REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: College of Agriculture  
Name of Minor: Agricultural Communication  
College: Agriculture  
Date: 8/4/2016

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

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

ACTION (check appropriate box):

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

| MINOR |
| --- | --- |
| PRESENT | PROPOSED |
| Total semester hours in current minor: | Total semester hours in proposed minor: 18 |

To earn a minor in Agricultural Communication, a student must complete:

- MC 2010 with a "B" or better.
- The following courses must be completed with a grade of "C" or better: MC 2000, AEEE 2011, AEEE 3010, and one additional course chosen from: MC 2035, MC 2040, MC 3010, MC 3504, AEEE 4011.

APPROVALS:

- Department Faculty Approval Date: 10/21/16  
  Department Chair's Signature: John B. Hope  
  Chair, FS C & C Committee: 10/25/16  
  College/Division/Department Contact: Jennifer Neal

- College Faculty Approval Date: 10/27/16  
  College Dean's Signature:  
  Academic Affairs Approval: 4/30/16

Contact Email: Jshenw1@lsu.edu
Justification for Agriculture Communication minor

The College of Agriculture and the Manship School of Mass Communication seek to create an interdepartmental minor in Agricultural Communication. Agricultural Communication is a specialized field of study that focuses on the broadly-defined field of agriculture, including animals, food, textiles, natural resources, and the environment. An agriculture communicator requires a unique skillset of mass communication coursework combined with a comprehensive understanding of the field of agriculture in order to successfully convey significant messages to the general public in an understandable and relatable way.

Required coursework in the proposed minor is designed to give students an introduction to mass media and media writing, as well as an introduction to communication as it specifically relates to agriculture. Students will have the opportunity to choose an elective from a broad list to further tailor the minor to their specific interest area. A required 6 hour internship will allow students to gain hands on, agriculture-specific communications experience.

There is currently no minor available at LSU that addresses the unique needs of students interested in agricultural communication. Many peer institutions, including Texas A&M, Auburn, and the University of Florida have both majors and minors in Agricultural Communication. Presently at LSU, there is no curriculum designed to prepare students who want to enter this specialized field. The Agriculture Communication minor is intended to fill those gaps and give students the skills needed to become a successful agriculture communicator.

While the minor will be targeted to students in the College of Agriculture and the Manship School of Mass Communication, it will be open to all students at the university. There has been interest expressed by all departments within the College of Agriculture, who feel that this minor could be beneficial to their students. All aspects of the agriculture industry, from Animal Sciences to Fashion Merchandising, have a need for graduates who can effectively communicate about their field. It is expected that there will be considerable interest, and many students in the College of Agriculture will be able to obtain this minor with little to no extra coursework by utilizing general education requirements, and free and approved electives.
Letter of Support
Tobie Blanchard
Bachelor of Arts in Mass Communication, 1997, LSU
Master of Mass Communication, 2005, LSU
Associate Communications Specialist, LSU AgCenter Communications
Communications Coordinator, LSU College of Agriculture

It is my pleasure to express support for the creation of a minor in agricultural communications at LSU.

Good communications is the cornerstone of all professional practices. Students pursuing a minor in this field will gain the knowledge and skills necessary to communicate agricultural sciences to diverse audiences.

Communicating agriculture requires a unique skillset – exceptional communication skills with a science-based background. Students in this field should be able to translate information regarding agricultural research, policy, food and natural resources to the general public, legislators, media, advocacy groups and others.

This minor will fall under the guidance of the LSU College of Agriculture and the Manship School of Mass Communications. As a graduate of the Manship School and a current employee of the College of Agriculture, I am confident that these two senior colleges will work together to ensure that students receive the education needed to accomplish the goals of an agricultural communicator.
Begin forwarded message:

From: "Richardson, William B." <BRichardson@agcenter.lsu.edu>
Date: October 21, 2016 at 4:48:24 PM CDT
To: Jerry Ceppos <jceppos@lsu.edu>
Cc: Andrea Miller <almiller@lsu.edu>, "Blanchard, Leslie D." <L.Blanchard@agcenter.lsu.edu>
Subject: Re: Ag Comm

Wonderful news!

Sent from my iPad

On Oct 21, 2016, at 4:29 PM, Jerry Ceppos <jceppos@lsu.edu> wrote:

Bill—

Just FYI, our faculty just now unanimously approved the idea of an Ag Comm minor.

Jerry

Jerry Ceppos
Dean
Manship School of Mass Communication
213 Journalism Building
Louisiana State University
Baton Rouge, LA 70803
(o): 225 578 9294
(f): 225 578 2125
jceppos@lsu.edu
www.manship.lsu.edu
<38765565-CBFA-4EEF-8B4B-41312B03542E[227].png>
**REQUEST FOR DROPPING A COURSE**

<table>
<thead>
<tr>
<th>Department</th>
<th>Entomology</th>
<th>College</th>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>5/25/16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ENTM 4017</th>
<th>Title</th>
<th>Laboratory in Conservation Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

Nat. Res. Ecol. & Mgmt, Conservation Biology concentration

<table>
<thead>
<tr>
<th>Is this course a prerequisite or corequisite for any other courses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(If answer to above is &quot;yes&quot;, please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)</td>
</tr>
<tr>
<td>Rubric</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this course on the general education list?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, attach approval of drop from General Education Committee</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**REASON FOR REQUEST TO DROP COURSE:**

Course cross-listed with Biological Sciences (BIOL 4017). This course has the corequisite ENTM 4015 which is being dropped (separate Form B). Faculty member in Entomology responsible for course has left the department, and no replacement will be hired. BIOL 4017 will continue to be taught by Biological Sciences.

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
<th>10/27/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
<td></td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td>(date)</td>
<td></td>
</tr>
<tr>
<td>College Contact E-mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Richardson</td>
<td></td>
<td>10/26/10</td>
</tr>
<tr>
<td>Chair, FS C&amp;C Committee</td>
<td>(date)</td>
<td>11/16/10</td>
</tr>
<tr>
<td>Academic Affairs Approval</td>
<td>(date)</td>
<td></td>
</tr>
</tbody>
</table>
Explanation:

BIOL 4017 has the corequisite ENTM 4015 which is being dropped (separate Form B). The faculty member in Entomology responsible for this course has left the department, and no replacement will be hired. The Department of Entomology supports the proposed changes to BIOL 4015 and BIOL 4017 by Biological Sciences. We also support RNR's proposal to add RNR 4015 and RNR 4017 which will be cross-listed with BIOL 4015 and 4017.
Request for **CHANGING** an Existing Course

**PRESENT COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Ecology of Renewable Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
<td>Lecture: 3</td>
<td>Lab/Sem/Rec:</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>n</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes X No</td>
</tr>
</tbody>
</table>

Credit will not be given for this course and:

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

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

Total Weekly Contact Hours: 40

Grading System: Letter Grade X Pass/Fail

**Course Description:** (Include course number, title, et c., exactly as it appears in the General Catalog)

2101 Ecology of Renewable Natural Resources (3) An honors course, RNR 2070, is also available. Prereq.: BIOL 1202, BIOL 1209, RNR 1010 or RNR 1071, and RNR 1002. Credit will not be given for this course and RNR 2070. General ecological principles tied to the conservation and management of plant and animal populations; emphasis on how populations interact in communities and ecosystems.

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Ecology of Renewable Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
<td>Lecture: 3</td>
<td>Lab/Sem/Rec:</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>N</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes X No</td>
</tr>
</tbody>
</table>

Credit will not be given for this course and:

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

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

Total Weekly Contact Hours: 9

Grading System: Letter Grade X Pass/Fail

**Course Description:** (Include course number, title, et c., exactly as it appears in the General Catalog)

2101 Ecology of Renewable Natural Resources (3) An honors course, RNR 2070, is also available. Prereq.: RNR 1010 or RNR 1071, "C" or better in BIOL 1202, BIOL 1209. Credit will not be given for this course and RNR 2070. General ecological principles tied to the conservation and management of plant and animal populations; emphasis on how populations interact in communities and ecosystems.

**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 X
Is this course included in any curricula, concentrations, or minors? Yes X No X If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes X No X If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes X No X

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

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

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. [Signature] 11 Oct 16</td>
<td>William B. Richardson 11/27/16</td>
</tr>
<tr>
<td>Department Chair Signature</td>
<td>College Dean Signature</td>
</tr>
<tr>
<td>[Signature] [date]</td>
<td>[Signature] [date]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean Signature</th>
<th>Chair, FS C &amp; C Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature] [date]</td>
<td>[Signature] [date]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Contact E-mail</th>
<th>Academic Affairs Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>JenniferNeal jshern1285edu</td>
<td>[Signature] [date]</td>
</tr>
</tbody>
</table>
Demanding CHANGING an Existing Course

JUSTIFICATION: Review of SACS assessment data, specifically the pre- and post-test, as well as, departmental data strongly indicate that a “C” or better in BIOL 1202 is a strong predictor of passing RNR 2101 and subsequent courses (n=174 AY 2014-2015 and AY 2015-2016 data¹; Generalized linear model, logit link, binomial distribution, F₁,₁₇₃ = 12.6, p = 0.005). RNR 2101 is a pre-requisite course for central courses in all eight Areas of Concentration in the B.S. in Natural Resource Ecology and Management (e.g., RNR 3002, which is a pre-requisite for the 16 credit forestry camp course set, and RNR 2031, which is the first in a sequence of courses including RNR 3018 and RNR 4011). RNR 2101 also is a CATS critical course. Students incapable of registering for RNR 2101 will, thus, be off-track and intervention counseling by faculty advisers can direct the student to a major better reflecting their strengths.

¹ Prior to AY2014-2015, RNR 2101 was only taught as one section of as many seats as necessary. Beginning AY2014-2015, RNR 2101 was split into three sections of a maximum of 25. Hence, pre-AY 2014-2015 data are not relevant.

CURRICULUM:
The proposed course is part of the BS in Natural Resource Ecology and Management, fulfilling requirements all Areas of Concentration: Conservation Biology, Fisheries and Aquaculture, Forest Enterprise, Forest Resources Management, Wetland Science, Wildlife Ecology, Wildlife Habitat Conservation and Management, and Pre-Veterinary Medicine-Wildlife and Fisheries. The course change will not affect any of these curricula; the content will be identical to its historical content.
Ecology of Renewable Natural Resources – RNR 2101 / RNR 2070 Fall 2016

Lecture: 8:00 - 9:00 Monday, Wednesday, and Friday, RNR 142 Instructor:

Dr. Philip Stouffer, RNR 329, 578-4221, pstouffer@lsu.edu

Office Hours: M, W, F 9:30 - 10:30, and by appointment


Web materials: I will post PowerPoint lecture presentations (but not lecture notes) on Moodle. Moodle will also be our interface for uploading assignments and for general communication.

Laptops: Lecture PowerPoints will be available for every lecture, but not until after class. You should come to class prepared to take notes in a notebook. You may not use a laptop during class except for in-class exercises.

Clickers: We will be using clickers in this class. You must have a registered clicker. See Grok for more information on obtaining and registering a clicker: http://grak.lsu.edu/Category.aspx?parentCategoryId=1191.

Course Objectives: Ecology is the study of the diversity, structure, and function of biological systems at the level of the whole organism and above. To survey the topic, we will begin with an introduction to the abiotic setting, which we will use to describe biomes. Then we will focus on biotic processes, such as autecology, evolution, population dynamics, and interactions among species. We will conclude with a look at ecosystems, long-term, and large-scale ecological processes. Humans have had a disproportionate role in many ecosystems over thousands of years, but only in about the past century has human influence reached every area of the biosphere. Throughout the course we will consider these human impacts and their consequences. Paper reviews will allow more detailed looks at ecological issues related to renewable natural resources. The fundamental goal of the course is for the student to understand what he or she sees in the natural world, how it came to look the way it does, and how the various parts interact with each other.

Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 August</td>
<td>1- Introduction to ecology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Part 1: Large-scale patterns**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 August</td>
<td>2- Climate</td>
<td>2</td>
</tr>
<tr>
<td>26 August</td>
<td>3- Terrestrial biomes</td>
<td>2</td>
</tr>
<tr>
<td>29 August</td>
<td>3- Terrestrial biomes (continued)</td>
<td>2</td>
</tr>
<tr>
<td>31 August</td>
<td>4- Major marine environments</td>
<td>2</td>
</tr>
</tbody>
</table>

2 September | **In-class climate exercise** | 3 |

5 September | No class- Labor Day holiday! | |
Part 2: Ecology of individuals
7 September 5 - Temperature relations
9 September 6 - Water relations
12 September 7 - Acquiring energy - plants
14 September 8 - Acquiring energy - animals

Part 3: Population ecology
16 September 0 - Genetic variation and evolution
19 September Exam 1 - all material from Parts 1 and 2
21 September 10 - Microevolution, macroevolution, and speciation
23 September 11 - Population properties
26 September 12 - Commonness and rarity
28 September 13 - Population dynamics and life tables
30 October 13 - Life tables (continued)
3 October 14 - Population growth
5 October In-class population exercise
7 October No class - Fall break!
10 October 15 - Dispersal
12 October 16 - Life history strategies; Population exercise due
14 October Review of population processes
17 October Exam 2 - all material from Part 3

Part 4: Interspecific interactions and community processes
19 October 17 - Competition - observations
21 October 18 - Competition - mathematical representations
24 October 19 - Competition - niches
26 October 20 - Predation; First article review due
28 October 21 - Parasitism, disease, and herbivory
31 October 22 - Coevolution and mutualism
2 November 23 - Species diversity
4 November 24 - Food webs; last day to drop
7 November Exam 3 - all material from Part 4

Part 5: Ecosystems and global cycles
9 November 25 - Succession
11 November 26 - Primary productivity
14 November 27 - Global carbon cycle
16 November 28 - Global nitrogen cycle; Second article review due

Part 6: Large-scale and long-term ecology
18 November 29 - Patterns of species richness
21 November 30 - Island biogeography
23 November 31 - Landscape ecology and habitat fragmentation;
25 November No class - Thanksgiving holiday!
28 November 32 - Extinctions
30 November 33 - Global climate change
2 December Open for catch up or review; Biodiversity exercise due
8 December FINAL EXAM, 7:30 am - All material from Parts 5 & 6
**Request for ** **CHANGING** **an Existing Course**

Grading: The list below is tentative; more points will probably be offered for clicker exercises. Grades will be posted to Moodle, but be advised that Moodle will not necessarily show your average correctly in the middle of the semester. You will need to come to class to get graded assignments and exams. If you are not in class when I return assignments, you must come to office hours.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First midterm exam</td>
<td>100</td>
</tr>
<tr>
<td>Second midterm exam</td>
<td>100</td>
</tr>
<tr>
<td>Third midterm exam</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Climate exercise</td>
<td>25</td>
</tr>
<tr>
<td>Population biology exercise</td>
<td>25</td>
</tr>
<tr>
<td>Biodiversity exercise</td>
<td>25</td>
</tr>
<tr>
<td>Journal summaries (2)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>525</strong></td>
</tr>
</tbody>
</table>

Grading scale for final grades:
Letter grades will be on a 10 point scale (60=D, 70=C, 80=B, 90=A)
+ grades cutoff will be at 7 (e.g. >87 = B+)
- grades cutoff will be at 3 (e.g. <83 = B-)

LSU credit expectations: According to university policy, LSU credit expectations include a minimum of 1 hour in class or 3 hours in lab and a minimum of 2-3 hours of studying or homework outside of class or lab per week for each earned credit.

Attendance Rules: Attendance is required, according to University policy.

Missed exams, late assignments, and decorum: There will be no make-up exams. If you miss an exam, you will be given a zero unless you have a medical excuse or missed the class due to an approved activity (see LSU Policy Statement 22- [http://sites01.lsu.edu/wp/policies/procedures/policies- procedures/22/](http://sites01.lsu.edu/wp/policies/procedures/policies-procedures/22/)). If you have a valid excuse, your grade will be pro-rated without the missed exam. If you have an excused absence from the final, you will be given an alternative final upon your return to campus. Assignments are due at the start of class unless otherwise stated. Five points will be deducted per day from late assignments, beginning at the start of the class period when the assignment was due. If you have a serious accident, illness, or developing disability, you should see the Office of Disability Services. It is not the responsibility of the instructor to determine appropriate accommodations.

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class, or (b) the ability of students to benefit from instruction, is not acceptable. Examples may include entering class late or departing early; use of telephones or beepers; talking in class without being recognized; or arguing in an uncivil way.

Tobacco and food are not permitted in class.

Cell phones must be turned off and stored out of sight during class. I reserve the right to dock your final grade by up to one letter grade for distracting me or the class by using your phone. The easy way to avoid this consequence is to get through the entire semester without me ever seeing your phone during class.

Disabled students: If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 112, Johnston Hall. No accommodations will be granted without documentation from the Office of Disability Services. See [http://students.lsu.edu/disability](http://students.lsu.edu/disability).

Academic Integrity: Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at [http://students.lsu.edu/saa/faculty/academicintegrity](http://students.lsu.edu/saa/faculty/academicintegrity). It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy & Accountability. The LSU SSA site also has a summary of plagiarism [http://students.lsu.edu/saa/students/plagiarism](http://students.lsu.edu/saa/students/plagiarism).
Instructions for **Form C** · Request for Changing a Course

Learning philosophy: The diagram below, Bloom's taxonomy of learning, might help you to understand expectations in this class. Your 1000 level classes were probably mostly on the bottom two levels. In this class, we'll be moving up the pyramid to interpretation and application, with a few forays into the higher levels. To be successful at a higher level, you must master the lower levels, but you won't be successful if you only study to memorize the material.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

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

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

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

ACTION (check appropriate box):

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

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

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

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

CURRICULUM

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

APPROVALS:

Department Faculty Approval Date: 10/30/16
Department Chair’s Signature: [Signature] (Date: 10/31/16)
Chair, FS C & C Committee: [Signature] (Date: 1/11/16)

College Faculty Approval Date: 11-9-16
College Dean’s Signature: [Signature] (Date: 1/30/16)
Academic Affairs Approval: [Signature] (Date: )

College/Division/Department Contact: Charles Pence
Contact E-mail: cpence@lsu.edu
GENERAL EDUCATION REQUIREMENTS

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

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

Indicate the curriculum semester for all General Education courses.

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Semester</th>
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<td>(x) 1st (x) 5th</td>
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<td>(At least 3 hours credit must be from a MATH course.)</td>
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<td>General Education social science course (2000-level)</td>
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<td>(At least three hours at the 2000-level.)</td>
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Justification

Several years ago, the philosophy department listed an HONORS version of our required 2000-level course in Ethics, PHIL 2050, HONORS: Ethics (3). At the time that course was listed, we neglected to update our curriculum to note that this course serves as an acceptable substitute for PHIL 2020, one of our major requirements. As we now have faculty who would like to offer PHIL 2050, we are remediying this oversight and adding PHIL 2050 as an option to fulfill the PHIL 2020 requirement. A Form E will also be submitted, updating our concentration in Law, Ethics, and Social Justice with the same change.

In addition to the change detailed below in the eight-semester curriculum, the paragraph describing the general major requirements in the catalog would need to be changed, as follows:

Students with a philosophy major who do not elect a concentration in religious studies are required to complete 27 hours of philosophy courses, including PHIL 2010; PHIL 2020 (or PHIL 2050, or PHIL 3052); PHIL 2033 (or PHIL 2053), and PHIL 2035, plus 15 hours of electives. At least 15 of the 27 hours must be in courses numbered 3000 and above, and at least six of the 15 must be at the 4000 level. Degree credit will not be allowed for more than six hours of courses numbered below 2000.
Current Curriculum

Philosophy

CRITICAL REQUIREMENTS

SEMESTER 1: “C” or better in ENGL 1001.
SEMESTER 3: First Course in Foreign Language Sequence; Admission to the College.
SEMESTER 4: One PHIL course.
SEMESTER 5: One PHIL course; ENGL 2000.

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

*Distribution requirements for foreign languages will depend upon student placement scores and the specific language chosen. Consult the Degree Requirements of the College for more information. Some adjustment in elective hours may be necessary.

Semester 1

CRITICAL: “C” or better in ENGL 1001.

- ENGL 1001 English Composition (3)
- General Education course - Analytical Reasoning (from mathematics) (3)
- First Course in Foreign Language Sequence (4)
- General Education course - Natural Sciences (3)
- Approved Electives (3-5)

Total Semester Hours: 16-18

Semester 2


- PHIL 2010 Symbolic Logic I (3)
- Second Course in Foreign Language Sequence (4)
- General Education Courses - Natural Sciences (6)

Total Semester Hours: 13

Semester 3
**CRITICAL:** First Course in Foreign Language Sequence; Admission to the College.

- PHIL 2033 History of Ancient and Medieval Philosophy (3) or
- PHIL 2053 HONORS: History of Ancient and Medieval Philosophy (3)

- Third Course in Foreign Language Sequence (4-3)
- General Education course - Humanities (3)
- Approved Elective (3)
- Philosophy Elective (3)

**Total Semester Hours: 16-15**

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**Semester 4**

**CRITICAL:** One PHIL course.

- ENGL 2000 English Composition (3)

- PHIL 2020 Ethics (3) or
- PHIL 3052 Moral Philosophy (3)

- PHIL 2035 History of Modern Philosophy (3)
- Approved Elective (3)
- Fourth Course in Foreign Language Sequence (4-3)

**Total Semester Hours: 16-15**

---

**Semester 5**

**CRITICAL:** One PHIL course; ENGL 2000.

- Approved Electives (9)
- Philosophy Elective (3)
- General Education course - Social Sciences (3)

**Total Semester Hours: 15**
Semester 6

- Philosophy Elective (3)
- General Education course - Arts (3)
- General Education course - Social Sciences (2000-level) (3)
- Approved Electives (6)

Total Semester Hours: 15

Semester 7

- Philosophy Elective (3)
- Approved Electives (12)

Total Semester Hours: 15

Semester 8

- Philosophy Elective (3)
- Approved Electives (11)

Total Semester Hours: 14

120 Total Sem. Hrs.

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

2 - PHILOSOPHY ELECTIVES: A minimum of 15 semester hours must be in courses numbered 3000-level and above, with at least six of the 15 at the 4000-level. Degree credit will not be allowed for more than six hours of courses numbered below 2000.
Updated Curriculum

Philosophy

CRITICAL REQUIREMENTS

SEMESTER 1: “C” or better in ENGL 1001.
SEMESTER 3: First Course in Foreign Language Sequence; Admission to the College.
SEMESTER 4: One PHIL course.
SEMESTER 5: One PHIL course; ENGL 2000.

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

*Distribution requirements for foreign languages will depend upon student placement scores and the specific language chosen. Consult the Degree Requirements of the College for more information. Some adjustment in elective hours may be necessary.

Semester 1

CRITICAL: “C” or better in ENGL 1001.

- ENGL 1001 English Composition (3)
- General Education course - Analytical Reasoning (from mathematics) (3)
- First Course in Foreign Language Sequence (4)
- General Education course - Natural Sciences (3)¹
- Approved Electives (3-5)

Total Semester Hours: 16-18

Semester 2


- PHIL 2010 Symbolic Logic I (3)
- Second Course in Foreign Language Sequence (4)
- General Education Courses - Natural Sciences (6)¹

Total Semester Hours: 13

Semester 3
CRITICAL: First Course in Foreign Language Sequence; Admission to the College.

- PHIL 2033 History of Ancient and Medieval Philosophy (3) or
- PHIL 2053 HONORS: History of Ancient and Medieval Philosophy (3)

- Third Course in Foreign Language Sequence (4-3)
- General Education course - Humanities (3)
- Approved Elective (3)
- Philosophy Elective (3)²

Total Semester Hours: 16-15

Semester 4

CRITICAL: One PHIL course.

- ENGL 2000 English Composition (3)

- PHIL 2020 Ethics (3) or
- PHIL 2050 HONORS: Ethics (3) or
- PHIL 3052 Moral Philosophy (3)

- PHIL 2035 History of Modern Philosophy (3)
- Approved Elective (3)
- Fourth Course in Foreign Language Sequence (4-3)

Total Semester Hours: 16-15

Semester 5

CRITICAL: One PHIL course; ENGL 2000.

- Approved Electives (9)
- Philosophy Elective (3)²
- General Education course - Social Sciences (3)

Total Semester Hours: 15
Semester 6

- Philosophy Elective (3)
- General Education course - Arts (3)
- General Education course - Social Sciences (2000-level) (3)
- Approved Electives (6)

Total Semester Hours: 15

Semester 7

- Philosophy Elective (3)
- Approved Electives (12)

Total Semester Hours: 15

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- Philosophy Elective (3)
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REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CONCENTRATION

Department: Philosophy and Religious Studies
College: Humanities and Social Sciences
Name of Concentration: Law, Ethics, and Social Justice
Name of Curriculum/Major: Philosophy
Type of Degree: B.A.

Date: 10/7/16

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

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

ACTION (check appropriate box):

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

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

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

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

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

APPROVALS:

Department Faculty Approval Date: 10/30/16

College Faculty Approval Date: 11-9-16

Department Chair's Signature: 10/31/16

College Dean's Signature: 11/9/16

Chair, FS C & C Committee: 4/3/16

Academic Affairs Approval: 4/3/16

College/Division/Department Contact: Charles Pence

Contact E-mail: cpence@lsu.edu
GENERAL EDUCATION REQUIREMENTS

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<th>General Education Requirement</th>
<th>Course(s)</th>
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Justification

As discussed in the curriculum change (Form D) submitted simultaneously with this request, the philosophy department several years ago listed an honors version of PHIL 2020, PHIL 2050, HONORS: Ethics (3), without updating our curricula to indicate that this course was an acceptable substitute for the PHIL 2020 requirement. Form D updates the general philosophy curriculum, and this Form E updates our concentration in Law, Ethics, and Social Justice.
Current Curriculum

Philosophy

Area of Concentration

Law, Ethics, and Social Justice

CRITICAL REQUIREMENTS

SEMESTER 1: “C” or better in ENGL 1001.
SEMESTER 3: First Course in Foreign Language Sequence; Admission to the College.
SEMESTER 4: One PHIL course.
SEMESTER 5: One PHIL course; ENGL 2000.

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

*Distribution requirements for foreign languages will depend upon student placement scores and the specific language chosen. Consult the Degree Requirements of the College for more information. Some adjustment in elective hours may be necessary.

Semester 1

CRITICAL: “C” or better in ENGL 1001.

- ENGL 1001 English Composition (3)
- General Education Course - Analytical Reasoning (from Mathematics Department) (3)
- First Course in Foreign Language Sequence (4)
- General Education Course - Natural Sciences (3)¹
- Approved Electives (3-5)

Total Semester Hours: 16-18

Semester 2


- PHIL 1021 Introduction to Logic (3)
- Second Course in Foreign Language Sequence (4)
- General Education Courses - Natural Sciences (6)

Total Semester Hours: 13

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**Semester 3**

**CRITICAL:** First Course in Foreign Language Sequence; Admission to the College.

- PHIL 2020 Ethics (3) or
- PHIL 3052 Moral Philosophy (3)

- PHIL 2033 History of Ancient and Medieval Philosophy (3) or
- PHIL 2053 HONORS: History of Ancient and Medieval Philosophy (3)

- General Education Course - Humanities (3)
- Third Course in Foreign Language Sequence (4-3)
- Approved Elective (3)

Total Semester Hours: 16-15

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**Semester 4**

**CRITICAL:** One PHIL course.

- ENGL 2000 English Composition (3)
- PHIL 2010 Symbolic Logic I (3)
- PHIL 2035 History of Modern Philosophy (3)
- Fourth Course in Foreign Language Sequence (4-3)
- Approved Elective (3)

Total Semester Hours: 16-15

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**Semester 5**

**CRITICAL:** One PHIL course; ENGL 2000.

- PHIL Elective (3)
- General Education Course - Social Sciences (3)
• Approved Electives (9)

Total Semester Hours: **15**

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**Semester 6**

• PHIL Elective (3)$^3$
• General Education Course - Arts (3)
• General Education Course - Social Sciences (2000-level) (3)
• Approved Electives (6)

Total Semester Hours: **15**

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**Semester 7**

• PHIL Elective (3)$^3$
• Approved Electives (12)

Total Semester Hours: **15**

---

**Semester 8**

• PHIL Electives (6)$^2$
• Approved Electives (8)

Total Semester Hours: **14**

---

**120 Total Sem. Hrs.**

---

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

2 - PHILOSOPEY ELECTIVES: A minimum of 15 semester hours must be in courses numbered 3000-level and above, with at least six of the 15 at the 4000-level. Degree credit will not be allowed for more than six hours of courses numbered below 2000.

Students concentrating in law, ethics, and social justice are required to complete 30 hours of philosophy courses, including PHIL 1021; PHIL 2010; PHIL 2020 (or PHIL 3054); PHIL 2033 (or PHIL 2053); PHIL
PHIL 3062, PHIL 3072, PHIL 4098, PHIL 4945, or a special topics course in social/political philosophy); and 6 hours of electives.
Updated Curriculum

Philosophy

Area of Concentration

Law, Ethics, and Social Justice

CRITICAL REQUIREMENTS

SEMESTER 1: “C” or better in ENGL 1001.
SEMESTER 3: First Course in Foreign Language Sequence; Admission to the College.
SEMESTER 4: One PHIL course.
SEMESTER 5: One PHIL course; ENGL 2000.

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

*Distribution requirements for foreign languages will depend upon student placement scores and the specific language chosen. Consult the Degree Requirements of the College for more information. Some adjustment in elective hours may be necessary.

Semester 1

CRITICAL: “C” or better in ENGL 1001.

- ENGL 1001 English Composition (3)
- General Education Course - Analytical Reasoning (from Mathematics Department) (3)
- First Course in Foreign Language Sequence (4)
- General Education Course - Natural Sciences (3)¹
- Approved Electives (3-5)

Total Semester Hours: 16-18

Semester 2


- PHIL 1021 Introduction to Logic (3)
- Second Course in Foreign Language Sequence (4)
- General Education Courses - Natural Sciences (6)

Total Semester Hours: 13

---

**Semester 3**

**CRITICAL:** First Course in Foreign Language Sequence; Admission to the College.

- PHIL 2020 Ethics (3) or
- **PHIL 2050 HONORS: Ethics (3) or**
  - PHIL 3052 Moral Philosophy (3)

- PHIL 2033 History of Ancient and Medieval Philosophy (3) or
- PHIL 2053 HONORS: History of Ancient and Medieval Philosophy (3)

- General Education Course - Humanities (3)
- Third Course in Foreign Language Sequence (4-3)
- Approved Elective (3)

Total Semester Hours: 16-15

---

**Semester 4**

**CRITICAL:** One PHIL course.

- ENGL 2000 English Composition (3)
- PHIL 2010 Symbolic Logic I (3)
- PHIL 2035 History of Modern Philosophy (3)
- Fourth Course in Foreign Language Sequence (4-3)
- Approved Elective (3)

Total Semester Hours: 16-15

---

**Semester 5**

**CRITICAL:** One PHIL course; ENGL 2000.

- PHIL Elective (3)
• General Education Course - Social Sciences (3)
• Approved Electives (9)

**Total Semester Hours: 15**

---

**Semester 5**

- PHIL Elective (3)
- General Education Course - Arts (3)
- General Education Course - Social Sciences (2000-level) (3)
- Approved Electives (6)

**Total Semester Hours: 15**

---

**Semester 7**

- PHIL Elective (3)
- Approved Electives (12)

**Total Semester Hours: 15**

---

**Semester 8**

- PHIL Electives (6)
- Approved Electives (8)

**Total Semester Hours: 14**

---

120 Total Sem. Hrs.

---

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

2 - PHILOSOPHY ELECTIVES: A minimum of 15 semester hours must be in courses numbered 3000-level and above, with at least six of the 15 at the 4000-level. Degree credit will not be allowed for more than six hours of courses numbered below 2000.
Students concentrating in law, ethics, and social justice are required to complete 30 hours of philosophy courses, including PHIL 1021; PHIL 2010; PHIL 2020 (or PHIL 2050 or PHIL 3052); PHIL 2033 (or PHIL 2053); PHIL 2035; PHIL 4947; an elective in social/political philosophy (PHIL 3062, PHIL 3072; PHIL 4098, PHIL 4945, PHIL 4949, or a special topics course in social/political philosophy); and 6 hours of electives.
REQUEST FOR DROPPING A COURSE

Department | Philosophy and Religious Studies
College | Humanities and Social Sciences
Date | September 12, 2016

COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>PHIL 4920</th>
<th>Title</th>
<th>Presocratic Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Philosophy Major (upper-division elective)

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

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

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

Yes ___ No X

REASON FOR REQUEST TO DROP COURSE:

Course has not been offered since 2008. The material formerly covered under this rubric is now covered in PHIL 2033, 2034, and 2053 (our survey course on Ancient and Medieval Philosophy) and in the upper-division course on Plato (4922). None of the qualified faculty are interested in offering a separate course covering this material under its own rubric.

APPROVALS

Department Faculty Approval Date | 9/12/2016 | College Faculty Approval Date | 11-9-16

Department Chair Signature | (date) | College Dean Signature | (date)
Graduate Dean Signature | (date) | Chair, FS C&C Committee | (date)

College Contact | E-mail | Academic Affairs Approval | (date)
REQUEST FOR **DROPPING** A COURSE

<table>
<thead>
<tr>
<th>Department</th>
<th>Philosophy and Religious Studies</th>
<th>College</th>
<th>Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>September 12, 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>PHIL 4926</th>
<th>Title</th>
<th>Hellenistic Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Hours of Credit</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Philosophy Major (upper-division elective)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Course #</th>
<th>Rubric</th>
<th>Course #</th>
<th>Rubric</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>No X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| Yes    |          | No X   |

### REASON FOR REQUEST TO DROP COURSE:

Course has not been offered since 2008. The material formerly covered under this rubric is now covered in PHIL 2033, 2034, and 2053 (our survey course on Ancient and Medieval Philosophy) and in the upper-division course on Medieval Philosophy (4928). None of the qualified faculty are interested in offering a separate course covering this material under its own rubric.

### APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>9/12/2016</th>
<th>College Faculty Approval Date</th>
<th>11-9-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Dean Signature</td>
<td></td>
<td>College Dean Signature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(date)</td>
<td>Graduate Dean Signature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(date)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>College Contact:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E mail</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Affairs Approval</td>
<td>4/30/16</td>
</tr>
</tbody>
</table>
# Request for Changing an Existing Course

**Department:** School of Education  
**College:** College of Human Sciences & Education  
**Course Number:** EDCI 3381  
**Date:** 12-7-15

## Present Course Description

- **Title:** Early Childhood Curriculum  
- **Semester Hours of Credit:** 3.0  
- **Repeat Credit Max. (if repeatable):** No  
- **Graduate Credit?** Yes__ X No  
- **Credit will not be given for this course and:** n/a  
- **Contact Hours Per Week:** 3  
- **Grading System:** Letter Grade X Pass/Fail  

**Course Description:**  
(Include course number, title, etc., exactly as it appears in the General Catalog)  
3381 Early Childhood Curriculum (3)  
Prereq.: EDCI 2083 and concurrent enrollment in CFS 3055, EDCI 3382 and EDCI 3383. Comprehensive integrated curriculum content for children in prekindergarten and kindergarten: reading/language arts, mathematics, science, social studies, and the arts.

## Proposed Course Description

- **Title:** Early Childhood Curriculum  
- **Semester Hours of Credit:** 3.0  
- **Repeat Credit Max. (if repeatable):** No  
- **Graduate Credit?** X No  
- **Credit will not be given for this course and:** n/a  
- **Contact Hours Per Week:** 5  
- **Grading System:** Letter Grade X Pass/Fail  

**Course Description:**  
(Include course number, title, etc., exactly as it appears in the General Catalog)  
3381 Early Childhood Curriculum (3)  
Prereq.: EDCI 2083, Concurrent enrollment in EDCI 3383, 3382, and CFS/EDCI 3055. 2-hour lecture; 3 contact hrs. lab/field experience in multi-level multicultural setting. Comprehensive integrated curriculum content for children birth through kindergarten: reading/language arts, mathematics, science, social studies, and the arts.

---

**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 X

Is this course included in any curricula, concentrations, or minors? Yes____ X No____ If yes, please list on a separate sheet.

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

- **Department Faculty Approval Date:** 2-29-16  
  **Department Chair Signature:** (date)  

- **Graduate Dean Signature:** (date)  
  **Casey Bennett / cbenne5@isu.edu**

- **College Faculty Approval Date:** 9-19-16  
  **College Dean Signature:** (date)  
  **Chair, FS & C Committee:** (date)  

- **Academic Affairs Approval:** (date)
JUSTIFICATION FOR CHANGING EDCI 3381

Justification for increase of lab hours:
EDCI 3381 teaches curriculum and content for children ages 0-8 years. With increasing academic standards and demands on teachers to be content experts, it is necessary for pre-service teachers to have additional practice in the areas of implementing the content they are learning in the classroom. Therefore, the lab component of EDCI 3381 has been increased from 0 to 3 hr. The lecture component of the course has been decreased from 3 to 2 hours to accommodate this change. Students will be able to practice the content that they receive in the university classroom in the lab/field work.

Justification for change in lab
Students enrolled in EDCI 3381 are concurrently enrolled in EDCI 3383. A change in lab hours has been submitted for EDCI 3383 to decrease the associated lab hours with this course from 6 to 3 hours. This proposed increase for EDCI 3381 will allow the entire number of lab/field work hours for students during the semester in which they are enrolled in EDCI 3383 and EDCI 3381 to remain the same. In addition, the additional lab hours are consistent with the needs of the objectives for EDCI 3381.

Justification for change in the prerequisite
The rubrics for the prerequisites have been altered to drop the CFS distinction. The courses are no longer being offered by Child and Family Studies and reside entirely within the School of Education. The Early Childhood Education, PK-3 program is approved by the Louisiana Department of Education which recognizes the EDCI rubric on student transcripts. Therefore CFS 3055/EDCI 3055 and CFS 3056/EDCI 3056 have been changed to EDCI 3055 and EDCI 3056.

Justification for no final exam
EDCI 3381 is a service learning course. The service-learning experience will be measured by successful completion of the Content Investigation Project and a final project that consists of a Completed Professional Development Binder detailing new teaching ideas the student learned over the course of the semester. Hence no final exam is necessary.
Instructions for Form C: Request for Changing a Course

JUSTIFICATION FOR CHANGING EDCI 3381

This course was initially designed to be 3 hours of lecture. The field experience hours have been divided among other courses in this block. A one-hour lab results in three contact hours of lab per week which will suffice with regard to field-based experiences.

The prerequisite of CFS 3055/EDCI3055 has been changed to reflect cross enrollment.

This course is a prerequisite for the following courses:
EDCI 3000
EDCI 3056
EDCI 3481
EDCI 3482
EDCI 3483
EDCI 4381
EDCI 4382
EDCI 4481
EDCI 4482
EDCI 3381
Early Childhood Curriculum
Louisiana State University
College of Human Sciences and Education
PK 3 Program

Course Time and Location:  Monday 1:30 – 4:20 Room 216 Peabody Hall

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Kerry Sheldon</th>
<th>Email:</th>
<th><a href="mailto:ksheldon@lsu.edu">ksheldon@lsu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>111 N Peabody Hall</td>
<td>Office Hours:</td>
<td>Wednesday and Friday</td>
</tr>
<tr>
<td>Phone:</td>
<td>578-2408</td>
<td>1:15 – 3:30 p.m. or by appointment</td>
<td></td>
</tr>
</tbody>
</table>

3381 Early Childhood Curriculum (3)
Prereq.: EDCI 2083, Concurrent enrollment is EDCI 3381, 3382, and CFS/EDCI 3055. 2.5 grade point average; membership in Early Childhood teacher education program. 2-hour lecture; 3 contact hrs. lab/field experience in multi-level multicultural setting. Comprehensive integrated curriculum content for children birth through kindergarten: reading/language arts, mathematics, science, social studies, and the arts. Students must earn a grade of “C” or better to receive credit.

Upper Division Honors Distinction:
This course is available for Upper Division Honors Distinction, with additional course requirements. For more information or to declare your plans with the Honors College, please visit:

Service Learning Partners:

U-High
45 Dalrymple Drive
Baton Rouge, La. 70803
(225) 578-3221
Contact: Myra Broussard
mdugas7@lsu.edu

Wildwood Elementary
444 Halfway Tree Road
Baton Rouge, LA 70810
(225)766-6002

St. George School
7880 St. George Drive,
Baton Rouge, Louisiana 70809
Contact: Cheri Gioe
Cheri.gioe@sgschoolbr.org

East Baton Rouge Parish
Villa del Ray
9765 Cuyhanga Pkwy
Baton Rouge, LA 70815
(225) 924-1606
Joy Abernathy
JAbbernathy@ebrpss.k12.la.us

West Baton Rouge Parish

Zachary Public Schools
Brusly Elementary
400 S Labauve Rd Brusly, LA 70719
(225) 749-2125
Hope Supple
hope.supple@wbrschools.net

Northwestern Elementary
4200 Rollins Rd, Zachary, LA 70791
(225) 654-2786
Martha Davis
martha.davis@zacharyschools.org

Ascension Parish
Pecan Grove
1712 Pecan Grove Ave,
Gonzales, LA 70737
(225) 391-7450
Marjorie Meyers
Marjorie.meyers@apsb.org

Prairieville Primary
40228 Parker Road
Prairieville, LA 70769
(225) 391-7400
Carol Smith
Carol.smith@apsb.org

**Required Textbooks:**

**Required Materials:**
3 inch binder (1)
Section dividers (you will need 5 packs of section dividers)
Paper and Printer access
A criminal background check (details TBA)

**Course Format:**

**Lab Requirements.** Students will spend 12 hours per week in their placement school. This placement is the format by which coursework requirements and projects will be satisfied.

**Service-Learning.** The goal of the course is to give students real world experiences in early learning environments in order to enhance their academic learning by developing practical skills for assessing environments, teaching practices and children and planning instruction. What makes this a service-learning course is the partnerships with area schools/teachers to collaborate on mutually beneficial projects over the course of the semester. The service-learning experience will be measured by successful completion of the Content Investigation Project and accompanying reflective component of the project. The rubric for the Content Investigation Project is attached to this syllabus. The projects will be completed in conjunction with their mentor teacher and the professor of this course as well as will be disseminated on program websites and in the classroom when appropriate. The community partner will receive the benefit of enrichment activities which are developmentally appropriate and based in early childhood research. The service learning handbook can be found at http://lsu.edu/academicaffairs/ccell/faculty_resources/ccell_policies_and_forms.php. It includes information about the risk management policies.

Information related to insurance can be found at the following link:
Communication-Intensive (C-I). This course meets all of the requirements set forth by LSU’s Communication across the Curriculum program, including

1. instruction and assignments emphasizing informal and formal writing and oral presentation;
2. teaching of discipline-specific communication techniques;
3. use of draft-feedback-revision process for learning;
4. practice of ethical and professional work standards;
5. 40% of the course grade rooted in communication-based work; and
6. a student/faculty ratio no greater than 35:1.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. Students interested in this credential must apply online. For more information about this student recognition program, visit www.cxc.lsu.edu.

CHSE Undergraduate Distinguished Scholars Program. The College of Human Sciences and Education’s Undergraduate Distinguished Scholars Program provides opportunities for undergraduate students to develop research competencies and conduct research studies with ongoing support from CHSE faculty volunteers and graduate student mentors. Undergraduates participating in the Distinguished Scholars Program will learn research skills by participating in faculty and graduate student research, and will be mentored to conduct their own original research. Participating undergraduates will receive funding support to present their original research posters at an undergraduate research fair. Program completers will be acknowledged during the College’s commencement ceremonies in May and December. The project is open to any student enrolled in a CHSE undergraduate degree program. Regular meetings will be the 4th Monday of the month in September, October, November, February, March and April at noon in 225 Peabody. Applications are available through the Undergraduate Distinguished Scholars Program website at chse.lsu.edu/distinguishedscholars.

Course Goals:
During this course, candidates should:
1. define curriculum from the constructivist perspective
2. demonstrate basic knowledge of the core concepts and principles in each of the content areas in PK-K, and the research basis as well as the standards set forth by professional organizations
3. articulate priorities for high-quality, meaningful instruction across a developmental continuum in each of the content areas for PK-K
4. demonstrate breadth of understanding of the major content areas and depth of understanding in language/literacy and mathematics for PK-K
5. identify aspects of each subject that are critical to children’s later academic competence
6. compare and contrast curriculum for pre-kindergarten and kindergarten children
7. begin to connect experiences in the schools with the knowledge base in the field of Early Childhood Education through a service learning component of 12 hours per week of observation with a community partner.
8. design developmentally appropriate curriculum that integrates the content areas and that meets local, state, and national standards.
9. design challenging curriculum that promotes comprehensive developmental and learning outcomes for all children.
10. develop curriculum which is multicultural and bias free in attitudes, materials, and content
11. apply principles of planning in designing developmentally appropriate programs for the child below six.
12. develop and use appropriate materials to integrate each of the major curriculum areas
13. exhibit increased professional attitudes and techniques in working with children

Course Policies:
Assignments
Any assignment turned in late will result in 20% off the grade. Late is defined as after class. If you are not in class and turn in a project after class, it is considered to be late. I will accept projects one class period beyond the due date only.
Reflection (to be included with all completed projects)
Reflection on assigned work is a part of each project. Students should clearly link the service experience to the course content and learning objectives of each assignment. Please see Davis, 2006 (on moodle).

Moodle
Grades & announcements are posted on the course Moodle site. It is your responsibility to check frequently to monitor your progress in this course and keep track of your grades. All Moodle discussion forums are to be completed by the Thursday at midnight BEFORE the next class meeting.

Professionalism
Please assist in making the learning environment as positive and professional as possible. Respect others by being on time to class, not leaving early, listening attentively while others are speaking, and turning off cell phones and beepers while in class. Use of computers in class is a privilege; off-task computer behavior will lead to loss of this privilege. Points may be deducted from your participation grade for not adhering to these courtesies.

Academic Honesty
Please review LSU’s policy on academic honesty. You will be held to the university’s standard, which can be located online.

Assignments:
Summer Reading: students are expected to read the following book over the summer break and bring a summary to class (rubric attached) the first day. One paper is due per course (see below).
**PK-K Investigation:** Once assigned a partner and a topic, students will create an outline an investigation covering the content areas (learning domains) covered in class. Included in this investigation will be: a family letter introducing the topic, a planning web, a center-based Language Domain lesson plan (students and their partners will sign up to teach this lesson in the LSU Child Development Lab Preschool), a small-group Cognitive Domain lesson plan, a whole-group Aesthetic Domain lesson plan, and a Physical Domain lesson plan. Additionally, students will include a Field Experience Resource File and an extensive reference list in this unit.

**PK-K Investigation Presentation:** Students will create a 15 minute presentation summarizing their investigation. This assignment will include developing a PowerPoint presentation and demonstrating the center-based Language lesson taught in the preschool. Students will arrange for their presentation to be videotaped so that they may use this footage in the portfolio they will develop later in the program.

**Professional Development Binder & Final Review:** Over the course of the semester, students will develop a binder that will be used as a resource for the remainder of their time in the program. This binder will include teaching ideas the students collect, valuable references, and information collected about each content area (learning domain.) Students submission of the professional development binder constitutes their final project. More information about this project will be made available on Moodle and in class.

**Grading Breakdown:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Reading:</td>
<td>5</td>
</tr>
<tr>
<td>PK-K Investigation</td>
<td>60</td>
</tr>
<tr>
<td>PK-K Investigation Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Completed Professional Development Binder (Final Project)</td>
<td>15</td>
</tr>
<tr>
<td>Participation Points</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Points:** 100

*Note - Plus/Minus Grading is required for all undergraduate, graduate, and professional courses using the A through F letter grading system. The letter grades A, B, C, and D have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of these letter grades. The letter grade F does not include the plus/minus distinction.

A+  = 98% - 100%       A  = 97% - 93%       A-  = 92% - 90%
B+  = 89% - 88%       B  = 87% - 83%       B-  = 82% - 80%
C+  = 79% - 78%       C  = 77% - 73%       C-  = 72% - 70%
D+ = 69% - 68%  
D = 64% - 67%  
D- = 62% - 60%  
F = <60%

**Tentative Semester Schedule**

*Please note: Unless otherwise noted, the Kostelnik and the DAP textbook should be brought to class each week.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings covered during this class</th>
<th>Homework for next week</th>
</tr>
</thead>
</table>
| Class 1  | -Introduction to course  
-Discuss class materials, rules and expectations  
-Formal Orientation as a Service Learning Course and Discussion of Service Learning Component relative to projects  
-Summer Reading Paper Due Today (attach rubric) |                                     | Bring all three textbooks to class on August 31, 2015  
Bring Binder and section dividers to class on August 31, 2015 |
| August 24|                                                                        |                                    |                                                             |
| Class 2  | **Defining Curriculum**  
-Curriculum from a Constructivist Perspective (Project Approach/ Reggio Approach)  
-Set up professional development binders | -Helm & Katz: entire book          | Bring a laptop to class next week if you have one.         |
| August 31|                                                                        |                                    |                                                             |
| Labor Day Holiday |                                                                  |                                    |                                                             |
| September 7 |                                                                 |                                    |                                                             |
| Class 3  | **Writing Lesson Plans**  
-Discuss the literacy lesson plan assignment and service learning component including reflection for the Content Project  
-Scavenger hunt of Louisiana Department of Education Website  
Topics will be assigned and groups will sign up for Wednesday Language Lessons | -Kostelnik: Chap.3  
-DAP pages 111-253 | Add printed copies of the Louisiana preschool GLE’s and Kindergarten Common Core Standards in each subject area to your professional development binder. |
| September 14 |                                                                 |                                    |                                                             |
| Class 4  | **The Language Domain**  
-Peer Review of Language Lesson Plan | -Kostelnik: Chap12 | Add hand-written or typed notes on the Language Domain to your professional development binder. Any teaching ideas regarding the Language Domain should also be added to the binder at this point.  
Complete Language Lesson Plan for peer-review on September 28. |
| September 21 |                                                                 |                                    |                                                             |
| Class 5  | **The Language Domain**  
-Peer Review of Language Lesson Plan | -Kostelnik: Chap 12 | Add hand-written or typed notes on the Language Domain to your professional development binder. Any teaching ideas regarding the Language Domain should also be added to the binder at this point.  
Polished Language Lesson Plan due for grade on October 5. |
<p>| September 28 |                                                                 |                                    |                                                             |</p>
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Domain</th>
<th>Text</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>October 5</td>
<td>The Aesthetic</td>
<td>Polished Language Lesson Plan due for grade today.</td>
<td>Add hand-written or typed notes on the Aesthetic Domain to your professional development binder. Any teaching ideas regarding the Aesthetic should also be added to the binder at this point. Complete Aesthetic Domain Lesson Plan for peer-review on October 13. Group 1 and 2 will teach their Language lesson this Wednesday, October 7.</td>
</tr>
<tr>
<td>7</td>
<td>October 12</td>
<td>The Affective</td>
<td>-Peer Review of Aesthetic Domain Lesson Plans</td>
<td>Add hand-written or typed notes on the Affective Domain to your professional development binder. Any teaching ideas regarding the Affective Domain should also be added to the binder at this point. Group 3 and 4 will teach their Language lesson this Wednesday, October 14.</td>
</tr>
<tr>
<td>8</td>
<td>October 19</td>
<td>The Cognitive</td>
<td>-Kostelnik: Chap 10</td>
<td>Add hand-written or typed notes on the Cognitive Domain to your professional development binder. Any teaching ideas regarding the Cognitive Domain should also be added to the binder at this point. Complete Cognitive Domain Lesson Plan for peer-review on October 27. Group 5 and 6 will teach their Language lesson this Wednesday, October 21.</td>
</tr>
<tr>
<td>9</td>
<td>October 26</td>
<td>The Cognitive</td>
<td>-Peer Review of Cognitive Domain Lesson Plans</td>
<td>Polished Cognitive Domain Lesson Plan due for grade on November 3. Group 7 and 8 will teach their Language Lesson this Wednesday, October 28.</td>
</tr>
<tr>
<td>10</td>
<td>November 2</td>
<td>Polished</td>
<td>-Kostelnik Chap 13</td>
<td>Add hand-written or typed notes on the Physical Domain to your professional development binder. Any teaching ideas regarding the Physical Domain should also be added to the binder at this point. Complete Physical Domain Lesson Plan for peer-review on November 10. Group 9 and 10 will teach their Language lesson this Wednesday, November 4.</td>
</tr>
<tr>
<td>11</td>
<td>November 9</td>
<td>The Social</td>
<td>-Peer Review of Physical Domain Lesson Plans</td>
<td>Add hand-written or typed notes on the Social Domain to your professional development binder. Any teaching ideas regarding the Social Domain should also be</td>
</tr>
</tbody>
</table>
| Class 12  | -Discuss Content Investigation  | -Integrating Curriculum through Pretend and Construction Play and Integrating Curriculum through Thematic Planning and Projects  | -Kostelnik Chapters 15 and 16  | Content Investigations Due November 24.

November 16 |

| Class 13  | Group Project Work Session (to plan for *Presentations* of Content Investigations on December 1)  | -Presentations of PK-K Content Investigation on December 1  | -Professional Development Binder Due at Team Assessment Meeting  | November 23 |

| Class 14  | Review for ATMS Presentation of Content Investigation  | -Presentations of PK-K Content Investigation Due  | November 30 |

| WEEK OF  | Assessment Team Meetings  | Professional Development Binder Due  | DEC 7 TBA |
**Summer Reading Rubric**  
**PK3 Cohort**

You are required to write one paper per book, and attach a copy of this rubric to each paper. This should include a summary of the main idea of the book, as well as quotes you may want to use in later papers (these should include page numbers). You are expected to follow the rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear summary of reading with salient points highlighted; examples of recommended practice give.</td>
<td>10</td>
</tr>
<tr>
<td>Book referenced in the body of the paper included quotes with page numbers noted.</td>
<td>5</td>
</tr>
<tr>
<td>Reference page with book correctly cited.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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Request for CHANGING an Existing Course

<table>
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<th>Department</th>
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<th>College</th>
<th>College of Human Sciences &amp; Education</th>
</tr>
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<tbody>
<tr>
<td>Course Code &amp; Number</td>
<td>EDCI 3383</td>
<td>Date</td>
<td>12-7-15</td>
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### PRESENT COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Assessment and Planning for Reflective Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
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</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td></td>
</tr>
<tr>
<td>Lecture:</td>
<td>1.0</td>
</tr>
<tr>
<td>Lab/Sem/Rec:</td>
<td>2.0</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable)</td>
<td>NO</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
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</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
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<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>---------</td>
<td>-----</td>
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<tr>
<td>6</td>
<td></td>
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<td>Letter Grade</td>
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<td>Course Description:</td>
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</tr>
<tr>
<td>Include course number, title, etc. exactly as it appears in the General Catalog</td>
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3383 Assessment and Planning for Reflective Instruction
Prereq.: concurrent enrollment in CFS 3055, EDCI 3381 and EDCI 3382. 2 hrs. lecture; 6 hrs. lab/field experience in multilevel, multicultural settings. Process of building the teaching and learning cycle (assessing, planning, teaching, reflecting) into integrated instruction of children in prekindergarten and kindergarten.

### PROPOSED COURSE DESCRIPTION

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<thead>
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<tr>
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<tr>
<td>Lecture:</td>
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<td>Lab/Sem/Rec:</td>
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<tr>
<td>Repeat Credit Max. (if repeatable)</td>
<td>NO</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>n/a</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>---------</td>
<td>-----</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>Grading System:</td>
<td>Letter Grade</td>
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<td>Course Description:</td>
<td></td>
</tr>
<tr>
<td>Include course number, title, etc. exactly as it appears in the General Catalog</td>
<td></td>
</tr>
</tbody>
</table>

3383 Assessment and Planning for Reflective Instruction (3)
Prereq.: EDCI 2083; Concurrent enrollment in EDCI 3381, 3382, and CFS/EDCI 3055. 2 hr. lecture, 3 contact hrs. lab/field experience in multi-level multi-cultural settings. The process of building the teaching and learning cycle (assessing, planning, teaching, reflecting) into integrated instruction of children birth through kindergarten.

### JUSTIFICATION/EXPLANATION:

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 | N/A | X

If yes, list courses; use separate sheet.

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

### APPROVALS

Department Faculty Approval Date: 2-29-16

College Faculty Approval Date: 9-19-16

Graduate Dean Signature: 3-4-16

College Dean Signature: 9-26-16

Chairs C&C Committee: 11/19/16

Academic Affairs Approval: 11/20/16

Casey Bennett / cbenne5@tsu.edu

JUSTIFICATION FOR CHANGING EDCI 3383
JUSTIFICATION FOR CHANGING EDCI 3383

Justification for increase of lecture hours:
EDCI 3381 teaches students knowledge and skills of assessment in preschool and kindergarten setting. The current educational landscape and intensified demands on teachers in the area of assessment warrants the increase in instructional/lecture time allocated to these topics. Therefore, the lecture component of EDCI 3381 has been increased from 1 to 2 hr. The lab/field work component has been decreased to accommodate this change from 6 to 3 hours.

Justification for change in lab
Students enrolled in EDCI 3381 are concurrently enrolled in EDCI 3383. A change in lab hours has been submitted for EDCI 3383 to increase the associated lab hours with this course from 0 to 3 hours. This change will allow the entire number of lab/field work hours for students during the semester in which they are enrolled in EDCI 3381 and EDCI 3383 to remain the same.

Justification for change in the prerequisite
The rubrics for the prerequisites have been altered to drop the CFS distinction. The courses are no longer being offered by Child and Family Studies and reside entirely within the School of Education. The Early Childhood Education, PK-3 program is approved by the Louisiana Department of Education which recognizes the EDCI rubric on student transcripts. Therefore CFS 3055/EDCI 3055 and CFS 3056/EDCI 3056 have been changed to EDCI 3055 and EDCI 3056.

Justification for no final exam
The goal of the course is to give students real world experiences in early learning environments in order to enhance their academic learning by developing practical skills for assessing environments, teaching practices and children and planning instruction. A large component of the course is service learning. The best measure of the expected learning outcomes is a Research Poster Fair Project that is a culmination of the expected learning outcomes that have taken place throughout the semester.
Instructions for Form C: Request for Changing a Course

This course was initially designed to be 3 hours of lecture. The field experience hours have been divided among other courses in this block. A one-hour lab results in three contact hours of lab per week which will suffice with regard to field-based experiences.

The course description listing the prerequisite of CFS 3055 has been updated to reflect the cross enrollment with EDCI 3055.

This course is a prerequisite for the following courses:
EDCI 3000
EDCI 3056
EDCI 3481
EDCI 3482
EDCI 3483
EDCI 4381
EDCI 4382
EDCI 4481
EDCI 4482
EDCI 3383
Assessment and Planning for Reflective Instruction: PreK/K
Fall 2016
Louisiana State University
School of Human Sciences and Education
Early Childhood Education Program

Cynthia DiCarlo, Ph.D.
123B Peabody Hall
578-7005
Cdicar2@lsu.edu

Thursdays 1:00-2:50
ECE Lab Preschool – Room 1001
Office hours: Daily 8:30-10:30 or by appt

Catalog Description:
EDCI 3383 Assessment and Planning for Reflective Instruction: PreK/K
Prerequisite: membership in PK-3 teacher education program and concurrent enrollment in
EDCI 3035, EDCI 3381, and EDCI 3382. 1 hour lecture; 6 hours lab/field experiences in multi-
level, multicultural settings. The process of building the teaching and learning cycle (assessing,
planning, teaching, and reflecting) into integrated instruction of children in prek-kindergarten and
kindergarten.

Service-Learning Partners:

Bellingrath Hills Elementary
6612 Audusson Dr., Greenwell Springs,
LA 70739
225-261-4093
Laurie Gehling
lgehling@centralcss.org

Audubon Elementary
10730 Goodwood Blvd. Baton Rouge,
LA 70815
(225) 272-2620
Nakia Jackson
ncjackson@ebrschools.org

U-High
45 Dalrymple Drive
Baton Rouge, La. 70803
578-3221
Myra Broussard
mdugas7@lsu.edu

Villa del Ray
9765 Cuyahanga Pkwy
Baton Rouge, LA 70815
(225) 924-1606
Joy Abernathy
JAbernathy@ebpss.k12.la.us
Upper Division Honors Distinction:
This course is available for Upper Division Honors Distinction, with additional course requirements. For more information or to declare your plans with the Honors College, please visit: https://www.honors.lsu.edu/student-support/advising/thesis-advising/upper-division-declaration-form

Primary text:

Required text: You are expected to bring these books to class when content is covered. Please follow the syllabus.


**In addition to the above texts, you will be required to purchase a one-month subscription to the CLASS video library, which will allow you to practice scoring the CLASS tool (which will be used to evaluate your performance for the duration of the PK3 program). [http://www.teachstone.org/store/video-library-subscriptions/](http://www.teachstone.org/store/video-library-subscriptions/)**

Please register on the Dibels website so that you may access/download the materials. [https://dibels.uoregon.edu/measures/index.php?action=download#6_revised](https://dibels.uoregon.edu/measures/index.php?action=download#6_revised)

Only download materials that pertain to K (bookmark page so that you may access older grades)

Articles uploaded to Moodle.

Printer ink & paper.

**Course Format:**

**Lab Requirements.** Students will spend 12 hours per week in their placement school. This placement is the format by which coursework requirements and projects will be satisfied.

**Service-Learning.** The goal of the course is to give students real world experiences in early learning environments in order to enhance their academic learning by developing practical skills for assessing environments, teaching practices and children and planning instruction.

What makes this a service-learning course is the partnerships with area schools/teachers to collaborate on mutually beneficial projects over the course of the semester. The service-learning experience will be measured by successful completion of the student projects and accompanying reflective component of each project. Projects will be completed in conjunction with their mentor teacher and will be disseminated on program websites and in the classroom when appropriate.

**Communication-Intensive (C-I).** This course meets all of the requirements set forth by LSU’s Communication across the Curriculum program, including

1. instruction and assignments emphasizing informal and formal writing and oral presentation;
2. teaching of discipline-specific communication techniques;
3. use of draft-feedback-revision process for learning;
4. practice of ethical and professional work standards;
5. -40% of the course grade rooted in communication-based work; and
6. a student/faculty ratio no greater than 35:1.
Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. Students interested in this credential must apply online. For more information about this student recognition program, visit www.cxc.lsu.edu.

**Candidate Outcomes:**
At the end of the semester, through the student internship/service-learning experience, the student will demonstrate an ability to engage in the following academic and civic objectives.

*Academic objectives:*

**Standard 3: Observing, Documenting, & Assessing to Support Young Children & Families**
- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c: Understanding & practicing responsible assessment
- 3d: Knowing about assessment partnerships with families and other professionals

**Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families**
- 4d: Reflecting on their own practice to promote positive outcomes for each child

**Standard 6: Becoming a Professional**
- 6b: Knowing about and upholding ethical standards and other professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice

*Civic objectives:*
Increase inter- and intra- personal learning through service-learning placements to develop problem-solving skills.

Develop active learning skills.
Develop advocacy skills.
Develop competency in identifying community assets.
Develop cross-cultural communication skills.
Develop skills that facilitate the sharing of leadership roles.

**Course Policies:**

**Assignments**
Any assignment turned in late will result in 20% off the grade. Late is defined as after class. If you are not in class and turn in a project after class, it is considered to be late. I will accept projects one class period beyond the due date only.

**Reflection (to be included with all completed projects)**
Reflection on assigned work is a part of each project. Students should clearly link the service experience to the course content and learning objectives of each assignment. Please see Davis, 2006 (on moodle).

**Moodle**
Grades & announcements are posted on the course Moodle site. It is your responsibility to check frequently to monitor your progress in this course and keep track of your grades.
Professionalism
Please assist in making the learning environment as positive and professional as possible. Respect others by being on time to class, not leaving early, listening attentively while others are speaking, and turning off cell phones and beepers while in class. Use of computers in class is a privilege; off-task computer behavior will lead to loss of this privilege. Points may be deducted from your participation grade for not adhering to these courtesies.

Academic Honesty
Please review LSU’s policy on academic honesty. You will be held to the university’s standard, which can be located online.

Accommodations During Student Teaching/Internship
Candidates who believe they may require accommodations during field work should follow the guidelines specified in the handbook. Students requesting accommodations during student teaching under Section 504 of the Rehabilitation Act of 1973 must fulfill the following requirements:

- Register with LSU’s Office of Disability Services (http://students.lsu.edu/disability)
- Provide the Accommodation Letter from Disability Services to the Coordinator of Field Experiences prior to the start of the student teaching/internship semester.
- Attend a meeting with the Coordinator of Field Experiences and a representative of the Office of Disability Services to discuss which accommodations are appropriate for the student teaching/internship semester.
- Attend a meeting with the Coordinator of Field Experiences, the Classroom Mentor Teacher, and the University Supervisor to discuss how the accommodations will be provided on site. Students are not required to disclose the reason for the accommodations unless the student’s disability requires the Classroom Mentor Teacher or University Supervisor have specific knowledge for rendering medical assistance.

NOTE: you are expected to bring print copies of readings TO CLASS on date assigned
This is tentative; updates to the syllabus will be posted on Moodle

<table>
<thead>
<tr>
<th>Class schedule:</th>
<th>Topic</th>
<th>Readings *</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Overview of Assessment &amp; recommended practice in assessment</td>
<td>Wortham Chapters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>September 1</td>
<td>Environmental assessment ECERS &amp; NAEYC</td>
<td>Read ECERS &amp; NAEYC tool prior to class</td>
<td>Summer reading paper</td>
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<tr>
<td>September 8</td>
<td>CLASS</td>
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<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Standardized assessments &amp; reporting assessment</td>
<td>Wortham Chapters 3 &amp; 4</td>
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</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Assignment</td>
<td>Notes</td>
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<td>--------------------------------------------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>September 22</td>
<td>Informal assessments ASQ/Developing Skills Checklist</td>
<td>Wortham Chapters 5 &amp; 6</td>
<td>Environmental assessment paper (ECERS &amp; NAEYC) due</td>
</tr>
<tr>
<td>September 29</td>
<td>Informal assessment – review tools Come to class with samples of teacher-created assessment tools</td>
<td>Wortham Chapters Chap 7 &amp; 8; Brewer Chapter 7</td>
<td>ASQ paper due</td>
</tr>
<tr>
<td>October 6</td>
<td>FALL BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 13</td>
<td>Midterm week Intro to Undergraduate Research Project – Score child sustained attention videos</td>
<td>Review DSC tool, Hojnoki, Gisclair, &amp; Missall, 2009a Wortham Chapter 7; Refer to McAfee, Leong &amp; Bodrova text.</td>
<td>CLASS observations due DSC paper on one child due</td>
</tr>
<tr>
<td>October 20</td>
<td>Undergraduate Research Project</td>
<td>Hojnoki, Gisclair, &amp; Missall, 2009a, 2009b, c.</td>
<td></td>
</tr>
<tr>
<td>October 27</td>
<td>Early Literacy Dibels ELLCO</td>
<td>Dibels tool &amp; manual (from website) Heidemann, Chang, Menninga, 2005 (on Moodle)</td>
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</tr>
<tr>
<td>November 3</td>
<td>Family assessment Bring a copy of your teacher's family information tool</td>
<td>Wortham Chapter 10; AEPS Family report form &amp; AEPS &amp; families (Moodle)</td>
<td>ELLCO paper due Video on environment due (to include peer evaluation)</td>
</tr>
<tr>
<td>November 10</td>
<td>Portfolios</td>
<td>Wortham Chapter 9; The Portfolio &amp; its use: A road</td>
<td>Child sustained attention observations</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
<td></td>
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<td>--------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>November 17</td>
<td>map for assessment</td>
<td></td>
<td></td>
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<tr>
<td>November 24</td>
<td>THANKSGIVING BREAK</td>
<td>Undergraduate Research Project posters &amp; video presentations due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(to include peer evaluation)</td>
<td></td>
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<tr>
<td>December 1</td>
<td>FINAL Project: Undergraduate Research</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Poster Fair Peabody 225</td>
<td>NOTE: this from 12:00 to 2:00. Please plan to arrive at 11:45 to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>set up</td>
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<tr>
<td>December 5-9</td>
<td>PK3-Assessment team meetings</td>
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</table>

**Student projects**

The following projects will help students gain a greater understanding of [the teaching and learning cycle](https://example.com) as it relates to the purposes of assessment.

**NOTE:** Students should collaborate with mentor teachers on all projects. Students may work alone or in pairs.

**NOTE:** All papers MUST be peer edited, using the assigned rubric; your final draft is due on the assigned date (above) and MUST have the peer edit attached. Students should consult their APA manual or the instructor for questions related to peer editing.

**Summer Reading Paper (20 points):** This should include a summary of the main ideas of the book, as well as quotes you may want to use in later papers (these should include page numbers). You are expected to follow the rubric given to you at the close of last semester.

**Environmental assessment paper (100 points):**

This paper will present each of the environmental rating scales covered (ECERS & NAEYC in one paper; ELLCO in a separate paper). The paper should be formatted according to the 6th edition of the APA manual (see page 41 for a sample paper) including a title page, headers, and reference page. All tools must be cited within the body of the paper. Please refrain from using “I” statements within the paper and include professional vocabulary. Imagine that the paper is being written for a new teacher who has never heard of environmental rating scales; this is the target audience. The paper should begin with an introductory paragraph stating the purpose of environmental assessments in general, and should have citations from the readings. Level
headings (found in the APA manual, page 62) must be used. For each tool, subheadings should include:

- General description of the instrument. (including domains & administration information)
- Reliability & validity.
- Recommendations. Developed based on results of scored tool (which must be attached. Recommendations must be numbered according to the tool).
- Reflection. A written 2-page reflection on the benefits and the limitations of the instrument (see Davis, 2006). This reflection should be both thoughtful AND supported by your readings (meaning cited).

**Video:** Following completion of the ELLCO paper, students will video a 5-7 minute presentation on the findings and recommendations of the environmental assessment. This video MUST BE created in one of the CXC studios. These presentations will be evaluated by a peer prior to being turned in to the instructor.

**Informal assessment: DSC**

- General description of the instrument. (including domains & administration information)
- Reliability & validity.
- Recommendations. Developed based on results of scored tool (which must be attached. Recommendations must be numbered according to the tool).
- Reflection. A written 2-page reflection on the benefits and the limitations of the instrument (see Davis, 2006). This reflection should be both thoughtful AND supported by your readings (meaning cited).

**Video:** Following completion of the DSC paper, students will video a 5-7 minute presentation on the findings and recommendations of the child assessment. This video MUST BE created in one of the CXC studios. These presentations will be evaluated by a peer prior to being turned in to the instructor.

**Portfolio (100 points):**
The student writes a paper synthesizing recommended practice in portfolios, describe her mentor teacher's portfolio system, and her role in collecting information. A written 2-page reflection on this process is required.

**DSC Social Skills Data Collection Project (20 points):**
Students will collect data on child attention following in-class reliability training. Students are to work in pairs for reliability purposes.

**FINAL Project: Undergraduate research project/Poster Fair (100 points):**
In lieu of a written Final Exam, the Undergraduate research project and poster fair presentation will serve as your final exams as it best reflects your learning about assessment across the entire semester.
For the research project, the student will design an assessment tool to measure the behavior of a child in their class. The tool will be used to improve a classroom practice or remedy a child problem.
A narrative of the tool and findings will be turned in to the instructor. A written 2-page reflection on this project is required.

Social validation. Student will create a social acceptability measure (using the Social Validity chapter on Moodle as a guide) to assess mentor teacher and parent perspective on the intervention used.

Video: Prior to the end of semester presentation, the student will video a 5-7 minute presentation on the findings and recommendations of the teacher made assessment. This video MUST BE created in one of the CXC studios These presentations will be evaluated by a peer prior to being turned in to the instructor.

This project and the presentation count as your FINAL EXAM for the course.

**Grading:**

| Summer Reading Paper          | 5 points |
| Environmental assessment paper | 30 points |
| Portfolio                     | 30 points |
| DSC Social Skills Data Collection Project | 5 points |
| Undergraduate research project/Poster Fair | 30 points |

**TOTAL** 100 points

**Grading scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>10-Point Scale</th>
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<td>A-</td>
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Request for **CHANGING** an Existing Course

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<th>Science</th>
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<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>BIOL 4015</td>
<td>Date</td>
<td>July 29, 2016</td>
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### PRESENT COURSE DESCRIPTION

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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.)</td>
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<td>Lecture</td>
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<td>Grading System:</td>
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<td>Course Description:</td>
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**BIOL 4015 Conservation Biology (4)**

Prereq.: 11 sem. hrs. biological sciences; genetics recommended. See ENTM 4015.

### PROPOSED COURSE DESCRIPTION

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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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**BIOL 4015 Conservation Biology (4)**

Same as RNR 4015 Prereq.: BIOL 1202, 1209 and 7 sem. hrs. biological sciences; genetics recommended; 3 hrs. lecture, 1 hr. recitation. Principles and concepts of conservation biology; practica applications of conservation biology to design, management and restoration of ecologically sustainable preserves at local, regional, and global scales; threats to biological diversity and sustainability resulting from human population growth, resource exploitation, and global climate change.

**THese QUESTions MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

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

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

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

Is this course on the General Education list? Yes X, No _____

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

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

### APPROVALS

<table>
<thead>
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<tr>
<td><strong>Department Chair Signature</strong></td>
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<td><strong>Graduate Dean Signature</strong></td>
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<tr>
<td><strong>Chair, FS C&amp;C Committee</strong></td>
<td>11/10/16</td>
</tr>
</tbody>
</table>

Krista Baron - kbaron5@isu.edu
JUSTIFICATION/EXPLANATION

BIOL 4015, Conservation Biology, is presently cross-listed in the Department of Entomology with ENT M 4015. The faculty member in Entomology responsible for ENT M 4015 has left the department and no replacement will be hired. The Department of Entomology is dropping ENT M 4015. This FORM C is to change the course description of BIOL 4015 to include the description of the course content because Biological Sciences will become the “home” department for BIOL 4015. Further, the Department of Biological Sciences intends to cross-list BIOL 4015 with the School of Renewable Resources which is requesting a new course RNR 4015. Both a Form B to drop ENT M 4015 and a Form A to add RNR 4015 have been submitted to the College of Agriculture Courses and Curriculum Committee.

CURRICULA, CONCENTRATIONS REQUIRING BIOL 4015

BIOL 4015 is an Approved Biological Sciences Elective for the B.S. degrees in Biochemistry and Biological Sciences (No concentration, Marine concentration, and Secondary Education concentration). BIOL 4015 is required in the Conservation Biology, Ecological Restoration and Wildlife Ecology concentrations in the B.S. degree in Natural Resource Ecology and Management.

COREQUISITE COURSE

BIOL 4015 is a presently a corequisite for BIOL/ENT M 4017, Laboratory in Conservation Biology.
Syllabus for Conservation Biology: Spring 2016  
BIOL/ENTM 4015 (4 credit hours)  
Version 1: January 1, 2016

2 lectures/week (TTh 12:00-1:20 PM) Tureaud 215  
Discussion (W 11:30-12:20 [Sec 1]; 12:30-1:20 [Sec 2]; 1:30-2:20 PM [Sec 3]): Tureaud 215  
(Note: a 4 credit hour class requires 8-12 hours/week of class work & study outside the classroom)

Professor: Dr. William J. Platt
Education: B.S., University of Florida 1964  
Ph.D. in Ecology, Cornell University 1971
Position: Professor, Biological Sciences, Louisiana State University
Office: A363 Life Sciences Building (in the Annex)
Office Hours: T/Th 11:00 -11:45 AM or by appointment
Phone: 225-578-6586 (leave message)
Email: btplat@lsu.edu (preferred contact method)

Teaching Assistants

Noelle Bryan
Education: B.A., University of Louisiana at Monroe 2003
PhD student in Biological Sciences (BMB)
Office: 282 Life Sciences
Office Hours: by appointment
Phone: 578-6230 Email: nbryan5@lsu.edu

To be added
Education: PhD student in Biological Sciences (Ecology)
Office: A Life Sciences Building (in the Annex)
Office Hours: by appointment
Phone: Email:

Text and Supplies


3. Hansen, J. 2010. Storms of My Grandchildren: The Truth about the Coming Climate Catastrophe and Our Last Chance to Save Humanity. Bloomsbury, New York. $6.27 new, $5.03 used (Amazon)
Course Objectives

This course deals with the scientific principles relevant to conservation in a human-dominated world. Topics include concepts of biodiversity, threats to and conservation of biodiversity, and complex issues related to the preservation of biodiversity and the environment in a human-dominated world. The North American Coastal Plain, which includes all of Louisiana, is one of the 36 biodiversity hotspots in the world, and so conservation of our local region is a worldwide priority. Pine savannas, which contain 85% of the endemic species in the North American Plain, have experienced 98% loss of area, and so many species of endemic plants and animals are imperiled in our region of the world. Recent predictions of the extent and consequences of global climate change and its effects on environments and natural ecosystems will be emphasized as part of this course. We also will deal with consequences of unrestrained human population growth and uncontrolled use of natural resources.

The topics in BIOL/ENTM 4015 are designed for undergraduate science majors. The primary goal is the development of critical knowledge and evaluation skills needed as an educated citizen in a complex and rapidly deteriorating world. We are well into the sixth known mass extinction of life on Earth. Estimates are that as many as 60,000 species now go extinct annually, and massive changes in natural environments resulting from human actions will have long-lasting consequences for all life forms that survive. Ongoing population growth and a world population >7 billion worldwide, coupled with accelerating changes in global climate will hasten the mass extinction and threaten life as we know it.

Conservation is an interdisciplinary field, drawing from biological disciplines (ecology, evolution, genetics, biogeography, systematics, forestry, wildlife biology, agronomy, and marine sciences), as well as physical sciences, like soils, water chemistry, geography and geology. These scientific disciplines interface with social sciences, such as sociology, political science, economics, and anthropology. All these disciplines produce information that is evaluated in the context of ethics and philosophy. Practitioners include people in a wide variety of fields of science and humanities, both in public and private organizations and businesses, and the general public (in short, all humans, in one way or another). Critical evaluation of ideas and information is needed by all educated citizens to evaluate and handle controversial issues, because ignorance and apathy are courses of action with important consequences. Sound knowledge of basic concepts of conservation science and the ability to process and use scientific information are needed to be an informed citizen.

Teaching Philosophy: This is a non-conventional course. The learning methods are different from those in most courses. The mix of biology, philosophy, and social issues mandates a non-traditional method of teaching. Be forewarned.

This course is designed for people who would like to learn about underlying principles and practical application of conservation in a human-dominated world. We will assume that you are motivated to learn material, read the text, and participate in discussions. We also will expect that you have read assigned parts of the text before coming to class. Learning will be an active process that includes lectures, discussion, and presentations on topics related to material read and covered in class, and the learning process used in the class may well take you outside your normal comfort zone.

The class will involve lectures and discussions on current topics. All lectures will be place on Moodle. You should read over these lecture presentations before class and come to lecture with questions to ask during class. We will spend time on questions that relate to material being covered in the lecture. Periodically throughout the course, times will be devoted to material related to current conservation topics, especially as they are applied to Louisiana.
Disabilities: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. We, the instructors in BIOL 4015, ask that students with documented disabilities to obtain a letter indicating the existence of a disability and suggested accommodations from Disability Services in 115 Johnston Hall (225-578-5919; www.lsu.edu/disability). This should be done as early as possible in the semester. This syllabus & all class materials are available online and in alternative formats upon request. We have very willingly made special accommodations for students with respect to lectures, exams, hot topics, and discussions, but it is the responsibility of students with disabilities to contact us at the beginning of the semester. All discussions will remain confidential.

Plagiarism: With the technology of the web, it is easy to gather intellectual property of others. If any information is obtained from a published source, online or in print, and then that information is included in any written, oral, or visually presented information without being properly cited and acknowledged, this constitutes plagiarism. Thus, it is imperative that all information be cited appropriately. All students are responsible for familiarizing themselves with what constitutes plagiarism. Please see The Student Code of Conduct at http://www.lsu.edu/judicialaffairs/code.htm. Plagiarism and the penalties are described there.

Grades

The grading system in the course is based on many different components of the class. The core grade is based on a total of 500 possible points derived from exams, presentations, and class participation. Each of these is defined below. In addition, there are a total of 5 possible “lagniappe” points. There is NO curve, and no grades are “rounded”. The grades are defined based on points in the table below:

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<th>Percent</th>
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<th>Grade -</th>
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<td>70.00 - 79.99</td>
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<td>D</td>
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<td>&lt; 300.00</td>
<td>&lt; 60.00</td>
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Summary of Grade Points
Exams:
- Exam 1 (midterm) 100
- Exam 2 (final) 100
- Letter 50

Presentations & Discussions 250
- Attendance & Reflections 60
- Hot Topic 100
- E.O. Wilson 30
- R. Primack 30
- J. Hansen 30

EXAMS: There will be two exams and a letter for 250 points (50% of total points possible, excluding “lagniappe” points).

Each exam will have a similar format. On each exam, there will be multiple choice questions, fill in the blank questions, or short answer questions of variable value. Drawing/labeling important graphs will be covered also. Questions will be aimed at basic knowledge needed to understand conservation issues and their practical application. There will be one or two short-
essay questions, usually worth 10-20 points. Essay questions will be designed to integrate material. There are some practice exam questions on Moodle.

The exams will be based on lectures, discussions, and specific parts of the text chapters. Wilson and Primack will be covered on Exam 1; Hansen and Hot Topics will be included on Exam 2. The second exam will be comprehensive for the entire semester, and it will have a take-home component focused on effects of climate change worth 25% of the grade on the second exam. If Exam 1 is missed for a pre-arranged reason supported by valid documentation, then a makeup exam may substitute for the missed exam.

**Note:** the final exam (exam 2) is scheduled for Wednesday, 05/04/16 from 12:30-02:30 PM. You should plan and write a letter to someone in a position of authority concerning a conservation issue that has relevance to you regarding conservation in a hotspot of biodiversity. The letter rubric and sample letters from previous years will be posted to help guide you in preparing your letter. An electronic draft copy of the letter should be emailed to the TAs by 04/21/15; they will provide comments to help you construct and write a more effective letter. Revisions will be expected based on written and oral comments made on the original draft. **You should turn in a paper copy of the letter, along with a stamped addressed unsealed envelope, with the second exam. An electronic copy should be sent to your TA at the same time.** The letter will be graded for content and then mailed. A zero will result if these instructions are not followed.

Class Presentations & Discussion will comprise 250 points (50% of final grade, excluding “lagniappe” points). Class participation grades will be based on five components.

1. Attendance (45 points). One point is awarded for attendance in class lectures and recitations. A sign-up sheet will be circulated; it is your responsibility to sign in during each class. During Hot Topic Presentations, one additional point is subtracted from your grade for missing class. It is disrespectful not to come to class when your peers are presenting ideas they have developed for their Hot Topics. The same applies to discussions. Extracurricular activities do not count for an excused absence. (Note: we do not en)joy having to do this, but we find that it is necessary to encourage attendance in class and that attendance is essential for our learning method.)

2. Written reflections (15 points). There will be 3 reflections during the semester. Each reflection should consist of one - two typed, single-spaced pages emailed to the TAs by the due date. Each will be 5 points. These reflections will be focused on larger issues being covered in the class and listed below. Reflections not emailed by the due date are not made up or excused.

   a. Reflection #1: What are your thoughts on the importance of the North American Coastal Plain being designated a biodiversity hotspot? Due date: 03/18/15
   b. Reflection #2: What are your thoughts on the importance of controlling growth of the human population? Due date: 04/01/15
   c. Reflection #3: What are your thoughts on the importance of sustainability? Due date: 04/29/15

3. Hot Topics (100 points). Students should sign up to present a topic relevant to conservation at one of the reserved times during the semester (see weekly agenda). The deadline for selecting a topic is February 14. **We set this deadline early to encourage everyone to find hot topics early in the semester, so you have time to research the topic.** Topics must be approved by the TA handling the Hot Topics. Additionally, each student must present a different hot topic, so it is in your best interest to choose your topic and have it approved early. The earlier you discuss
the Hot Topic and sign up with the TA, the more likely you will get the topic of your choice. Discussions with the TA should help you focus your Hot Topic. If you do not consult with the TAs, 25 points will be deducted from your final grade for the hot topic.

Hot Topics should be of general interest, but not so general that the subject cannot be covered thoroughly in the time allotted. News media sources (e.g., a newspaper or weekly magazine) or online sources are appropriate for original ideas, but development of the ideas should be based in scientific studies. **Hot topics must address an important scientific debate in conservation biology.** There may be applied aspects or societal concerns that are part of the hot topic, but these have to be based in or emerge from the scientific controversy. For example, exploring the relationship between use/disuse of chemical pesticides or herbicides and decline/recovery of plant or animal populations would be a high quality topic. Examples of species might be those from Louisiana, as for example species affected by chemical pesticides that have shown recovery with disuse of pesticides include brown pelicans and bald eagles. A hot topic discussion for this example thus might revolve around the controversy of when has a species recovered enough to be de-listed as an endangered species? The debate could be about scientific criteria used for delisting endangered species, which might have both conservation and political/societal concerns. At a minimum, **four peer-reviewed scientific articles should be used as references in synopses and presentations, and using more will enhance your grade.** In the case of the above example, scientific papers investigating the decline and its causes, as well as how recovery was measured and how recommendations for delisting were formulated could constitute the basis for the hot topic on evaluating criteria for delisting species.

**Important:** the general topic addressed in hot topics should be broad and global in nature, and specific examples can be used to illustrate the broader questions.

Each Hot Topic presentation should be accompanied by a one-two page synopsis. The summary is to be electronically sent to the TA at least two weeks before it will be presented to provide time for feedback. These summaries will be posted so that others can become familiar with the issues prior to the hot topic presentation. **This synopsis should provide 1) an introduction of the issue, 2) explain why the issue is important to conservation, 3) indicate alternative viewpoints (from researching the issue online or from different sources), and 4) provide a synthetic summary of the controversy, as well as indicate your position on the controversy. All 4 points should be covered in the synopsis; see the rubric for details. A Reference list should be cited at the end of the synopsis, and the reliability of the sources assessed in the References.** All references should be cited in the text of the synopsis to avoid plagiarism.

PowerPoint presentations will be 10 minutes, and discussion of the issue raised in the article will be 5 minutes. Total time limits of 15 minutes will be strictly enforced, and so practice is essential. Slides should be limited (usually 5-6 slides at most). They should include a title slide (with your name), a slide that introduces the issue & explains why it is important, a couple slides that indicate alternative viewpoints with respect to the controversy, and a slide to synthesize the information you have and produce a summary. You should end with a slide that poses a question for the audience that will encourage discussion. A final slide will contain references to literature used, figure citations, etc.

**Important:** you should upload your presentation before class on the day you present and have it ready to go when your time comes. **Six topics will be covered in each time period allotted for Hot Topics. You should be ready to present when your turn comes, as time taken to upload your presentation counts toward the 15 minutes.**

PowerPoint presentations and synopses will be placed on Moodle for the class to view and use to study for the second exam. These should be sent to the TAs at the time of presentation. A
rubric with comments will be posted with a breakdown of points for Hot Topics; this rubric will be used to grade Hot Topic presentations and synopses. Thus, use the rubric to guide selection of your topic, preparation of your presentation and synopsis, and develop and stimulate discussion after the presentation. Questions regarding the Hot Topic should be directed to the TA handling the Hot Topics.


All students will participate in discussions of the important scientific content in chapters in “The Future of Life” by Edward Wilson, “A Primer of Conservation Biology” by Richard Primack, and “Storms of My Grandchildren” by James Hansen. Each chapter in these books covers important scientific and social issues for conservation. Each person in the class will formulate a question regarding the scientific content based on the reading assigned for each week. Email the question to the TAs handling that reading assignment at least two days (by Sunday evening) prior to the scheduled class discussion. The goal of class discussions is to address larger issues and ideas covered by the authors. While reading each chapter, ask yourself what is the main point of the chapter? This will help provide ideas about the main points that should be covered in the discussions. The TA will post the questions at the start of Discussion. The class will decide on which question(s) to address in class. Each selected question will first be addressed by the composer of that question, and then the discussion will be open to others in the class. A rubric will be posted on Moodle discussing the breakdown of how points will be assigned for these readings, the questions posed, and discussions of the questions. Students are responsible for reading the rubrics as they prepare assignments.

*** For all assignments ****

1. All work, both written and PowerPoint presentations, should include citations.
2. Any photographs/graphs used should be referenced.
3. Presentations should include a final reference slide crediting sources of information and synopses should include written references.
4. Failure to comply with any of the above requirements constitutes plagiarism and will be dealt with as such.

“Lagniappe” points. “Lagniappe” points are points that will be added to the final grade (after the percentage is calculated; thus each lagniappe point is worth 5 points). A maximum of 5 “lagniappe” points may be earned. Thus, it is possible to make more than 500 points.

Going first. One “lagniappe” point will be added to the final grade for the following:

1) First hot topic presentations (all on day 1 receive 1 point).
2) Outstanding and original reflection essays.
3) Outstanding contributions and leading discussion in class.
Hello David,

Looks like everything is set on our side.

Good morning,

I received the below information about the proposals we submitted to drop ENTM 4015 and add RNR 4015. It looks as though everything will go through once Biological Sciences submits a change form.

The Committee CONDITIONALLY APPROVED the following proposal:

- **ENTM 4015 DRP CONSERVATION BIOLOGY** - This course is approved, however it cannot be changed until the Biology Department submits paperwork to change BIOL 4015, the cross-listed course.

- **RNR 4015 ADD CONSERVATION BIOLOGY** - This course is approved, however it cannot be added until BIOL 4015 is corrected. BIOL 4015 is currently listed as "See ENTM 4015," the now dropped course. It will need to be submitted with a catalog statement for this proposal to be fully approved.

- **CONSERVATION BIOLOGY CONCENTRATION CHANGE**
  The footnotes need to clarify that BIOL 4145 and RNR 4145 are cross-listed as it is in the Wildlife Ecology change. This proposal is also conditional pending changes to BIOL 4015.

- **WILDLIFE ECOLOGY CONCENTRATION CHANGE**
  This proposal is also conditional pending changes to BIOL 4015.
This Memorandum of Understanding is made this day 3 Oct 2016 between the School of Renewable Natural Resources (RNR) with the Department of Biological Sciences regarding the co-offering of BIOL/RNR 4015 – Conservation Biology. The faculty of both academic units agree to a common course content and procedure for BIOL/RNR 4015. Pursuant to this agreement, the following commitments will be made.

1) RNR faculty commit to offer BIOL/RNR 4015 every fall semester with a target total enrollment of 45 students. This will be considered the RNR hosted semester.

2) Biological Sciences faculty commit to offer BIOL/RNR 4015 every spring semester with a target total enrollment of 45 students. This will be considered the Biological Sciences hosted semester.

3) Each section of RNR/BIOL 4015 will offer no less than 15 seats total enrollment per section, similar to previous ENTM/BIOL 4015 offerings. No less than 5 seats will be offered to the non-hosting academic unit (i.e., in the RNR hosted fall semester, RNR 4015 will have 10 seats per section and BIOL 4015 will have 5 seats per section, and the reverse will be true in the spring Biological Sciences hosted semester).

4) Annually, faculty from both academic units will meet to discuss and update, as needed, syllabi and content.

5) Hosting academic unit commits to provide teaching assistant support during their respective semesters.

6) At any point, the cross-listing agreement and memorandum of understanding may be reviewed by the owning academic unit, Biological Sciences. Modification or termination of the cross-listing agreement will, however, will require Faculty Senate Courses and Curricula action.

7) The catalog shall reflect the primary department as Biological Sciences with the RNR 4015 catalog text reading “See BIOL 4015” and the BIOL 4015 catalog text reading “Also offered as RNR 4015.”

Signed this day,

D. Allen Rutherford, Director
School of Renewable Natural Resources

Joseph Siebenaller, Chair
Department of Biological Sciences