REQUEST FOR ADDITION OF NEW COURSE

Department: ELRC  
College: College of Human Sciences and Education  
Date: 10/22/16

PROPOSED COURSE DESCRIPTION

Rubric & No.: ELRC 4370  
Title: Counseling Girls and Women

Short Title (≤ 19 characters): C O U N S G I R L S W O M E N

Semester Hours of Credit: 3.0

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

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

Credit will not be given for this course and: N/A

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

Lecture 3.0  
Lab ___  
Seminar ___  
Recitation ___  
Lec/Rec ___  
Lec/Sem ___  
Lec/Lab ___  
Res/Ind ___  
Clin/Pract ___  
Intern ___

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

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

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

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

ELRC 4370 Counseling Girls and Women (3) Study of biological, psychological, and social issues that disproportionately impact girls and women's mental health across the lifespan. Development of skills required to address the unique counseling needs of girls and women.

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

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

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

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

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

APPROVALS

Department Chair Signature  
Graduate Dean Signature  
College Dean Signature  
College Faculty Approval Date 11-16-16  
College Faculty Approval Date 1-23-17  
Department Chair Signature  
Graduate Dean Signature  
College Dean Signature  
College Faculty Approval Date 1-23-17

Jackie Brand for Demonstrations 1-26-17  
Cherie, FS C&C Committee 2-19-17

Casey Bennett/cbenne5@lsu.edu  
Academic Affairs Approval (date)
JUSTIFICATION:
The proposed course will be offered as an elective in the master’s-level Counselor Education program, School of Education, to students in both the Clinical Mental Health Counseling and School Counseling concentrations. It can also be offered as an interdisciplinary elective to both undergraduate and graduate students across campus. There will be separate expectations for undergraduate and graduate students; graduate students will receive a more comprehensive midterm and final exam than undergraduate students.

This course will help prepare all students to become more effective professionals when working with girls and women. Further, this course will help prepare counseling students to meet program accreditation standards for the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

This course has been taught for over five years under the course rubric ELRC 5300 (Special Topics in Guidance) and was twice cross-listed as a WGS 4500 course. Students from a variety of undergraduate and graduate programs have enrolled in the course. Enrollment has varied from 10-30 students each year. It has been taught as either face-to-face or in a 100% on-line format.

This course does not duplicate any course.
Counseling Girls and Women  
ELRC 4370  
Laura Choate, Professor  
Counselor Education  

Course Description:  
Students will learn about biological, psychological, and social issues that disproportionately impact girls and women’s mental health across the lifespan. Student will gain skills that are tailored to the unique counseling needs of girls and women.  

Office: 122 Peabody Hall  
Contact Information:  
Laura Choate  
Telephone: (225) 578-1248  
Email: lchoate@lsu.edu  

Office Hours: Monday 1:30-4; Tuesday 1:30-4 and by appointment  


15 Week Course Outline:  
Week One: Overview of course; girls and women’s mental health overview; counseling girls and women overview  
Week Two: Girls’ development; biopsychosocial developmental issues  
Week Three: Girls, body image, and counseling interventions  
Week Four: Girls, relational aggression, and counseling interventions  
Week Five: Girls, academic success, and counseling interventions  
Week Six: Counseling young adult and college women  
Week Seven: Women and intimate relationships  
Week Eight: Mental health treatment for depression and anxiety  
Week Nine: Mental health treatment for eating disorders  
Week Ten: Violence against women: Mental health interventions for sexual assault  
Week Eleven: Violence against women: Mental health interventions for intimate partner violence  
Week Twelve: Women and balancing work/family concerns  
Week Thirteen: Counseling women from diverse cultural backgrounds  
Week Fourteen: Counseling women at midlife  
Week Fifteen: Counseling women greater than 65 years of age  

Grading Scheme  
A+ 98-100  
A 94-97  
A- 90-93  
B+ 87-89  
B 84-86  
B- 80-83  
C+ 77-79  
C 71-76  
C- 68-70  
D+ 65-67  
D 62-64  
D- 58-61  
F 57 and below  

Final grades will be computed from the following activities:  
Quizzes (10 quizzes x 3% each = 30%)  
'A Woman's Life” Interview: 15%  
Advocacy Blog Project: 15%  
Writing Assignments (2x 15% each = 30%)  
Small Group Discussions (10%)
Description of Activities that Will Be Graded:
NOTE: This course description is designed for 100% on-line course delivery but can also be offered face-to-face
NOTE: Course activities differ for graduate students and undergraduate students only on part d: Writing Assignments; see below.

a. Quizzes (10 quizzes x 3% each = 30%). For each class content session, students must complete a brief quiz based upon the readings assigned for that particular class session. You must complete the quiz anytime between Monday through Sunday at 11:59PM on the week it is posted. No exceptions.

b. ‘A Woman’s Life’ Interview: 15%
   To assist in our understanding of girls’ and women’s development, you will interview a woman with whom you are acquainted who is in a more advanced life stage from you (e.g., if you are 20, select a woman in her 40’s. If you are 50, select a woman in her 70’s). The interview protocol is provided in the class resources section of Moodle. Following the interview, you will compose a 6-page paper containing the following elements: (a) summary of interview, (b) themes that emerged, (c) detailed description of how her experiences relate to or are different from concepts discussed in class, (d) a final paragraph explaining how this exercise enhanced your learning in the course.

c. Advocacy Blog Project 15%
   Because today’s girls and women receive contradictory and often messages about how they should look, speak, and act, an emphasis in the class will be to encourage students to begin taking note of these trends and to advocate against negative messages. Students will create a blog (suggested host: blogger.com) to post/present a media image (e.g., magazine advertisement or article, internet or video clip, merchandise, music lyrics, link to a video, trend you have noted) that represents a negative or contradictory message to girls and women, and will blog about how we might work to counteract this particular message. This can be focused on a general message about girls’ and women’s worth and value, or it can be focused on a specific topic we are covering in class (e.g., sexual assault, aging, eating disorders). A summary blog explaining what the image is, what it represents, why it is harmful, and how it can be counteracted should be posted along with the image. A thought-provoking question should also be provided to start a discussion for people who visit your blog. Each student in the class will visit your blog and comment on your material. You can also choose to share your blog on any of your social media accounts.

To summarize this assignment:
1. Create a blog on blogger.com. For help see:
   https://support.google.com/blogger/answer/1623800?hl=en&ref_topic=3339243
2. Send me your blog address (URL) as soon as possible, so I can maintain a list.
3. Post an image or collection of images, links, videos (see above) related to your selected message
4. Write a blog post explaining what the image is, what it represents, why it is harmful, and how the message can be counteracted (1 page). A thought-provoking question should also be provided to start a discussion for people who visit your blog.
5. You can make the blog as simple or as complex as you like. It must contain the image/summary blog/question AT MINIMUM, but you can add in as much additional material as you like.
6. When is it due?
   Each student will sign up for a particular week to be featured as the Blog of the Week. In other words, you can publish your blog at any point, but you must have it completed and ready for viewing by the date you sign up for. Your blog should be ready for viewing on Monday by 12PM on the week you have chosen. Note that due to the size of the class, on some weeks there will be more than one featured Blog of the Week. Note that to receive full credit for this assignment, you must prepare your blog by this date/time.

**NOTE: In addition to your one-time assignment, each student is responsible for visiting the Blog(s) of the Week by Sunday at 11:59PM on every week when a blog is featured. This discussion will occur among all class members (not just your group). Make sure that you view the blogs and participate in the discussions each week in order to receive full points for this assignment. I will direct you to the Blog(s) of the Week once I receive everyone’s blog web addresses.

If, for example, there are currently 20 students in the course, grading for responses to blogs will be as follows:
15-20 out of 20 possible views and responses = 100%
10-14 out of 20 possible views and responses = 50%
Under 10 out of 20 possible views and responses = 0%
d. Writing Assignments (2): 15%, 15%
A mid-term and final exam will be comprised of 3-4 essay questions related to counseling knowledge and skill. A 3-question exam focusing on issues related to girls’ and women’s wellness will be provided for undergraduate students. A 4-question exam focusing on both wellness issues as well as counseling interventions will be provided for graduate students.

e. Small Group Discussions (10%). You will be assigned as a member of a discussion group (comprised of 4-5 of your classmates) in order to discuss the material for the week. Each group member should respond with a THOUGHTFUL response to the posted forum question at LEAST ONCE EACH WEEK WHEN A FORUM IS POSTED. A good response does not need to exceed 1-2 paragraphs. The instructor will be leading these discussions and grading your responses for each week. Responses will be graded using a 0-100 grading scale. RESPONSES MUST BE MADE BY SUNDAY at 11:59PM for the week in which the topic was assigned. Late responses will not be accepted. New forums will be posted on Mondays by 2PM, so you have from Monday-Sunday of each week to participate in the discussion.

Note: For full credit, you must post a thoughtful discussion based upon class readings and your understanding of the topic of the week. Here is a rubric of
Expectations:
For range of 76-100%
-integrated class material; demonstrated understanding of material
-applied class material to personal or professional experience
-as much as possible, responded to other people in the group (I realize this won’t be possible if you are the first person to respond)
-posed any questions that emerged or ideas for further exploration

For range of 51-75%
-demonstrated understanding of class material OR described a personal or professional experience that relates to the topic

For range of 1-50%
-merely agrees or disagrees with previous comments without making any original contribution; minimal response

For 0%
No response

Expectations

LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. For more information see: http://catalog.lsu.edu/content.php?catoid=12&navoid=822.

LSU student code of conduct

The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

Disabilities

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.
Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or www.lsu.edu/disability.
**Academic Success**

The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (http://students.lsu.edu/academicsuccess). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (http://cxc.lsu.edu) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinda Career Center (http://students.lsu.edu/careercenter) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four year career plan to ensure success when you graduate from LSU.
Request for **CHANGING** an Existing Course

**PRESENT COURSE DESCRIPTION**

**Title**: Introduction to Cataloging and Classification  
**Semester Hours of Credit**: 3  
**If combination course type, # hrs. of credit for**:  
**Repeat Credit Max. (if repeatable)**:  
**Graduate Credit?**: Yes ☑ No ☐  
**Credit will not be given for this course and**:

**Contact Hours Per Week**: (Indicate hours in appropriate course type.)  
**Lecture**: 3  
**Lab**: 0  
**Seminar**: 0  
**Recitation**: 0  
**Intern**: 0  
**Clin/Pract**: 0  
**Total Weekly Contact Hours**:  
**Grading System**: Letter Grade ☑ Pass/Fail ☐  
**Course Description**:  

LIS 7608 Introduction to Cataloging and Classification (3)  
Principles underlying description, subject analysis, classification of library resources and authority control; current national standard cataloging rules, Library of Congress Subject Headings, Dewey Decimal Classification, Library of Congress Classification, and MARC (machine readable cataloging) formats are emphasized.

**PROPOSED COURSE DESCRIPTION**

**Title**: Introduction to Cataloging and Classification  
**Short Title**: INTR CAT & CLASS  
**Semester Hours of Credit**: 3  
**If combination course type, # hrs. of credit for**:  
**Repeat Credit Max. (if repeatable)**:  
**Graduate Credit?**: Yes ☑ No ☐  
**Credit will not be given for this course and**:

**Contact Hours Per Week**: (Indicate hours in appropriate course type.)  
**Lecture**: 3  
**Lab**: 0  
**Seminar**: 0  
**Recitation**: 0  
**Intern**: 0  
**Clin/Pract**: 0  
**Total Weekly Contact Hours**:  
**Grading System**: Letter Grade ☑ Pass/Fail ☐  
**Course Description**:  

LIS 7608 Introduction to Cataloging and Classification (3)  
Prereq.: or coreq.: LIS 7010 or permission of instructor.  
Principles underlying description, subject analysis, classification of library resources and authority control; current national standard cataloging rules, Library of Congress Subject Headings, Dewey Decimal Classification, Library of Congress Classification, and MARC (machine readable cataloging) formats are emphasized.

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

Has this change been discussed with and approved by all departments/colleges affected? Yes ☑ No ☐ N/A ☐  
**Is this course included in any curricula, concentrations, or minors?** Yes ☑ No ☐  
**If yes, please list on a separate sheet.**  
**Is this course a prerequisite or corequisite for other courses?** Yes ☑ No ☐  
**If yes, list courses; use separate sheet.**  
**Is this course on the General Education list?** Yes ☑ No ☐  
**JUSTIFICATION/EXPLANATION**: Use separate sheet.  
**Note**: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-13-2017</td>
<td>1-23-2017</td>
</tr>
</tbody>
</table>

**Department Chair Signature**:  
Carol Barry (date)  
**Graduate Dean Signature**:  
Michelle A. Massé (date)  
**College Dean Signature**:  
Academic Affairs Approval (date)
JUSTIFICATION:
LIS 7608 is an intermediate or advanced course on cataloging. It requires students who take it have accumulated some basic knowledge about how information is organized. There is an intellectual sequence between LIS 7010 and LIS 7608. LIS 7010 is at the beginner level, and should be placed as a prerequisite or co-requisite to LIS 7608.
Request for **CHANGING** an Existing Course

**PRESENT COURSE DESCRIPTION**

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

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Principles of Records Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>PR IN REC OR MGMT</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>Lecture: _</td>
<td>Lab/Sem/Rec: _</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>X Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
</tr>
<tr>
<td>Course Description:</td>
<td>(Include course number, title, etc. exactly as it appears in the General Catalog)</td>
</tr>
</tbody>
</table>

**LIS 7604, Principles of Records Management (3)** Prereq.: LIS 7408 or consent of instructor. Application of systematic and scientific controls to recorded information; life-cycle concept, legal requirements and implications of technology, as well as records inventory, appraisal, classification, retention and protection.

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

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

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

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

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

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

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

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>01-13-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Faculty Approval Date</td>
<td>1-23-17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Carole Tarry</th>
<th>1-13-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>(date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Michelle A. Massé</th>
<th>2/15/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean Signature</td>
<td>(date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Casey Bennett/cbenne5@lsu.edu</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Contact E-mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cordie Bean for Damon Andrew</th>
<th>1-24-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Dean Signature</td>
<td>(date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J. Hope</th>
<th>2/9/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, CLC &amp; C Committee</td>
<td>(date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3/8/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs Approval</td>
</tr>
</tbody>
</table>
JUSTIFICATION:
Archives management and records management are in two different domains even though they have some common features. Intellectually, however, there is no internal sequence between the two knowledge and work domains and the prerequisite of LIS 7408 is not necessary.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: Kinesiology  
College: Human Sciences & Education  
Name of Minor: Sports Studies  
Date: 11-14-16

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).

ACTION (check appropriate box):

( ) ADDING: Show the entire new minor using catalog format. Use plain sheets and attach.

(X) CHANGING: List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column use strikeout and bold to indicate deletions and additions. Explain all changes adequately on attachment.

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

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

MINOR

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current minor: 18</td>
<td>Total semester hours in proposed minor: 18</td>
</tr>
<tr>
<td>To graduate with a minor in sports studies, students must complete 18 semester hours from the following: KIN 2530, three activity courses and 12 semester hours from the following courses: KIN 2502, KIN 2514, KIN 2526, KIN 2526, KIN 3507, KIN 3800, KIN 4513, KIN 4515, KIN 4517, KIN 4800, MKT 3410.</td>
<td>To graduate with a minor in sports studies, students must complete 18 semester hours from the following: KIN 2530, three activity courses and 12 semester hours from the following courses: KIN 2501, KIN 2513, KIN 2526, KIN 3507, KIN 4515, KIN 4517, KIN 4800, MKT 3410.</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date 11-18-16  
Department Chair’s Signature 1-10-17  
Chair, FSC&C Committee 2/17

College Faculty Approval Date 1-23-17  
College Dean’s Signature 1-24-17  
Academic Affairs Approval 3/8/17

Casey Bennett / cbenne5@lsu.edu  
College contact and email
JUSTIFICATION:
Deletion of KIN 2502 – this course is no longer being taught and has been replaced by KIN 2513.

Deletion of KIN 2511 Sport Officiating and KIN 2525 Practicum in the Coaching of Individual and Team Sports. Both of these courses are now included in the new Coaching Minor.

Deletion of KIN 3300 and KIN 4513 – both of these courses are core courses in the Sport Administration undergraduate degree program. The Sports Studies minor is not a minor in Sport Administration so therefore we are choosing to eliminate these courses.

Adding KIN 2501 History and Philosophy of Kinesiology and KIN 2513 Professional Development in Sport to the list of choices.