td>11</td>
<td>4</td>
<td>Guest Speaker -- Petroleum Rep / Engineer</td>
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<td>11</td>
<td>6</td>
<td>Student Panel -- Louisiana Natural Products</td>
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<td>12</td>
<td>9</td>
<td>Hurricanes and Louisiana's Image Abroad</td>
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<td>12</td>
<td>11</td>
<td>Hurricane Katrina Community and Economic Impact / Harrison Discussion</td>
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<td>12</td>
<td>13</td>
<td>Student Panel -- Louisiana Gulf Coast Erosion</td>
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<td>13</td>
<td>16</td>
<td>Louisiana Cajun Dancing and Music Presentation</td>
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<td>13</td>
<td>18</td>
<td>Louisiana Cultural Exports -- Music Culture and Tourism</td>
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<tr>
<td>13</td>
<td>20</td>
<td>Student Panel - History of Jazz in New Orleans</td>
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<tr>
<td>14</td>
<td>23</td>
<td>Louisiana in the Media Video Panel</td>
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<tr>
<td>14</td>
<td>25</td>
<td>Thanksgiving - No Class</td>
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<td>14</td>
<td>27</td>
<td>Thanksgiving - No Class</td>
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<tr>
<td>15</td>
<td>30</td>
<td>Louisiana History Rewind and Wrap Up</td>
<td></td>
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<tr>
<td>Dec 15</td>
<td>2</td>
<td>Conclusion -- From the bayou to the oil fields, Louisiana Culture and Industry</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>Final Student Panel -- Roundtable on The Semester</td>
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</tbody>
</table>

**Course Expectations**

**Attendance and Absences**  
Students are expected to attend every class and to participate fully in each class. Each student is allowed to miss 1 class without an excuse at no penalty. Any unexcused absences after that will drop the student’s Class Participation and Attendance by 1% of the final grade per absence to a maximum of 10%.

**Reading**  
Students are expected you to read the material that is assigned by the date mentioned in the syllabus.

**Make-Ups**  
To make up any assignment you must have a valid, documented excuse, such as a required university trip, jury duty, or medical emergency. Valid excuses are defined by LSU Policy Statement 22. If you have a valid excuse, you have 5 days from the next class period after the missed assignment to makeup the assignment. After that, even with a valid excuse, you will receive a 0 for the assignment.

There are no make-ups for unexcused absences. Alternate assignments will be available for students with valid excuses.

**Late Assignments**  
I will accept late assignments, however each day an assignment is late 10 percentage points are subtracted from the total.

**Special Accommodations**  
Inform me of any instructional accommodations and/or special learning needs as soon as possible. Accommodations are not retroactive. Assistance is available to eligible students through the Office of Disability Services. Please note that my office is in a basement, only accessible by a flight of stairs. If you have impaired mobility and need to see me, contact me beforehand so we can arrange another meeting place.

**Academic Honesty**  
LSU students are bound by the Student Code of Conduct (http://students.lsu.edu/saa/students/code). Suspected cases of academic misconduct (including cheating, plagiarism, falsifying records, and any other act designed to give you an unfair advantage) will be referred to the Dean of Students.

Cell phones are not allowed to be visible during exams. Students caught using a cell phone during an exam will not be allowed to finish the exam and will be reported to the dean of students.

**Original Work**  
It is assumed that all papers and assignments that are turned in for this class are original works created for this class. That means that you cannot use a paper from another class in this class verbatim. Students can use papers submitted for other courses as a basis for their new papers but the Turnitin must show that the reused material makes up less than 25% of the total paper.
**Classroom Environment**
Avoid behavior that distracts me, your classmates, and yourself. Students who engage in distracting behavior will be moved to a different seat or, if necessary, removed from the classroom. I do not have to warn you before I remove you from the class.

Personal electronic devices should be silenced and used only for class-related purposes. If you need to have your cell phone on for an emergency let me know before class begins. Notify me if you wish to record the class.

If you must leave class early or arrive late, sit by the door to minimize the disturbance. Do not hold side conversations while I or your fellow students address the class.

**Email**
Email (sgremi3@lsu.edu) is a good way to communicate with me. I check my email several times a day, though I may not be able to respond to you at the same time that I see your email. I will try to get back to you within 48 hours.

**Moodle**
Moodle is an alternative way to communicate with me and get information about the class. It will also hold the course syllabus, grades and any additional content provided by the publisher of your textbook. This includes sample quizzes, videos and learning tools. It is your responsibility to keep up with the content posted on Moodle.

**Justification for Final Paper Instead of Exam**
The Louisiana in the Global World course is designed to help students who are new to the country acclimate to their environment, make strong connections between their home culture and the culture/economy of their new environment and to illustrate Louisiana's importance to the global economy. As such the content of the course focuses on a mixture of educational outcomes and uses a variety of metrics. Elements that are discrete and factual in nature will be tested through quizzes and in class response essays. The final piece of graded work in the course is a term paper that is semi-biographical and asks student to make comparisons between their country of origin and Louisiana. This final paper aligns well with the overall goals of the course, but because they are not being tested on specific information and are instead focused on long-form comparisons and skill development, there will be no formal final exam given during finals week. The course paper will be due on the same date and time a final exam would be held.
Written Work Rubric
The written work rubric for this course focuses on 5 categories (Instructions, Writing, Course Content, Understanding and Application). The point value for each category scales to the size of the assignment, but the categories do not change.

Example: Short answer questions are worth 10 points total with each category at a max of 2 points. The final paper is worth 50 points and each category maxes out at 10 points.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novice</td>
</tr>
<tr>
<td>Points</td>
<td>0</td>
</tr>
<tr>
<td>Instructions</td>
<td>Followed few or no instructions</td>
</tr>
<tr>
<td></td>
<td>Issues with organization, clarity, and/or spelling and grammar that make the writing difficult to understand</td>
</tr>
<tr>
<td>Writing</td>
<td>Does not correctly use or apply any concepts from the course or minimal and incorrect term or concept usage.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates misunderstanding of the meaning of ideas expressed in the assignment</td>
</tr>
<tr>
<td>Understanding</td>
<td>Shows little higher-level engagement with ideas beyond demonstrating a basic understanding of the material</td>
</tr>
<tr>
<td>Application or Analysis</td>
<td>Shows little higher-level engagement with ideas beyond demonstrating a basic understanding of the material</td>
</tr>
</tbody>
</table>
Hi Anna,

I'm sending an email to the chairs of History and Economics now. I don't think they would be too hesitant, but if they are I can rework the justification. I put econ on there to cover all my bases, but all of the same concepts are taught in Industrial Sociology courses. There are also Sociology courses that focus on history.

In regard to the comments I've updated the syllabus with these changes and attached the new version:

(1) please check the statement in the syllabus that says "journals will be posted to moodle" and ask them if they really mean journals will be submitted for grading through moodle. The way it is stated now it sounds like the journals will be available for all students to read and this would be against LSU policy unless they have a way to make the work anonymous.

New phrasing on that section says:

The journals will be posted online through Moodle and will be checked each week. The journals are graded by the instructor through moodle, but are anonymous and other students cannot read them.

I would remove the last sentence in the first paragraph of Academic Honesty. I don't like putting some of the "possible" penalties for Academic Dishonesty in a syllabus.

Removed sentence

Under Original Work, I suggest that the the third sentence clarify what "older papers" means. Perhaps change to "papers they submitted earlier in the course."

New phrasing drops the word "older" and says:

Students can use papers submitted for other courses

On Wed, Jun 17, 2015 at 11:06 AM, Anna M Castrillo <acastr1r@lsu.edu> wrote:

Skylar,

Dr. Hopkins has asked for the following. Can you get an email from the chairs of ECON and HIST to show that they are OK with the overlap. Also see #1.

Anna Castrillo, M.A.
Hi Anna,

Here is the approval from History, the Econ chair said they would pass it on to their academic approval committee and get back to me.

-Skylar

---------- Forwarded message ----------
From: Victor L Stater <vstater@lsu.edu>
Date: Wed, Jun 17, 2015 at 1:01 PM
Subject: RE: LSU in the World Course
To: Skylar Gremillion <sgremi3@tigers.lsu.edu>

Hi Skylar,

Thanks for your message. I see that there might be some overlap between the course you’re developing and our own HIST 3071, but it will be very limited and so not a problem for us.

Good luck with the course!

Best,

Victor

Victor Stater
Professor & Chair
To: Victor L Stater  
Subject: LSU in the World Course

Dr. Stater,

My name is Skylar Gremillion and I am an instructor in the Department of Sociology. I am contacting you in my capacity as a member of the LSU Global program, where I am currently developing a new course designed to help foreign students who are new to LSU adapt to their environment and learn about the state and University.

The subject matter for this course may have some overlap with information that would be taught in a class in your department, so I am emailing to ask if you have any objections to this course (UNIV 1001) being offered at LSU. The course will not be available to all LSU students, it is only to those who are enrolled in the LSU Global program and it does not replace any programs offered in your department.

Below you will find a summary of the information that may overlap and I have attached the prototype syllabus for this course. I welcome any comments or questions you have and thank you for your time.

Sincerely,

Skylar Gremillion  
Instructor  
LSU Department of Sociology  
22 Stubbs Hall  
sremi3@lsu.edu  
225-578-1117

The material that would overlap with your department is as follows:

- Louisiana History HIST 3071

UNIV 1001 would duplicate some of the content students would encounter in a Louisiana history course, including the general history of the state and its relationship with other countries throughout history.
I was told the course is to be offered for international students coming into the program and then possibly offered to other students when it finds a permanent home, but that is way down the line. I think that is part of the Shorelight deal. From my understanding this course is funded directly through the legislature, so I was not made aware of the students needing to pay fees for the trips.

-Skylar

On Fri, May 29, 2015 at 3:46 PM, Anna M Castrillo <acastr11@lsu.edu> wrote:

That is perfect. It should still be three hours credit still! Also, as I was reviewing it, it looked great. I just had two questions. Is this course only for the international students in the program? Or can all students take it? Also, are the students responsible for the field trip fees?

Thanks,

Anna Castrillo, M.A.

Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991

LSU

From: Skylar Gremillion [mailto:sgremi3@tigers.lsu.edu]
Sent: Friday, May 29, 2015 3:42 PM
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | HRE 7005 | Title | Workforce Planning and Analysis
---|---|---|---
Short Title (≤ 19 characters) | W K F O R C E | PLAN & ANAL
Semester Hours of Credit | 3
If combination course type, # hrs. of credit for | Lecture: _____ | Lab/Sem/Rec: _____
Repeat Credit Max. (if repeatable): | _____ credit hours | Graduate Credit? | 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/Prac | Intern
---|---|---|---|---|---|---|---|---|---
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)

HRE 7005 Workforce Planning and Analysis (3) Examines the process of workforce planning on macro level to develop students' understanding of workforce planning models, the planning process, and the capability to carry out workforce planning and analysis to meet clients' needs.

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 | 2/25/15
College Faculty Approval Date | 4/15/15

Ed Holten / Sign 3-10-15
Department Chair Signature
3-10-15

Jennifer Curry / Sign 5/2/15
Dean Chair, ES C&C Committee
6-19-15

Graduate Dean Signature 6-12-15

Casey Bennett cbenne5@isu.edu
College Contact E-mail

Academic Affairs Approval (date)

Jennifer Curry 5/2/15
Chair, ES C&C Committee
6-19-15

To Ada Recommendation 3-6-15

Justification for Adding New Course HRE 7005 Workforce Planning and Analysis

The School of Human Resource Education and Workforce Development (SHREWD) is working strategically to increase its educational offerings to the workforce development community in Louisiana and the region. To that end, SHREWD has created two new programs: A Graduate Certificate in Workforce Development (pending Board of Regents approval on March 25, 2015) and a new concentration in our M.S. program called Workforce Development (already approved by the Graduate Council). We expect to begin offering the programs in July.

In planning for these two new programs, the faculty met with the Louisiana Department of Economic Development, the Louisiana Workforce Commission, and the Louisiana Community and Technical College System to discuss our current course offerings and plans for the programs. All identified a need for the new course being proposed herein as the only missing piece in our curriculum. These three groups are very important constituents in the workforce development community and will be endorsing our programs to their constituents.

Thus, we are requesting approval to create this course in order to meet the needs of the workforce development community. This course, along with our other course offerings, will enable us to offer a complete set of graduate level basic and advanced competencies to the community.

HRE 7005 will be a required core course in both the Graduate Certificate and Master's concentration in Workforce Development. To our knowledge it does not duplicate any other course on campus and is central to our core departmental mission.
### ACADEMIC AFFAIRS TRACKING DATABASE

This database contains information about academic programs, research units, and various administrative requests that have come before the Academic & Student Affairs Committee of the Board of Regents after. The purpose of this database is to inform viewers of the status of institutional requests and reporting requirements related to them; it is *not* the official record of Board actions.

Select Institution: LSU A&M College

<table>
<thead>
<tr>
<th>Request Type</th>
<th>Institution Name</th>
<th>Program/Unit Name or Request</th>
<th>Action Date</th>
</tr>
</thead>
<tbody>
<tr>
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<td>L.S.U. A&amp;M College</td>
<td>Roger M. Hufford Ogden Honors College</td>
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<td>Professional Sales Institute</td>
<td>10/22/2014</td>
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<td>L.S.U. A&amp;M College</td>
<td>Institute of Research Excellence in Plant Biotechnology and Crop Development</td>
<td>10/22/2014</td>
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<td>Select Reconfiguration</td>
<td>L.S.U. A&amp;M College</td>
<td>Department of Agriculture and Extension Education and Evaluation</td>
<td>9/25/2014</td>
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**Details**

- **InstID**: 14
- **Request Type**: New Acad. Program
- **Program/Unit Name or Request**: Graduate Certificate in Workforce Development
- **Board Action**: Conditional approval
- **Action Text**: The Board of Regents granted conditional approval of the Graduate Certificate in Workforce Development (CIP Code 52.1003) at LSU and A&M College. A progress report shall be due by March 1, 2016.
- **Action Date**: 3/25/2015
- **Institution**: L.S.U. A&M College

**Conditions, Subsequent Action(s)**

- **Condition/Stipulation Text**: A progress report shall be due by March 1, 2016.
- **Deliverable**: Report
- **Due Date**: 3/1/2016
- **Status**: Unmet
HRE 7005 Workforce Planning and Analysis
3 credit hours

Course Description:
This course examines the process of workforce planning on macro level with a view toward developing in students an understanding of workforce planning models, the planning process, and the capability to carry out workforce planning and analysis to meet clients' needs.

Course Goals:
The goal of this course is to develop students' knowledge about current issues in workforce development, workforce development policy, and to provide an overview of models and approaches workforce planning and analysis. There will be a particular focus on local and state issues. It is designed as a core course for students in the workforce development MS concentration or certificate program.

Course Learning Objectives:
Upon successful completion of the course, students will be able to:

1. Describe the human capital assets of community or state.
2. Describe the economics of workforce development.
3. Assess the workforce needs of a community or state (and employers);
4. Plan workforce programs to address current workforce needs and problems.
5. Develop tools to ensure government can track success and failure at achieving workforce objectives; and
6. Present oral arguments that convince managers of the importance of the problem and potential solutions.
7. Define Workforce Planning and Analysis as a key component of the Human Resource Development and Workforce Development fields.
8. Articulate their general understanding of the foundations of the workforce planning and analysis.
9. Describe and evaluate workforce planning and analysis, how they function, and the key concepts and principles underlying workforce planning and analysis.
10. Describe how workforce planning is organized with key focus on the state and national levels.
11. Analyze how global, societal and other changes will impact workforce planning and analysis.
12. Discuss the future of workforce planning and analysis.
Required Texts:

Recommended Readings:


Readings:
Additional required readings selected to supplement course material will be provided to students.

Course Format:
This course will utilize be highly experiential in nature and all activities are designed accordingly. A wide variety of instructional approaches will be employed and will include weekly reading assignments, enhanced lectures, discussions, case analyses, and cooperative learning activities.

Course Evaluation:
The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97.00%</td>
</tr>
<tr>
<td>B+</td>
<td>96.99-87.00%</td>
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<tr>
<td>C+</td>
<td>89.99-77.00%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>85.99-72.00%</td>
</tr>
<tr>
<td>D</td>
<td>72.99-63.00%</td>
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<td>F</td>
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<table>
<thead>
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</tr>
<tr>
<td>B-</td>
<td>89.99-83.00%</td>
</tr>
<tr>
<td>C-</td>
<td>79.99-73.00%</td>
</tr>
<tr>
<td>D-</td>
<td>69.99-63.00%</td>
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<tr>
<td>F</td>
<td>&lt;60.00%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>85.99-72.00%</td>
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<tr>
<td>D</td>
<td>72.99-63.00%</td>
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<tr>
<td>F</td>
<td>&lt;60.00%</td>
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</table>
Course Assignments:

1. **Weekly Forum Posts (30 points)**
   Students will complete weekly forum posts. Each student must respond to the instructor’s questions on the class Moodle site. Responses must be thorough and include citations from at least two sources. These sources must be relevant to the topic being discussed and may include academic journal articles, book chapters, or popular media. It is imperative that citations are done in accordance with APA guidelines. The posts must be submitted by the deadline and they will be evaluated as pass/fail based on the quality of the content. Late posts will not be graded. This is an **individual** assignment.

2. **Case Study of Workforce Planning and Analysis (20 points)**
   For this assignment, students will analyze different cases of workforce planning and analysis in any state or national levels. Diverse cases will be selected to compare the benefits and challenges of each approaches and models in workforce planning and analysis. The assessment tool for the analysis will be provided to students. This is a **group** assignment.

3. **Workforce Planning and Analysis Proposal (30 points)**
   Based on comprehensive reviews of various workforce planning and analysis cases, students will propose the ideal workforce planning and analysis project based on their purposes. For this project, students will justify their proposal, conduct an analysis of needs, target audience, context for workforce planning, create or adopt appropriated models and approaches, suggest the methods and timeline, and discuss impact and benefits of the project. Citations and formatting must follow the APA 6th edition guidelines and the report is expected to be between 3,000-4000 words. This is a **group** assignment.

4. **Final Examination (20 points)**
   The final examination may be any combination of multiple-choice questions, a case to analyze, short answer questions, and/or more integrative essay questions. Students should be prepared to sit the examination based on all materials related to the Workforce Planning and Analysis in the United States context. This is an individual assignment.

Course Outline:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS/RESOURCES/ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| 1    | • Introduction to Course | • Syllabus Overview  
|      |       | • Review Online Resources (Moodle Site)  
<p>|      |       | • US Office of Personnel Management (OPM) |</p>
<table>
<thead>
<tr>
<th>2</th>
<th>Economics of the workforce 1</th>
<th>- Van Horn (2013) Chapter 1-3</th>
</tr>
</thead>
</table>
| 3 | Economics of the workforce 2 | - Van Horn (2013) Chapter 4-6  
| 4 | The role of government: Workforce and education | - Giloth (2010). *Workforce Intermediaries for the Twenty-first Century*. |
| 8 | Strategic planning for the workforce | - Reimers & McGinn (1997) *Chapters 3 and 8*  
<table>
<thead>
<tr>
<th></th>
<th>Workforce planning for national and state priorities 1</th>
<th>Crouch, Finegold, &amp; Sako (2001) Chapter 4 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Workforce planning with local and community</td>
<td>Giloth (2010) Chapter 1</td>
</tr>
<tr>
<td>12</td>
<td>Workforce analysis 1</td>
<td>Van Horn (2013) Chapter 7 and Appendix</td>
</tr>
<tr>
<td>14</td>
<td>Integrated workforce planning and analysis</td>
<td>Rothwell, Alexander, &amp; Bernhard (2008)</td>
</tr>
<tr>
<td>15</td>
<td>Group Presentations</td>
<td>Workforce Planning and Analysis Proposal</td>
</tr>
<tr>
<td>16</td>
<td>Final examination</td>
<td></td>
</tr>
</tbody>
</table>

*Please note that grading rubrics for each assignment will be posted on the class Moodle site.*
### Request for CHANGING an Existing Course

**Department:** Renewable Natural Resources  
**Course Rubric and #:** RNR 4110  
**College:** Agriculture  
**Date:** 05/19/2015

#### Present Course Description

**Title:** African Wildlife Ecology  
**Semester Hours of Credit:** 4

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

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

**Graduate Credit?** Yes (X) No ( )

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

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

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

**Total Weekly Contact Hours:** 4

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

**Course Description:**

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

RNR 4110 African Wildlife Ecology (4) Prereq.: RNR 2031 or 2072, RNR 2101 or 2070 or equivalent, RNR 3018, and RNR 4064; Permission of department required. Junior, senior, or graduate student status. Two weeks of field practice. Students are responsible for travel expenses associated with this course. Field study of wildlife ecology, research and management practices in southern Africa.

#### Proposed Course Description

**Title:** African Wildlife Ecology  
**Semester Hours of Credit:** 1-4

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

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

**Graduate Credit?** Yes (X) No ( )

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

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

<table>
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<tr>
<th>LEC</th>
<th>LAB</th>
<th>SEM</th>
<th>REC</th>
<th>RES/IND</th>
<th>CLIN/PRACT</th>
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<td>4</td>
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</table>

**Total Weekly Contact Hours:** 40

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

**Course Description:**

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

RNR 4110 African Wildlife Ecology (1-4) Prereq.: RNR 2031 or 2072, RNR 2101 or 2070 or equivalent, RNR 3018, and RNR 4064; Permission of department required. Junior, senior, or graduate student status. May be taken for up to 4 credits. Two weeks of field practice. Students are responsible for travel expenses associated with this course. Field study of wildlife ecology, research and management practices in southern Africa.

---

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

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

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

Is this course a prerequisite or corequisite for other courses? Yes ( ) No (X) If yes, please list on a separate sheet.

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

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

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

**APPROVALS:**

**Department Faculty Approval Date:** 05/19/2015  
**Department Chair's Signature:** (Date)  
**Graduate Dean's Signature:** (Date)  
**College/Division/Department Contact:** Jennifer Neal (jshrewd@asu.edu)

---

**College Faculty Approval Date:** 06/18/15  
**College Dean's Signature:** (Date)  
**Chair, FS C & C Committee:** (Date)

---

**Academic Affairs Approval:** (Date)
JUSTIFICATION:
RNR 4110 is a new course to LSU based on African wildlife ecology program formerly taught at Texas A&M. When the course was proposed and approved, the faculty did not consider that practical, logistic constraints of the African partners would result in experiences of varying lengths, up to a maximum of two weeks. The proposed change would allow the instructor to set credit based on the actual planned experience that could range from 10-14 days with a small possibility of shorter lengths of stay.

CURRICULUM:
This course is not included in any curriculum, at present. If the course is successful and offered annually, the course will be proposed for inclusion in the B.S. in Natural Resource Ecology and Management, Wildlife Ecology Area of Concentration.
African Wildlife Ecology  
(1-4 credits; RNR 4110)

Eligibility: Undergraduate or graduate student, completion of 2101 or 2072, 2031 or 2071, 3018, and 4064 or permission from the instructor.

Campus Lectures: RNR 201  
Study Abroad: Swaziland and South Africa  
Program Coordinator: Bret Collier  
Office: Room 341 Renewable Natural Resources  
Office Hours: By appointment, or swing by  
Phone: 225-578-4192  
Email: bret@lsu.edu  
Class Website: Course materials will be posted on LSU Moodle

Course Description: Students will engage in many of Southern Africa’s most pressing conservation issues, participate in community development projects, and gain an understanding and appreciation for the history and cultures of Southern Africa. The major components of this course are as follows:  
1) The culture of southern Africa: Students will develop an understanding and appreciation of the region’s cultures and history through course field trips, lectures, readings, participation in community development projects, and their interaction with Africans.  
2) Conservation: From field trips and field research activities, students will be exposed to the conservation challenges of southern Africa and the linkages between culture, society, and ecology.  
3) Management of natural resources: Managers in Africa deal with many problems faced by managers throughout the world, while other issues face are uniquely African. We will use lectures, reading, and trips to different management areas to understand the management issues surrounding Africa’s protected and native lands.

Course Goals & Objectives: Upon completion of the course, students will 1) be able to use basic siSwati greetings, know basic Swazi cultural norms and have a basic understanding of Swazi history, and apartheid, 2) grasp the major social issues in modern southern Africa including HIV-AIDS, poverty, and economic inequity, 3) understand the role of grazing, fire, and predators in savannah management, 4) be able to make recommendations to address poaching, fence cutting, erosion, and invasive vegetation 5) understand the issues surrounding major conservation problems in the region, including: water issues, movement of game animals, transfrontier parks, poaching, land access, protection of endemic plants, and population growth.

Course materials: Course materials and the course syllabus will be available on the course LSU Moodle website

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points/Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30 pts/30 %</td>
</tr>
<tr>
<td>Field Course Exam</td>
<td>30 pts/30 %</td>
</tr>
<tr>
<td>Field Journal</td>
<td>30 pts/30 %</td>
</tr>
<tr>
<td>Paper discussion</td>
<td>10 pts/10 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts/100 %</strong></td>
</tr>
</tbody>
</table>

Grades: A (≥90 pts/≥90.0 %), B (80-89 pts/80.0-89.9 %), C (70-79 pts/70.0-79.9 %), and D (60-69 pts/60.0-69.9 %), F(<59 pts/<59.9%).
Participation: All students are expected to participate actively and equally in all aspects of this course and field trip. The success of this course is dependent upon the students engaging in all planned activities, discussions, asking questions, and conversing with locals. The quality of this trip depends on the behavior of the students. This is a study abroad course – not a vacation. We will often have to get up early (4-5AM), follow tight daily schedules, work outside in adverse environmental conditions (heat, insects), and visit areas where you must act in a courteous and professional manner. Participating in any disruptive behavior or failing to follow the schedule impacts the entire group and your ability to benefit from the course. Actively listening to guides, guest leaders, and experiencing the diverse places we visit is imperative to enjoying and getting a good grade in this course. You are expected to behave appropriately at all times (even during free time). Please read carefully all agreements and waivers you have signed to participate in this class.

Exam: There will be an essay exam (30 points). Students will be expected to synthesize materials from lecture, reading, field trips, and experiences to demonstrate a grasp of the complex intermingling of culture, conservation, and wildlife management. The exam will be administered during the last week of class.

Field Journal: One objective of the class is to provide a form for students to interact with and engage local peoples and issues. Students will have ample time to learn and explore outside of structured activities. Students will be asked to document and reflect on their observations using a field journal. Students should take notes while visiting the locations, listening to guides and guests, and after unique cultural experiences. Students will be given opportunities each day to make entries into their journal. The journal will graded based on student’s ability to learn outside of structured events (10 points), address questions posed by instructors (10), and their ability to clearly document their thoughts (5 points) and place them into context (5 points). Journals will be due August 25th (or upon return to LSU).

Paper Discussion: Students will summarize the article and present the major points of the article to the class. Then they will lead the class in a discussion by asking questions that allow other students to critique the article, debate its strengths and weaknesses, and express their opinions. Student’s will be graded on their ability to understand and synthesize the material in the article (3 points), their questions and ability to conduct a discussion (4 points), and their ability to relate the material to other topics covered or experience from the class (3 points).

Class readings (on moodle)

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tropical grassy biomes</td>
<td>Parr et al</td>
</tr>
<tr>
<td>2</td>
<td>Animals Traded for Traditional Medicine</td>
<td>Whiting et al</td>
</tr>
<tr>
<td>3</td>
<td>Kruger Elephants population</td>
<td>White et al</td>
</tr>
<tr>
<td>4</td>
<td>Shifting base-lines</td>
<td>Corlett</td>
</tr>
<tr>
<td>5</td>
<td>Community-based conservation</td>
<td>Berkes et al</td>
</tr>
</tbody>
</table>

Academic Honesty: Students are expected to become familiar with and follow current LSU Policy. Cheating and plagiarism in any form will not be tolerated. This intent of this course is to prepare the student for further challenges in their careers. It would be a disservice to all students, especially the cheater, to allow cheating to occur. Students violating the Academic Dishonesty policy of the LSU Code of Student Conduct will be dealt with according to the policies outlined therein. Copies are available from the Dean of Student’s Office.
**Students with Disabilities:** The Office of Disability Services identifies and assists students with disabilities. Students with disabilities should obtain appropriate documentation from the Office of Disability Services. With proper documentation, all appropriate arrangements will be made to accommodate the student. Without proper documentation, no disability, however real it may be, may be accommodated.

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

**Program schedule:**
During the pre-requisite RNR 4064, topics and content mandatory for this course will be presented 6 times during the spring semester prior to leaving for southern Africa. Classes prior to departure will help familiarize participants with the cultures, social context, and wildlife of Southern Africa, and will help students begin developing research projects. See the tentative itinerary.
Hello Anna,

Here is the response from the instructor:

All students will receive the same credit each semester, based on the length of the experience and participation in field activities. All students will commit to the same length of experience and will know the length of the experience and amount of credit prior to enrollment. The target length of 13 days with associated field activities will be 3 credits. Credit will be increased to 4 hours, if the experience exceeds 17 days with associated field activities. Credit will be reduced by 1 hour for each 4 day increment less than 13 days (i.e., 9 days with field activities will result in only 2 credits).

Mike Kaller, Ph.D.
Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College

Dr. Kaller,

Please see the attached memo regarding the actions taken by the Courses and Curricula Committee for the proposal to change RNR 4110.

Sincerely,

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

From: John B Hopkins
Sent: Monday, June 22, 2015 1:04 PM
To: Anna M Castrillo
Subject: Re: RNR 4110

Anna

I spoke with Mike Kaller and he told me the daily activities will be at least 6 hr per day. In that case the numbers he reported to you below do properly correlate to LSU’s credit hour definition. I am satisfied he has answered all of the committee's questions.

john hopkins

From: Anna M Castrillo
Sent: Monday, June 22, 2015 11:35 AM
To: John B Hopkins
Subject: FW: RNR 4110

Dr. Hopkins,

Regarding RNR 4110, here is the response from the instructor. And I have attached the memo I sent so you can see what we asked for. Let me know if it is OK to process further.

Thanks,

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

From: Michael D Kaller
Sent: Monday, June 22, 2015 11:33 AM
To: Anna M Castrillo; Allen Rutherford
Subject: RE: RNR 4110

Hello Anna,

Here is the response from the instructor:

All students will receive the same credit each semester, based on the length of the experience and participation in field activities. All students will commit to the same length of experience and will know the length of the experience and amount of credit prior to enrollment. The target length of 13 days with associated field activities will be 3 credits. Credit
will be increased to 4 hours, if the experience exceeds 17 days with associated field activities. Credit will be reduced by 1 hour for each 4 day increment less than 13 days (i.e., 9 days with field activities will result in only 2 credits).

Mike Kaller, Ph.D.
Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College

From: Anna M Castrillo
Sent: Monday, June 22, 2015 8:50 AM
To: Allen Rutherford; Michael D Kaller
Subject: RNR 4110

Dr. Kaller,

Please see the attached memo regarding the actions taken by the Courses and Curricula Committee for the proposal to change RNR 4110.

Sincerely,

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

Department: Agricultural & Extension Education & Evaluation
Course Rubric & Number: AEEE 4506
College: Agriculture
Date: 5/4/15

PRESENT COURSE DESCRIPTION

Title: Service Learning in Community-Based Organizations
Semester Hours of Credit: 3.0

If combination course type, # hrs. of credit for:
Lecture: _____ Lab/Sem/Rec: _____
Repeat Credit Max. (if repeatable):
Graduate Credit? Yes ________ No ________
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Total Weekly Contact Hours: _____
Grading System: Letter Grade X Pass/Fail ______
Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)
AEEE 4506 (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.

PROPOSED COURSE DESCRIPTION

Title: Service Learning in Community-Based Organizations
Short Title: SERVICE LEARNING
Semester Hours of Credit: 3.0

If combination course type, # hrs. of credit for:
Lecture: _____ Lab/Sem/Rec: _____
Repeat Credit Max. (if repeatable):
Graduate Credit? Yes ________ No ________
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Total Weekly Contact Hours: _____
Grading System: Letter Grade X Pass/Fail ______
Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)
AEEE 4506 (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.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.
Has this change been discussed with and approved by all departments/colleges affected? Yes ________ No ________ N/A ________
Is this course included in any curricula, concentrations, or minors? Yes ________ No ________ If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes ________ No ________ If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ________ No ________

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

APPROVALS

Department Faculty Approval Date: 5/4/15
Department Chair Signature: 5/5/15 (date)
Graduate Dean Signature: 6-12-15 (date)

College Faculty Approval Date: 6-8-15
College Dean Signature: (date)
Chair, FS C&C Committee: 6-19-15 (date)

Rebecca S. 6-29-15
Justification for Changing AEEE 4506 from Undergrad Only Credit to Both Undergrad and Graduate Credit

In the past, this course was offered under a special topics number only as a graduate level course. In redesigning the course for AEEE and completing the forms requesting a permanent course number, the box indicating that the course was also for graduate credit was inadvertently not checked. The redesigned course is appropriate for both senior level undergrads and MS students. The revised course syllabus indicates the additional assignment for graduate credit.

This course is required for the Extension and Non-formal Concentration in the BS in Agricultural Education as well as in the Youth Development minor. It is also listed as an approved departmental elective for the proposed MS program.
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 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 counterarguments.
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
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
Make points that are succinct and not repetitive

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>

*Graduate Student Assignment Only

**Review of Literature**

**Due Class 6**
A Literature Review is a synthesis of the academic/scholarly literature written on a specific well-defined topic. A 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**
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
A 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/riskmg/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 points</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. All partners benefit from the service-learning project. Roles and expectations of each partner are clearly defined.</td>
<td>Up to 20 points</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 points</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 designed to achieve significant benefits for students and community.</td>
<td>Up to 40 points</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 points</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 points</td>
</tr>
<tr>
<td>Materials</td>
<td>The project materials are well organized, use grammatically correct and flow smoothly.</td>
<td>Up to 10 points</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 assesses 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**

*Graduate Student Only*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>50 points</td>
</tr>
<tr>
<td>Service-Learning Project</td>
<td>150 points</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>100 points</td>
</tr>
<tr>
<td><em>Review of Literature</em></td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Total</td>
<td>500 points</td>
</tr>
</tbody>
</table>
Graduate Student Grades
A 500 - 450 points  
B 449 - 400 points  
C 399 - 350 points  
D 349 - 300 points  
F Below 299 points

Undergraduate Student Grades
A 400 - 350 points  
B 349 - 300 points  
C 299 - 250 points  
D 249 - 100 points  
F Below 199 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 5 6 7
Local St. Address ____________________ Perm. St. Address
__________________________________
City/State/Zip ______________________ City/State/Zip
Local Phone _________ Perm. Phone (___)
E-mail ____________________________
Community Partner Information
Organization Name __________________________
Immediate Supervisor __________________________
Mailing Address __________________________
Email ____________________________
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
Request for CHANGING an Existing Course

Department: ISDS
Course Rubric & Number: ISDS 7302

PRESENT COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Analytics II</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>Lecture:</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
</tr>
<tr>
<td>Graduate Credit? Yes ☑ No ___</td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System: Letter Grade X Pass/Fail ___</td>
<td></td>
</tr>
<tr>
<td>Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)</td>
<td></td>
</tr>
</tbody>
</table>

ISDS 7302 Analytics II (3)
Prereq: ISDS 7301. Predictive analytics in business; business cases in predictive analytics, data mining use in business; industry solutions for predictive analytics.

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Analytics II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ANALYTICS II</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture:</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
</tr>
<tr>
<td>Graduate Credit? Yes ☑ No ___</td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System: Letter Grade X Pass/Fail ___</td>
<td></td>
</tr>
<tr>
<td>Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)</td>
<td></td>
</tr>
</tbody>
</table>

ISDS 7302 Analytics II (3)
Prereq: ISDS 7301 or permission of department. Predictive analytics in business; business cases in predictive analytics; data mining use in business; industry solutions for predictive analytics.

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

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

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

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

Is this course on the General Education list? Yes ☑ No ___

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS

Department Faculty Approval Date

College Faculty Approval Date

Academic Affairs
Form C – Changing ISDS 7302

Is this course included in any curricula, concentrations, or minors?
  Yes. It is included in the curriculum for the Master of Science in Analytics.

Is this course a prerequisite or corequisite for other courses?
  Yes. It is a prerequisite for ISDS 7303.

Justification:
Students admitted into graduate programs may have either previous course work or practical experience relative to the introductory material covered in ISDS 7301; therefore, there should be the option to allow those students to move directly into the ISDS 7302.
**Request for **CHANGING an Existing Course**

**Department:** Human Resource Education & Workforce Dev  
**College:** Human Sciences and Education  
**Course:** HRE 7001  
**Date:** 3/10/15

---

### Present Course Description

**Title:** Principles of Human Resource Education  
**Semester Hours of Credit:** 3  
**Lecture:** Lab/Sem/Rec:  
**Repeat Credit Max. (if repeatable):**  
**Graduate Credit:** Yes X  
**Credit will not be given for this course and:**  
**Contact Hours Per Week:** 3  
**Grading System:** Letter Grade X Pass/Fail  
**Course Description:** Principles of workforce education and development programs conducted by business, industry, government and educational institutions at all levels; relationships to adult education, career/technical education, human resource development, career development, general education and society.

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### Proposed Course Description

**Title:** Principles of Workforce Development  
**Semester Hours of Credit:** 3  
**Lecture:** Lab/Sem/Rec:  
**Repeat Credit Max. (if repeatable):**  
**Graduate Credit:** No  
**Credit will not be given for this course and:**  
**Contact Hours Per Week:** 3  
**Grading System:** Letter Grade X Pass/Fail  
**Course Description:** Principles of workforce education and development programs conducted by business, industry, government and educational institutions at all levels; relationships to adult education, career/technical education, human resource development, career development, general education and society.

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### Approvals

**Department Faculty Approval Date:** 2/25/15  
**College Faculty Approval Date:** 4/15/15  
**College Dean Approval Date:** 5/15/15  
**Academic Affairs Approval Date:** 6/29/15

---

**Casey Bennett**  
**College Contact** cbenne5@lsu.edu
Justification for Changing a Course HRE 7001 Principles of Human Resource Education to HRE 7001 Principles of Workforce Development

This request is for a change of course title only. The course content and course description are not changing.

The School of Human Resource Education and Workforce Development (SHREWD) is working strategically to increase its educational offerings to the workforce development community in Louisiana and the region. To that end, SHREWD has created two new programs: A Graduate Certificate in Workforce Development (pending Board of Regents approval on March 25, 2015) and a new concentration in our M.S. program called Workforce Development (already approved by the Graduate Council). We expect to begin offering the programs in July.

In planning for these two new programs, the faculty met with the Louisiana Department of Economic Development, the Louisiana Workforce Commission, and the Louisiana Community and Technical College System to discuss our current course offerings and plans for the programs.

All suggested that the new title, Principles of Workforce Development, would be more clear and attractive to potential students than the current title of Principles of Human Resource Education. These three groups are very important constituents in the workforce development community and will be endorsing our programs to their constituents so we value their input tremendously.

Thus, we are requesting approval to change the course title in order to better meet the needs of the workforce development community. HRE 7001 will become a required core course in both the Graduate Certificate and Master’s concentration in Workforce Development. To our knowledge it does not duplicate any other course on campus and is central to our core departmental mission.
ACADEMIC AFFAIRS TRACKING DATABASE

Required Reporting for 2008

This database contains information about academic programs, research units, and various administrative requests that have come before the Academic & Student Affairs Committee of the Board of Regents after. The purpose of this database is to inform viewers of the status of institutional requests and reporting requirements related to them; it is *not* the official record of Board actions.

Select Institution: L.S.U. A&M College

<table>
<thead>
<tr>
<th>Request Type</th>
<th>Institution Name</th>
<th>Program/Unit Name or Request</th>
<th>Action Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Center/Institute</td>
<td>L.S.U. A&amp;M College</td>
<td>Transformational Technologies and Cyber Research Center</td>
<td>3/25/2015</td>
</tr>
<tr>
<td>Name Change</td>
<td>L.S.U. A&amp;M College</td>
<td>Roger Hadfield Skipper Honors College</td>
<td>1/12/2015</td>
</tr>
<tr>
<td>Continued Authorization</td>
<td>L.S.U. A&amp;M College</td>
<td>Center for Internal Auditing</td>
<td>12/11/2014</td>
</tr>
<tr>
<td>New Center/Institute</td>
<td>L.S.U. A&amp;M College</td>
<td>Professional Sales Institute</td>
<td>10/22/2014</td>
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<tr>
<td>Center of Research Excellence</td>
<td>L.S.U. A&amp;M College</td>
<td>Center of Research Excellence in Plant Biotechnology and Crop Development</td>
<td>10/22/2014</td>
</tr>
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</table>

Details

**Request Type:** New Acad. Program

**Program/Unit Name or Request:** GC in Workforce Development

**Board Action:** Conditional approval

**Action Text:** The Board of Regents granted conditional approval of the Graduate Certificate in Workforce Development (CIP Code 52.1005) at LSU and A&M College. A progress report shall be due by March 1, 2016.

**Action Date:** 3/25/2015

**Institution:** L.S.U. A&M College

**Conditions, Subsequent Action(s)**

**Condition/Stipulation Text:** A progress report shall be due by March 1, 2016.

**Deliverable:** Report

**Due Date:** 3/1/2016

**Status:** Unmet
Request for **CHANGING** an Existing Course

### Present Course Description

**Title:** HONORS: Advanced Leadership Development  
**Semester Hours of Credit:** 3  
**Contact Hours Per Week:** (Indicate hours in appropriate course type.)  
**Total Weekly Contact Hours:** 3  
**Grading System:** Letter Grade X Pass/Fail  
**Course Description:** HRE 4724 HONORS: Advanced Leadership Development (3) Same as HRE 4723 with special honors emphasis. Prereq.: HRE 2724 and HRE 3724; Honors College students only. Credit will not be given for this course and HRE 4723.

### Proposed Course Description

**Title:** HONORS: Advanced Leadership Development  
**Short Title:** HON: ADV LEAD DEV  
**Semester Hours of Credit:** 3  
**Contact Hours Per Week:** (Indicate hours in appropriate course type.)  
**Total Weekly Contact Hours:** 3  
**Grading System:** Letter Grade X Pass/Fail  
**Course Description:** HRE 4724 HONORS: Advanced Leadership Development (3) Same as HRE 4723 with special honors emphasis. Prereq.: HRE 2723 or HRE 2724 and HRE 3723 or HRE 3724; Honors College students only. Credit will not be given for this course and HRE 4723.

### Approvals

**Department Faculty Approval Date:** 4-1-15  
**College Faculty Approval Date:** 4-15-15  
**Graduate Dean Signature:** (date)  
**College Dean Signature:** (date)  
**Chair, FS C&C Committee:** (date)  
**Academic Affairs Approval:** (date)
JUSTIFICATION:

The School of Human Resource Education and Workforce Development is proposing a correction to the prerequisites for HRE 4724: Advanced Leadership Development (Honors). The current prerequisites are successful completion of HRE 2724: Introduction to Leadership Development (Honors) and HRE 3724: Leadership Concepts and Principles (Honors). HRE 2723 and HRE 3723 are the non-honors versions of the two courses. Students can successfully complete the class without taking the honors versions of HRE 2723 and HRE 3723. Therefore, we would like to request the following change to the prerequisites for the course to go into effect for the 1S2016 semester:

• Successful completion of HRE 2723 OR HRE 2724 AND HRE 3723 OR HRE 3724

Students may use HRE 4724 or HRE 4723 to satisfy the requirements of the Leadership Development Minor offered by the School of Human Resource Education and Workforce Development. The change in the prerequisites will not impact a student's ability to complete the minor, however a letter will be sent to the senior colleges and the University College in order to keep them informed.

The grading scale used for the course will be the grading scale adopted by the faculty of the School of Human Resource Education and Workforce Development on April 1, 2015. The scale is as follows:

• A+: 100-97.00%  B+: 89.99-87.00%  C+: 79.99-77.00%  D+: 69.99-67.00%
• A: 96.99-93.00%  B: 86.99-83.00%  C: 76.99-73.00%  D: 66.99-63.00%
• A-: 92.99-90.00%  B-: 82.99-80.00%  C-: 72.99-70.00%  D-: 62.99-60.00%
• F: < 60.00%

If the change is approved, we will notify the senior colleges as soon as possible.
### Request for CHANGING an Existing Course

#### Course Information
- **Department**: Human Resource Education
- **Course Number**: HRE 4804
- **College**: Human Sciences and Education
- **Date**: 3-24-2015

#### Present Course Description

<table>
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<tr>
<th>Title</th>
<th>Professional Development Internship</th>
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<td>Semester Hours of Credit</td>
<td>3-12</td>
</tr>
</tbody>
</table>

#### Proposed Course Description

<table>
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<tr>
<th>Title</th>
<th>Professional Development Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3-12</td>
</tr>
</tbody>
</table>

#### Course Description

**HRE 4804 Professional Development Internship (3-12)** May be taken for a max. of 12 sem. hrs. of credit. Not for graduate credit. Permission of instructor. Students are mentored in the business community as they learn various skills that would make them highly employable.

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

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

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

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

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**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>4-1-15</th>
<th>College Faculty Approval Date</th>
<th>4-15-15</th>
</tr>
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<tbody>
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**Contact Information:**

<table>
<thead>
<tr>
<th>E-mail</th>
<th>[ ]</th>
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JUSTIFICATION:

The School of Human Resource Education and Workforce Development is proposing changes to HRE 4804: Professional Development Internship effective for the 1S2016 semester. The course is required for students completing a bachelor of science in Human Resource Education. The course is no longer required for the Leadership Development Minor due to the creation of HRE 4808 effective in the 1S2015 semester. The justifications for the changes listed on The Request for Changing an Existing Course are:

- Students are expected to apply what they have learned during their coursework in their internship settings. Therefore, we have determined certain prerequisites should be put in place. HRE 3071, HRE 3171, HRE 3271, and HRE 3571 are core classes that all students majoring in Human Resource Education must take in order to graduate, and we request that the courses be added as prerequisites for HRE 4804.
- We would like to restrict the course to students majoring in Human Resource Education since the course is no longer required for students completing the Leadership Development Minor.
- The updated course description provides a more accurate and detailed description of the course.
- With the addition of the prerequisites and restricting the course to students majoring in Human Resource Education in the LSU Mainframe, the permission of instructor required will no longer be necessary.

The grading scale used for the course will be the grading scale adopted by the faculty of the School of Human Resource Education and Workforce Development on April 1, 2015. The scale is as follows:

- A+: 100-97.00%
- A: 96.99-93.00%
- A-: 92.99-90.00%
- B+: 89.99-87.00%
- B: 86.99-83.00%
- B-: 82.99-80.00%
- C+: 79.99-77.00%
- C: 76.99-73.00%
- C-: 72.99-70.00%
- D+: 69.99-67.00%
- D: 66.99-63.00%
- D-: 62.99-60.00%
- F: < 60.00%

Human Sciences and Education is the only college affected by this change. Since the proposal must go through the college approval process before reaching Courses and Curricula, the college will be aware of the change.
Request for CHANGING an Existing Course

### PRESENT COURSE DESCRIPTION

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

HRE 4808 Leadership Development Internship (3) Prereq.: HRE 2723, HRE 3723, and credit or registration in HRE 4723. Not for graduate credit. Permission of instructor. Capstone for the Leadership Development Minor. Applying knowledge, skills, and abilities gained through prior coursework to lead a team of people in an applied setting.

### PROPOSED COURSE DESCRIPTION

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

HRE 4808 Leadership Development Internship (3) Prereq.: HRE 2723, HRE 3723, and credit or registration in HRE 4723 or HRE 4724. Not for graduate credit. Capstone for the Leadership Development Minor. Applying knowledge, skills, and abilities gained through prior coursework to lead a team of people in an applied setting.

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

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

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

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

Is this course on the General Education list? Yes X No If yes, list courses; use separate sheet.

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

### APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
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<tbody>
<tr>
<td>4-1-15</td>
<td>5-1-15</td>
</tr>
<tr>
<td>Department Chair Signature</td>
<td>College Dean Signature</td>
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<tr>
<td>(date)</td>
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<tr>
<td>Graduate Dean Signature</td>
<td>academics affair approval</td>
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<td>(date)</td>
<td>(date)</td>
</tr>
<tr>
<td>Casey Bennett</td>
<td></td>
</tr>
<tr>
<td>College Contact E-mail</td>
<td>Academic Affairs Approval</td>
</tr>
<tr>
<td></td>
<td>(date)</td>
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</table>
JUSTIFICATION:

The School of Human Resource Education and Workforce Development is proposing a technical correction to HRE 4808: Leadership Development Internship. The course is required for completion of the Leadership Development Minor. We are requesting the changes go into effect for the 1S2016 semester.

HRE 4808 replaced HRE 4804 as the required internship course for completion of the Leadership Development Minor. The change became affective in the 1S2015 semester. All senior colleges and the University College were made aware of the change via a letter sent by Dr. Ed Holton in the 1S2015 semester. The changes we are requesting for the course are technical corrections. The honors versions of the prerequisites were not included in the proposal for the creation of the course. The changes we are requesting are as follows:

- Concurrent enrollment in or successful completion of HRE 4723 OR HRE 4724 (Honors version of HRE 4723)
- Successful completion of HRE 2723 OR HRE 2724 (Honors version of HRE 2723)
- Successful completion of HRE 3723 OR HRE 3724 (Honors version of HRE 3723)
- Insertion of the prerequisites into Mainframe so the permission of instructor may be removed. The permission of instructor requirement was put in place to ensure the prerequisites were completed.

The grading scale used for the course will be the grading scale adopted by the faculty of the School of Human Resource Education and Workforce Development on April 1, 2015. The scale is as follows:

- A+: 100-97.00%
- A: 96.99-93.00%
- A-: 92.99-90.00%
- B+: 89.99-87.00%
- B: 86.99-83.00%
- B-: 82.99-80.00%
- C+: 79.99-77.00%
- C: 76.99-73.00%
- C-: 72.99-70.00%
- D+: 69.99-67.00%
- D: 66.99-63.00%
- D-: 62.99-60.00%
- F: < 60.00%

If the change is approved, we will notify the senior colleges as soon as possible.
Request for CHANGING an Existing Course

Department: SPESS  
Course Rubric and #: HORT 4072  
College: College of Agriculture  
Date: 4/30/15

Present Course Description

<table>
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<tr>
<th>Title</th>
<th>Sustainable Ornamental Production</th>
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<td>Semester Hours of Credit</td>
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<td>Course Description:</td>
<td>Include course number, title, etc., exactly as it appears in the General Catalog</td>
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<th>Proposed Course Description</th>
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<td>Grading System:</td>
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<td>Course Description:</td>
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</table>

HORT 4072 Sustainable Ornamental Production (3)  
Prereq.: HORT 2050 and HORT 2061. This course is part of ACCEPTS. This course addresses a variety of topics including, sustainable practices in locating a nursery, nursery layout, plant nutrition, plant water relations and irrigation needs, shipping and managing people and resources to produce the crop.

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

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

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

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:

Department Faculty Approval Date: 4/17/15 9/5/15
Department Chair’s Signature: 6/12/15
Graduate Dean’s Signature: Jennifer Neal (Date)
College Dean’s Signature: William B. Richardson (Date)
Chair, FS C & C Committee: John B. Hopk (Date)
Academic Affairs Approval: 6/29/15
College Contact: Wasia M. Isherwood J @lsu.edu
Justification

HORT 4072 Sustainable Ornamental Production is a course which furthers our offerings for graduate students interested in ornamental plant production. The course content is rigorous and represents new content knowledge for graduate students. This course is part of a consortium of classes offered through ACCEPtS and approved by LSU and member universities. The syllabus meets current guidelines at Oklahoma State University. Note the syllabus has a slight title difference from the catalog listing. OSU offers it under a different title rubric.
Sustainable Nursery Crop Production Syllabus

This course addresses issues and practices involved in production of quality woody nursery crops (e.g. trees and shrubs produced in open field or containerized systems). The course covers a variety of topics including, but not limited to locating a woody plant nursery, nursery design and layout, woody plant mineral nutrition and fertilization, plant water relations and irrigation needs, shipping, and managing people and resources. This course is an ACCEPTS course offered online to students at the University of Arkansas, Louisiana State University, Mississippi State University and Oklahoma State University.

Primary Instructor:

Dr. Janet Cole
Department of Horticulture and Landscape Architecture
360 Ag. Hall
Oklahoma State University
Stillwater, OK 74078-6027
e-mail: janet.cole@okstate.edu
phone: 405-744-5422

Office Hours:

Dr. Cole is available by appointment. Appointments should be scheduled via telephone or email.

Prerequisites: Principles of Horticulture (or equivalent).

Credits:

You will receive 3 semester credits for this course.

Course Objectives:

Upon completion of this course, students should be able to

1. Compare and contrast site needs for container production, field production, or combinations of container and field production (i.e. use of pot-in-pot or fabric containers).
2. Evaluate the need for fertilizer application based on soil tests, foliar analysis, and plant symptoms.
3. Compare and contrast drip and sprinkler irrigation of nursery crops based on water use, installation costs, and maintenance costs.
4. Employ sound crop production methods to produce a nursery crop while limiting environmental impacts.
Course Progress and Participation:

It is especially important that students set aside a regular time to study the course content and participate in the discussion forum questions. Students who do so learn more and perform better on exams than students who fail to regularly read and work with the course content. Be sure to pay attention to forum deadlines and exam dates. These will help to keep you moving through the course material and up to date.

Failure to complete assignments on time will result in a 0% grade for those activities. Unless an advisor's (in the case of a conflicting university-sponsored activity) or physician's statement (in the case of illness) is provided regarding such failures. NO late work will be accepted.

Required Text:


Supplementary Reading:


Other Requirements:

A calculator. Cell phones may NOT be used as a calculator during exams!!

A diameter tape or caliper for measuring tree trunk diameters. These may be checked out from your on-campus (local) instructor of record or purchased from suppliers such as Forestry Suppliers, A.M. Leonard, or Ben Meadows Co.
Content Delivery Method:

This is an internet-based course. The course is divided into modules that address topics pertinent to nursery production and management. Although the course is internet-based, it is taught in real time. In other words, modules will become available for student use at specific times and the activities, including any assignments and quizzes or exams, must be completed within the timeline specified within each module. Class modules that include various activities, assignments and methods of testing will be accessed using the course website. At the beginning of the course, you will be provided with the course website URL, and ID and a password to access the site and content.

Assignments and Grading:

Testing in this course will be done through weekly quizzes that may include questions from any section of the course but will primarily focus on the topic of the week. There may also be calculations included on the quiz from any type of calculation that has been covered prior to the quiz. You will need to identify a proctor and provide his/her contact information to me before the end of the first week of the class. The proctor you identify may be an employer, teacher, or other person NOT related to you (not a spouse, parent, sibling, child). The proctor must be willing to be present during the time that you take the quiz each week. Although quizzes will be on-line, the proctor will be needed to release the quiz to you. You will need to provide the name and e-mail address of your proctor to Dr. Cole before the first quiz. Quizzes will be available on Fridays, so be sure whoever you designate as the proctor can be available for about 1/2 hour each Friday to assist you.

All students are expected to actively participate in the class through various activities including online discussions using the Discussions tool in Online Classroom. Class participation will be graded based on quantity and quality of participation. For the Discussions, a question will be posted weekly that is in some way associated with the current module or nursery production in general. You are expected to address the topic in a meaningful way. An example of input that is NOT meaningful is "I agree with Joe's comments". It provides input, but it doesn't expand our way of thinking or our knowledge of the topic.
The following is the estimated number of points available during the semester:

<table>
<thead>
<tr>
<th>Points available each week</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Applications (Varies)</td>
<td>265</td>
</tr>
<tr>
<td>On-line Discussion (10 points)</td>
<td>150</td>
</tr>
<tr>
<td>Quizzes and Other Activities (25 points)</td>
<td>375</td>
</tr>
<tr>
<td><strong>One-time points</strong></td>
<td></td>
</tr>
<tr>
<td>Semester Nursery Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Hands-on Projects</strong></td>
<td></td>
</tr>
<tr>
<td>Retail Nursery Tour</td>
<td>25</td>
</tr>
<tr>
<td>Nursery Stock Sizes</td>
<td>25</td>
</tr>
<tr>
<td>Sprayer Calibration</td>
<td>25</td>
</tr>
<tr>
<td>Substrate Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Substrate Mixing</td>
<td>10</td>
</tr>
<tr>
<td>Production Nursery Virtual Tour</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>1025</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=less than 60%

Percentages will be based upon the total points available during the semester.
Internet Etiquette:

Keep in mind that we are addressing each other as professionals, and we must mind our manners. There are no "stupid" questions or comments in this class! Don't be afraid to ask a question or make a comment. Please respect different opinions, perspectives, and values in the discussion board and in all other class activities. Internet Netiquette includes not sending e-mail messages in ALL CAPS or too many !!!!!!s.

Code of Student Conduct:

It is the responsibility of all students to familiarize themselves with the Code of Student Conduct and other University rules and regulations governing student conduct and activities.

Academic dishonesty:

Academic dishonesty can result in probation, suspension, or expulsion from the course.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at www.uark.provost.edu.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Disabilities Statement:

If you have special needs addressed by the Americans with Disabilities Act, please notify your instructor immediately for proper accommodations.

Make-up Policy:

No late assignments will be accepted and quizzes and exams cannot be made up if missed unless previous arrangements are made with the instructor.
<table>
<thead>
<tr>
<th>Date (Week)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Information, Learning the Technology</td>
</tr>
<tr>
<td>2</td>
<td>Location, Location, Location! (Site Selection)</td>
</tr>
<tr>
<td>3</td>
<td>Let's Get Organized! (Site Development and Production Arrangement)</td>
</tr>
<tr>
<td>4</td>
<td>Container Growth Substrate</td>
</tr>
<tr>
<td>5</td>
<td>Plants Need Food Too! (Macronutrient elements, Deficiency Symptoms)</td>
</tr>
<tr>
<td>6</td>
<td>Plants Need Food Too, Cont'd. (Micronutrient elements, Deficiency Symptoms)</td>
</tr>
<tr>
<td>7</td>
<td>Plants Need Food Too, Cont'd. (Fertilizers)</td>
</tr>
<tr>
<td>8</td>
<td>Irrigation (Water Quality Considerations)</td>
</tr>
<tr>
<td>9</td>
<td>Irrigation (Water Availability/Systems)</td>
</tr>
<tr>
<td>10</td>
<td>Plant Growth Modification (Pruning, Staking, Growth Regulators)</td>
</tr>
<tr>
<td>11</td>
<td>Pest Control Strategies</td>
</tr>
<tr>
<td>12</td>
<td>Storage/Production Facilities (Shade houses, Greenhouses, etc.)</td>
</tr>
<tr>
<td>13</td>
<td>Shipping Plants</td>
</tr>
<tr>
<td>14</td>
<td>Business Organization</td>
</tr>
<tr>
<td>15</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>16</td>
<td>Regulations</td>
</tr>
</tbody>
</table>
## Request for Changing an Existing Course

### Department
- **SPESS**

### College
- **AGRICULTURE**

### Course Rubric & Number
- **HORT 4020**

### Date
- **5/5/15**

### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Greenhouse Management and Controlled Environment Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
<td>Lecture:</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Sem/Rec:</td>
<td>1</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>5</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
</tr>
</tbody>
</table>

**HORT 4020 Greenhouse Management and Controlled Environment Agriculture (4) Prereq.: HORT 2050 or equivalent. This course is part of ACCEPIS. 3 hrs. lecture; 2 hrs. lab. Operation and management of greenhouses and other controlled environments with emphasis on system design and construction, control of light intensity and photoperiod heating and cooling systems, substrates, mineral nutrition, water quality and irrigation systems.**

### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Greenhouse Management and Controlled Environment Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
</tr>
<tr>
<td>Graduate Credit?</td>
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</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
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</tr>
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</tr>
</tbody>
</table>

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---

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

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

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

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

Is this course on the General Education list? **Yes No**

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

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

### Approvals

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>5/5/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>6/12/15</td>
</tr>
<tr>
<td>College Contact E-mail</td>
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</table>

<table>
<thead>
<tr>
<th>College Faculty Approval Date</th>
<th>5/8/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Dean Signature (date)</td>
<td></td>
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</table>

Chair, F&S C&C Committee [(date)]

Academic Affairs Approval [(date)]
Justification
HORT 4020. This course provides students with a comprehensive treatment of greenhouse operation and utilization. This is valuable to the undergraduate needing a knowledge base for plant production in a controlled environment. Graduate students will gain knowledge helpful in modifying controlled environments to generate a research environment for treatment comparison. This is part of the ACCEPtS course share program between Oklahoma State University, Mississippi State University, LSU, and Arkansas State University. The syllabus meets approval under ASU standards. The ACCEPtS course program is approved by LSU.
Greenhouse Management Syllabus and Schedule

An ACCEPtS Class Available to Students at the University of Arkansas, Louisiana State University, Mississippi State University and Oklahoma State University.

Objectives and Learning Goals:

This course is designed to provide students with an in-depth understanding of the principles of greenhouses and controlled environments operation and management. Students will learn about greenhouse structural designs (i.e. A-frame versus quonset, ridge and furrow, etc.) as well as components (i.e. glazing materials, benching systems, etc.). Students will learn how environmental factors (i.e. substrates, fertilizers, water, light, etc.) are monitored and controlled in greenhouses.

Outcomes:

At the conclusion of the course students will:

1) Be familiar with basic greenhouse designs and structural features.
2) Be familiar with greenhouse benching systems.
3) Be familiar with greenhouse irrigation systems.
4) Be familiar with greenhouse substrate components and how to use them to design and appropriate substrates.
5) Understand how the three aspects of light (quantity, quality and duration) are manipulated in the greenhouse environment to control plant growth.
6) Understand how to read fertilizer labels and interpret and use the information on the labels.
7) Calculate fertilizer parts-per-million.
8) Understand the basics of designing and managing a fertilization program for greenhouse crops.
9) Know optimal substrate and tissue mineral nutrition levels and how to conduct on-site pH and electrical conductivity tests.
10) Be familiar with plant growth regulators used in greenhouse crops production and how to calculate concentrations and dose rates for plant growth regulators.
11) Be familiar with important greenhouse atmosphere issues such as ethylene and carbon dioxide concentrations.

At the conclusion of this course, students should understand the methods of monitoring and manipulating environmental conditions (light, temperature, fertility, production substrates, etc.) to maximize production and quality and minimize production costs and time.

There will be no formal scheduled classroom meeting time for this class.
Instructor:
Dr. Michael R. Evans
Department of Horticulture
315 Plant Sciences Building
University of Arkansas
Fayetteville, AR 72701
Phone: 479-575-3179
E-mail: mrevans@uark.edu
Skype: mrevans5

Office Hours:
Dr. Evans' office hours are Monday and Tuesday 8:30AM until 10:00AM. During office hours, Dr. Evans will be available to discuss issues or questions that you may have by telephone, e-mail or Skype. Students may feel free to Contact Dr. Evans at this time. However, if you are unable to reach him, please try again later as he may be already working with another student. You may also schedule an appointment at any time by leaving a phone message or an e-mail. Please leave a date/time that you wish to meet and a return telephone number, and the appointment will be confirmed. For those students located in Fayetteville, you are welcome to visit Dr. Evans in his office if you have issues or questions.

Credits:
You will receive 3 semester credits for this course.

Class Participation:
Students are expected to follow the class schedule under “Learning Unit and Examination Schedule” below. Students are responsible for reading and learning all material presented in the learning units of the Greenhouse Management Online website as well as any additional material that Dr. Evans provides through the BlackBoard exercises. Students must cover the materials in the learning units and complete the self-exams for each learning unit on time. No late self-examinations will be accepted. Be sure to save the “exam submitted” notice that you receive immediately after completing a self exam. If you do not have a record of your self exam score, no changes can be made to incorrect or missing self exam grades.

Students will be assigned to Learning Teams at the beginning of the semester. Students are expected to fully and actively participate in their assigned Learning Teams. Most of the Blackboard® activities will be designed in such a way as to have students answer questions or solve problems and to post answers or responses on the Blackboard® site as a team (more information about Learning Teams appears under Examinations and Grading). The Blackboard site will be used to provide discussion and interactive exercises to supplement the content provided in the Greenhouse Management website. Learning Teams are expected to post responses by the
designated due date and time.

Required Text:

There are no required texts for this course. The class will use the web-based learning center *Greenhouse Management Online*. The URL for this site and a password will be provided to students at the beginning of the semester.

Optional Text:


The text may be obtained at either the University Bookstore in the Memorial Union or the Campus Bookstore on Lincoln Way.

Supplementary Reading:

Dr. Evans may provide additional reading assignments during the semester. All reading assignments are considered testable material.

Methods of Course Content Delivery:

The course content will be delivered using a custom-developed site hosted by the University of Arkansas. The site is *Greenhouse Management Online* and is located at [http://greenhouse.uark.edu](http://greenhouse.uark.edu). The site is password protected and students will be given a password. The website contains approximately 205 pages of text, 320 images and 190 videos that present the information as a series of 12 learning units based upon subject (i.e. structures, benching systems, water quality and irrigation, substrates, etc.). The site also contains Discovery Videos and self-exams as additional learning tools. The *Greenhouse Management Online* website will be supported by materials and exercises provided through Blackboard. Student teams (assigned at beginning of semester) will use Blackboard® to answer “Learning Team Tasks” which are posted generally once or twice a week (but on a random schedule). Blackboard will also be used as a communications and testing tool.

At the beginning of the semester, students will be provided access identification and passwords for both the Blackboard® site and the *Greenhouse Management Online* website.

Examinations and Grading:

Students are required to study each learning unit and master the content contained in each learning unit. Students are required to complete the self-examination at the end of each learning unit. Self-examinations may be completed early, but no self-examinations will be accepted after 5:00PM of the due date posted.

When signing on to complete a self-exam, be sure to enter your full and true name (first and last). The exam gives you multiple chances to select a correct answer (although your score is penalized
by incorrect responses – the program shows your running score as you go along). In fact, you are required to complete all questions with a correct answer before the self exam is completed. When you complete all of the questions with a correct answer, your score will automatically be e-mailed to Dr. Evans and recorded. Students should keep a print (or save electronically) of the scored page as a record in case grade discrepancies occur. Students may take the self exam multiple times, but only the first self-exam score received will be recorded as a grade.

There will be 2 written examinations during the semester with each having a possible 150 points. There will be a partially comprehensive final examination as scheduled by the University that will have a possible 200 points. Learning unit content, BlackBoard® discussions and Learning Team exercises are all potentially testable materials. Examinations will be in a multiple choice format and will be conducted through Blackboard® using a secure browser. You will be notified regarding how to schedule your exam session with your local proctor. You should be aware of the lecture schedule and examination dates.

- Self-examinations (11 in total) will be worth up to 20 points each for a total of up to 220 points.
- Each examination will be worth up to 150 points (total of 300 points).
- The final examination will be partially comprehensive and worth up to 200 points.
- There will be a total of 720 potential points. Grades will be based up the percentage of points earned.

A - 90 - 100
B - 80 - 89
C - 70 - 79
D - 60 - 69
F - 59 and below
Learning Teams

At the beginning of the semester (typically in week number two), students will be assigned to a Learning Team with several other students. You should get to know members of your Learning Team. Many students have found that Learning Teams also make great study groups.

Students may earn extra credit points by completing Learning Team Tasks posted on Blackboard®. Learning Team Tasks (typically short answer or discussion questions) will be posted on Blackboard® at random, so students should frequently check the Blackboard® site to see if a new Learning Team Task has been posted. These tasks are time restricted and usually only available for about 48 – 36 hours. Learning Team Tasks will have extra credit points attached to them. Extra credit points earned through Learning Team Tasks will be added to the earned point total.

The best approach is for Learning Teams to stay in touch with one another, study together and “keep an eye out” on the Blackboard site for new Learning Team Tasks. When a Learning Team Task is posted, team members should quickly schedule a time to meet, discuss and formulate a response to the Learning Team Task. One team member should post the response and include the names of all the members who participated in developing the response.

Other Important Notes:

Students should set aside specific study times for this class. Students who are most successful with this type of class typically have established times that they devote to the class. Don’t wait until the day before a self-exam is due to study the content. Students should be sure to stay on schedule.

Written examinations will be proctored by the home institution and conducted on-line using a secure web browser. If you are not on a main campus, or will not have access to a main campus for exams, you will need to provide Dr. Evans with the name and e-mail of a local proctor (i.e. Center Director, teacher, Library Testing Center manager, etc.) who has agreed to serve as a proctor for you.

No hats or caps are allowed during examinations. Students wearing hats or caps during examinations will not be allowed to take the examination and will receive a grade of "0%" for that examination.

Any student found to be using materials during an examination (i.e. notes, text, etc.) not specifically permitted by the instructor or assisting other students during examinations will receive a grade of "0%" for that examination and may be subject to further disciplinary actions by the University.

If you need an accommodation due to a disability, please make arrangements to discuss this with me during the first two weeks of class.

We will follow each University's inclement weather policy in regards to the written examinations. However, weather will not affect the schedule for learning units and self exams. Students know the
schedule in advance and should plan accordingly.

No late self-exams will be accepted. Self exams are due by 5:00PM (central time) of the due date noted.

All policies of each student’s home institution shall be followed.

Learning Unit and Examination Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Class Begins</td>
</tr>
<tr>
<td>August 26</td>
<td>Begin Design and Construction Unit</td>
</tr>
<tr>
<td>August 26</td>
<td>Self Exam for Design and Construction Unit Due by 5:00PM</td>
</tr>
<tr>
<td>August 26</td>
<td>Begin Benching Systems Unit</td>
</tr>
<tr>
<td>September 2</td>
<td>Self Exam for Benching Systems Due by 5:00PM</td>
</tr>
<tr>
<td>September 2</td>
<td>Begin Glazing Materials Unit</td>
</tr>
<tr>
<td>September 12</td>
<td>Self Exam for Glazing Unit Due by 5:00PM</td>
</tr>
<tr>
<td>September 19</td>
<td>Begin Lighting Unit</td>
</tr>
<tr>
<td>September 23</td>
<td>Self Exam for Light Unit Due by 5:00PM</td>
</tr>
<tr>
<td>September 23</td>
<td>Begin Heating Systems Unit</td>
</tr>
<tr>
<td>September 23</td>
<td>Self Exam for Heating System Due by 5:00PM</td>
</tr>
<tr>
<td>September 30</td>
<td>Self Exam for Cooling Systems Due by 5:00PM</td>
</tr>
<tr>
<td>September 30</td>
<td>Begin Substrates Unit</td>
</tr>
<tr>
<td>October 3</td>
<td>Examination Number One – scheduled with proctor and taken on line.</td>
</tr>
<tr>
<td>October 17</td>
<td>Self Exam for Substrates Unit Due by 5:00PM</td>
</tr>
<tr>
<td>October 17</td>
<td>Begin Mineral Nutrition Unit</td>
</tr>
<tr>
<td>October 28</td>
<td>Self Exam for Mineral Nutrition Unit Due by 5:00PM</td>
</tr>
<tr>
<td>October 28</td>
<td>Begin Irrigation Systems Unit</td>
</tr>
<tr>
<td>October 31</td>
<td>Examination Number Two – scheduled with proctor and taken on line.</td>
</tr>
<tr>
<td>November 14</td>
<td>Self Exam for Irrigation Unit Due</td>
</tr>
<tr>
<td>November 28</td>
<td>Begin Growth Regulators Unit</td>
</tr>
<tr>
<td>November 28</td>
<td>Self Exam for Growth Regulators Due</td>
</tr>
<tr>
<td>November 28</td>
<td>Begin Atmospheres Unit</td>
</tr>
<tr>
<td>December 1</td>
<td>Self Exam for Atmospheres Due by 5:00PM</td>
</tr>
</tbody>
</table>

The Final Examination (Examination Number Three) will be scheduled according to each University’s Final Exam Schedule. TBA. Schedule is subject to change an updated each semester.
Oklahoma State University Students:
The following link provides specific information for semester deadlines. For information regarding deadlines and withdrawal dates please visit this link.
http://osu.okstate.edu/acadaffr/aa/PDF%20Files/SYLATFA.pdf.
Greenhouse Management Laboratory - Syllabus and Schedule

An ACCEPtS Class Available to Students at the University of Arkansas, Louisiana State University, Mississippi State University and Oklahoma State University.

Instructor:

Dr. Michael R. Evans  
Department of Horticulture  
315 Plant Sciences Building  
University of Arkansas  
Fayetteville, AR 72701  
479-575-3179  
Skype: mrevans5  
mrevans@uark.edu

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Laboratory Description:

This laboratory is designed to provide students with hands-on learning experiences related to principles discussed in the Greenhouse Management lecture. To accomplish this, students will work in Laboratory Teams to complete 7 experiments (out of a possible 9) during the semester. You will be assigned to a Laboratory Team (not necessarily the same as your lecture Learning Team) at the beginning of the semester (see the Blackboard site to find your team). Experiment descriptions and protocols are on the Blackboard site, and the Laboratory Teams may select which 7 experiments to conduct. Supplies and equipment needed to conduct the experiments will be maintained in the laboratory room and greenhouse area throughout the semester (see your local Professor or Lab Manager). Students in Laboratory Teams may work to complete the experiments during scheduled laboratory periods or during other times if approved by your local laboratory manager. Due dates are listed below for the completion experiments and submission of lab reports. More information on the lab reports is provided below. Note, however, that experiments may be conducted in any order...
(Laboratory Teams decide which experiments are first, second, third, etc.). It is only important that lab reports be submitted according the schedule shown below. Note that instructions on how to conduct a project are presented (in the Greenhouse Laboratory Blackboard® site under “Projects”) as both a written protocol and as a video at the end of the written protocol.

Credit and Grading:

Students will receive 1 semester credit for this course (lab).

Each lab experiment/report is worth up to 20 points for a total of 140 points. Project reports will be graded according to the rubric at the end of this syllabus. Although Laboratory Team members will work together to conduct laboratory projects, each student member will submit an original (your own writing) and independent one page lab report and be graded separately. See the grading rubric and the examples of lab reports below.

There will be 6 Virtual Field Trips (VFT) quizzes with each being worth 10 points for a total of 60 points. Quizzes for the VFT will be in a short answer or short discussion format, relate to content in the VFT and will be conducted on Blackboard®. Students will have approximately 2 days to independently complete (without assistance from other students) each quiz. See the schedule for due dates.

Grades will be assigned based upon the percentage of potential points (total of 200 possible) earned during the semester. Percentages will correspond to letter grades as follow:

A - 90% to 100%
B - 80% to 89%
C - 70% to 79%
D - 60% to 69%
F - 0% to 59%
Laboratory Schedule, Weekly Activates and Due Dates:

<table>
<thead>
<tr>
<th>Example Greenhouse Management Laboratory Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7</td>
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<td>Week 7</td>
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<td>Week 9</td>
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<td>Week 9</td>
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<tr>
<td>Week 11</td>
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<tr>
<td>Week 12</td>
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</tbody>
</table>

All quizzes and reports are due by 5:00PM on the date indicated. Exact due dates assigned at beginning of semester each year.

Grading Rubric for Project Reports:

Reports are limited to one single spaced page (total including graphs, tables, etc.) of a 12 point font. Include the title of the project, your name and institution, but do not include an introduction or materials and methods. Only data, results and discussion are required. Data may be presented in tabular or graphical format. Data presented should be the means of the different treatments and include standard deviations for each mean (do not show individual data values). Photographs are not required but may be included as a way of demonstrating the results. See the example lab reports after the grading rubric.

Points are awarded as follows:

1. Project was conducted, completed and report submitted [1 points].

2. Data was collected analyzed and presented in clear and organized tabular or graphical format with means and standard deviations. [5 points].

3. Results were presented in a clear and concise fashion (What was observed or how did the treatments differ from one another? What were the basic findings?) [5 points].

4. Results were explained clearly (Why were the results expected or if not what was expected and why not? If results differed from those expected, what might have been the cause for the deviation?) [5 points].

5. General quality, appearance, spelling and grammar. [4 points].
## Request for Changing an Existing Course

### Present Course Description

**Title:** Neuropathologies of Speech  
**Semester Hours of Credit:** 3

- *Course Description:* Physiological and anatomical bases of dysarthria, apraxia, and related speech disorders due to neuropathology in the adult population: emphasis on diagnosis, description, and clinical management.  

**Prereq.:** COMO 4250 and COMD 4381 or equivalent.

### Proposed Course Description

**Title:** Neuropathologies of Speech  
**Short Title:** NEUROPATH SPEECH

- *Course Description:* Physiological and anatomical bases of dysarthria, apraxia, and related speech disorders due to neuropathology in the adult population: emphasis on diagnosis, description, and clinical management.

### Questions

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

### Justification/Explanation

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

### Approvals

**Department Faculty Approval Date:** 5-8-2015  
**Department Chair Signature:** [Signature]  
**Graduate Dean Signature:** [Signature]

**College Faculty Approval Date:** 4-29-15  
**College Dean Signature:** [Signature]  
**Academic Affairs Approval:** [Signature]
Curriculum

COMD 7385 is required in the MA program in COMD.

Justification

This change eliminates COMD 7280 as a prerequisite for COMD 7385. It is part of a group of changes in which the content from COMD 7280 is distributed into the disorders courses that used to require COMD 7280, including COMD 7385, COMD 7783, and two new courses COMD 7281 and COMD 7282. The remaining and new courses will each include presentation of the neuroanatomy & neurophysiology of structures serving the particular cognitive, language, and motoric functions that underlie the disorders classes.
### Request for CHANGING an Existing Course

**Department**: Comm Sciences & Disorders  
**College**: Humanities & Social Sciences  
**Course Number**: COMD 7783  
**Date**: 5-8-2015

#### PRESENT COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Dysphagia</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 Lecture:</td>
<td>2</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
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<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Lab</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Recitation</td>
<td></td>
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<tr>
<td>Intern</td>
<td></td>
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<td>Res/Ind</td>
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<tr>
<td>Clin/Pract</td>
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<tr>
<td>Total Weekly Contact Hours:</td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade:</td>
</tr>
<tr>
<td>Course Description:</td>
<td>(Include course number, title, etc. exactly as it appears in the General Catalog)</td>
</tr>
<tr>
<td>COMD 7783 Dysphagia (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Prereq.:** COMD 4250, COMD 7280. Characteristics, assessment and management of swallowing disorders in children and adults occurring secondary to neurological or structural deficits.

#### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Dysphagia</th>
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<tbody>
<tr>
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**Prereq.:** COMD 4250. Characteristics, assessment and management of swallowing disorders in children and adults occurring secondary to neurological or structural deficits.

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

**APPROVALS**

- **Department Faculty Approval Date**: 5-8-2015  
- **College Faculty Approval Date**: 5-28-15

**Department Chair Signature**: (date)  
**Graduate Dean Signature**: (date)

**College Contact E-mail**: 

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

COMD 7385 is required in the MA program in COMD.

Justification

This change eliminates COMD 7280 as a prerequisite for COMD 7783. It is part of a group of changes in which the content from COMD 7280 is distributed into the disorders courses that used to require COMD 7280, including COMD 7385, COMD 7783, and two new courses COMD 7281 and COMD 7282. The remaining and new courses will each include presentation of the neuroanatomy & neurophysiology of structures serving the particular cognitive, language, and motoric functions that underlie the disorders classes.
**Request for CHANGING an Existing Course**

<table>
<thead>
<tr>
<th>Department</th>
<th>Comm Sciences &amp; Disorders</th>
<th>Course Rubric &amp; Number</th>
<th>COMD 4590</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Humanities &amp; Social Sciences</td>
<td>Date</td>
<td>5-8-2015</td>
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**PRESENT COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Auditory Rehabilitation in Children</th>
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<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes X No</td>
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<tr>
<td>Credit will not be given for this course and:</td>
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**COMMENTS**

The present course description for **Auditory Rehabilitation in Children** is as follows:

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</table>

**JUSTIFICATION/EXPLANATION**

The proposed changes include the following:

- **Semester Hours of Credit**: Increase from 3 to 3.
- **Repeat Credit Max. (if repeatable)**: No change.
- **Graduate Credit?**: Yes X No
- **Contact Hours Per Week**: No change.
- **Grading System**: No change.

**APPROVALS**

- **Department Faculty Approval Date**: 5-8-2015
- **College Faculty Approval Date**: 4-22-15
- **College Dean Approval Date**: 6-19-15
- **Chair, F&S C&G Committee**: 6-29-15
Instructions for Form C · Request for Changing a Course

Justification

This change removes graduate credit from this class. The class is no longer required in either the BA or MA curricula which are both part of a professional program in speech-language pathology that no longer requires this expertise. It will be continued to be offered for undergraduates who may want to apply for admission to Doctor of Audiology programs.
REQUEST FOR DROPPING A COURSE

Department | Student Support Services | College | University College
Date | 2/18/15

**COURSE DESCRIPTION**
| Rubric & Course # | Title | Semester Hours of Credit |
| UC 0006 | Study Skills | 2 |

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

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

Is this course presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter: N/A

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

Has this course a prerequisite or corequisite for any other courses?
- Yes ___ No _X_

<table>
<thead>
<tr>
<th>Rubric Course #</th>
<th>Rubric Course #</th>
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</table>

Is this course on the general education list? Yes ___ No _X_

**REASON FOR REQUEST TO DROP COURSE:**

The Student Support Services (SSS) program will be submitting a form to add a new course in which we will propose an enhancement to this course. We will be submitting a syllabus and request for the course to be renamed and be considered to count for graded credit at the 1001 level.

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Holler</td>
<td>6/2/2015</td>
</tr>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>(date)</td>
</tr>
<tr>
<td>dborah Holler</td>
<td><a href="mailto:dhollie@lsu.edu">dhollie@lsu.edu</a></td>
</tr>
<tr>
<td>College Contact</td>
<td>E-mail</td>
</tr>
</tbody>
</table>