

Dr. Gary L. Jones, Presiding

BESE/BOR



## JOINT MEETING

**BOARD of ELEMENTARY  
and SECONDARY EDUCATION**

**AND**

**BOARD of REGENTS**

*The Board of Elementary and Secondary Education shall provide leadership and create policies for education that expand opportunities for children, empower families and communities, and advance Louisiana in an increasingly competitive global market.*

# JOINT MEETING

Claiborne Building  
Room 1-100, The Louisiana Purchase Room  
1201 North Third Street, Baton Rouge, LA 70802

**Wednesday, June 20, 2018**

**9:00 a.m.**

**JOINT MEETING  
BOARD OF ELEMENTARY AND SECONDARY EDUCATION  
AND  
BOARD OF REGENTS**

**Dr. Gary L. Jones, President, Board of Elementary  
and Secondary Education, Presiding**

**WEDNESDAY, JUNE 20, 2018  
Claiborne Building  
Room 1-100, The Louisiana Purchase Room  
1201 North Third Street, Baton Rouge, Louisiana 70802**

**9:00 a.m.**

**AGENDA**

1. Call to Order
2. Roll Call
3. Approval of the Minutes
  - p. 1** 3.1. Approval of the Minutes of December 11, 2017
4. Items for Consideration
  - p. 5** 4.1. Consideration of the BESE Tuition Program for Teachers
  - p. 9** 4.2. Consideration of the Board of Regents Louisiana Classroom Teacher Enrollment Program (CTEP)
  - p. 18** 4.3. Consideration of updates to the Weighted Taylor Opportunity Program for Students (TOPS) Grade Point Average (GPA) Approved List of Courses

JOINT MEETING

BOARD OF REGENTS

AND

BOARD OF ELEMENTARY AND SECONDARY EDUCATION

**UNOFFICIAL**

December 11, 2017

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) was called to order at 9:08 a.m. on Monday, December 11, 2017, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Richard Lipsey, Chair, Board of Regents.

The rolls were called with quorums established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Board of Elementary and Secondary Education

Present

Present

Mr. Richard Lipsey, Chair  
Mr. Edward Markle, Vice Chair  
Ms. Claudia Adley  
Mr. Blake David  
Mr. Thomas Henning  
Mr. Robert Levy  
Mr. Roy Martin III  
Dr. Charles McDonald  
Mr. Darren Mire  
Ms. Sonia Pérez  
Mr. Wilbert Pryor  
Mr. Jay Seale III  
Mr. Collis Temple III  
Mr. Adarian Williams

Dr. Gary Jones, President  
Dr. Holly Boffy, Vice President  
Ms. Jada Lewis, Secretary-Treasurer  
Mr. Tony Davis  
Ms. Kathy Edmonston  
Mr. James Garvey, Jr.  
Ms. Sandy Holloway  
Ms. Kira Orange Jones  
Mr. Thomas Roque  
Dr. Lurie Thomason  
Ms. Doris Voitier

Absent

Absent

Mr. Marty Chabert, Secretary  
Ms. Jacqueline Wyatt

None

APPROVAL OF BoR/BESE MINUTES OF JUNE 21, 2017

**On motion of Regent Levy, seconded by BESE Member Holloway, the Board of Regents and the Board of Elementary and Secondary Education approved the minutes of the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education held on June 21, 2017.**

2017 ANNUAL REPORT ON THE KEVIN P. REILLY, SR. LOUISIANA EDUCATION QUALITY TRUST FUND (LEQTF) BY THE STATE TREASURER'S OFFICE

Chair Lipsey welcomed Treasurer John Schroder, Chief Investment Officer John Broussard, and State Treasury Investment Officer Amy Mathews to the meeting.

Mr. Schroder provided opening comments to the Boards for the PowerPoint overview of the *2017 Annual Report on the Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF)*. He reminded the Boards that the fund was established in 1986 to improve the quality of education in the state. Since its inception, the LEQTF has provided over \$1.684 billion for educational enhancements and opportunities at every level of education in Louisiana.

The LEQTF allocated \$18.7 million to BESE and \$18.8 to Regents for Fiscal Year 2016-2017. Mr. Schroder noted that the major sources of income for the LEQTF are investment income, capital gains/losses, and royalty income. For FY 2017, the LEQTF earned a total of \$57.2 million in income from all sources, which include interests, dividends, securities lending income, capital gains/losses, and royalty income. For 2017, the total income from all investment sources was \$50.212 million. He said the total benefit to the state from the original investment is \$2.561 billion.

Mr. Broussard noted there is \$846.6 million invested in fixed income, \$369.8 million in mutual funds, and \$138.2 million in dividend stocks. He said royalty income has been cut in half and interest rates have been near zero. Regent Lipsey requested that the Board of Regents staff and BESE staff work with Treasurer Schroder to come up with a new plan on reallocations and distribution of the monies to K-12 and higher education due to changed environments.

A question and answer period and discussion followed.

**On motion of Regent Temple, seconded by BESE Member Orange Jones, the Board of Regents and the Board of Elementary and Secondary Education received the *2017 Annual Report on the Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund (LEQTF)* by Treasurer John Schroder, Chief Investment Officer John Broussard, and State Treasury Investment Officer Amy Mathews.**

UPDATE REGARDING THE TRANSITION TO RESIDENCIES WITHIN TEACHER PREPARATION PROGRAMS BY THE LOUISIANA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Dr. Dorothy Schween, Associate Dean and Associate Professor, College of Arts, Education and Sciences from the University of Louisiana at Monroe; Dr. Don Schillinger, Dean, College of Education from Louisiana Tech University; and Dr. Peter Sheppard, Department Head and Professor of Educational Curriculum and Instruction from the University of Louisiana at Lafayette made a presentation regarding the reaction of teacher candidates to the pilot to full year residencies within the teacher preparation programs.

Dr. Schillinger presented some statewide insights into the yearlong teaching residency and competency-based design. He said in 2016-2017, there were 233 undergraduate residents in 18 school systems across the state. In 2017-2018, there were 302 undergraduate residents in 34 school systems. Dr. Schillinger noted that through a nomination process, 58 school districts identified 470 teachers to participate in training for mentor teachers.

Dr. Schween said the University of Louisiana at Monroe residents and Richland Parish mentors kicked off the 2017-2018 school year with 37 undergraduate residents. She said the research done thus far with candidates, mentors, and school districts has been positive.

Dr. Sheppard mentioned there are 95 undergraduate residents at the University of Louisiana at Lafayette. He acknowledged that BESE and the Department of Education gave the university the opportunity to be innovative.

A question and answer period followed.

Chair Lipsey recognized Dr. Jeanne Burns for her tireless work. Dr. Burns, in turn, recognized Hannah Dietsch, Shan Davis, and Sara Strickland for their work with the campuses.

**On motion of Regent David, seconded by BESE Member Boffy, the Board of Regents and the Board of Elementary and Secondary Education received the update regarding the transition to residencies within teacher preparation programs by the Louisiana Association of Colleges for Teacher Education.**

REMARKS BY MR. JOHN WHITE, STATE SUPERINTENDENT OF EDUCATION, AND DR. JOSEPH RALLO, COMMISSIONER OF HIGHER EDUCATION

State Superintendent of Education White said that two universities (LSU and ULL) have been chosen to lead a Louisiana Educator Research Consortium, a network that will research teacher preparation efforts in the state. He said the work will begin in January 2018 with each institution receiving \$25,000 in grant funding to launch the work. Superintendent White thanked Commissioner Rallo and the Board of Regents' staff for their focused efforts on the dual enrollment policy.

Dr. Gary Jones, BESE Chair, expressed his appreciation for the relationship that BESE and the Board of Regents enjoy, and how much he enjoyed working with Dr. Rallo on the policies.

Dr. Joseph Rallo, Commissioner of Higher Education, spoke briefly on a very important collaboration over the past year between the Department of Education and the BoR regarding dual enrollment. He said the presence of dual credit classes in high school, granting college credit for classes taken in high school, has taken off in popularity nationally over the past few years and Louisiana is no exception. Dr. Rallo mentioned that 501 high school students enrolled in dual credit classes in Louisiana during 2000 and by 2016 totaled 23,275.

Dr. Rallo mentioned that the following recommendations regarding dual credit will be presented to the Board of Regents for approval at its December 2017 meeting:

- balance student access to dual credit classes while also ensuring that remediation needs are met at the same time;
- address rigor by increasing the GPA required for a student to take a college class if they have not yet completed the high school core; and
- support the expectation that a dual credit instructor, if not a regular member of the college faculty, must receive and document appropriate formal training by the college before the instructor can teach dual credit classes.

Dr. Rallo thanked the State Superintendent of Education and his staff for their collaborative spirit to ensure that dual credit in Louisiana remains accessible, but at the level of rigor appropriate to qualify as college-level work.

Regents Chair Lipsey thanked both boards for their collaborative work this past year, and he said it is imperative that the Boards continue to work together for the good of the state and the students.

#### ADJOURNMENT

**On motion of Regent Martin, seconded by Regent Adley, the joint meeting of the Board of Regents and the Board of Elementary and Secondary Education adjourned at 10:37 a.m.**

#### 4. Items for Consideration

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**Subject** 4.1 Consideration of the BESE Tuition Program for Teachers

Meeting Jun 20, 2018 - Joint BESE/BOR Meeting

Access Public

Type

#### EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2012

**Contact Person(s):** Shan Davis/Bridget Devlin

**Phone Number:** 225-342-5840

**Office:** BESE/LDE

**Title:** Consideration of the BESE Tuition Program for Teachers

**Recommendation:** Approve

**Summary of recommendation or proposed changes:**

Louisiana Revised Statute 17:7.3 requires the Board of Elementary and Secondary Education (BESE) to establish a continuing education program at Louisiana colleges and universities under which classroom teachers may take courses with tuition paid by the State.

The Louisiana Department of Education (LDE) announces the opportunity, pending funding availability, for opportunities for continuing education for Louisiana teachers.

The LDE recommends that BESE approve the Tuition Program and application for Louisiana Teachers.

**Notice of Intent for Bulletin:** \_\_\_\_\_

**Notice of Intent for BESE Code and Code Reference:** \_\_\_\_\_

## REGULATIONS

### BESE TUITION PROGRAM FOR TEACHERS

Developed by the Louisiana Department of Education  
Approved by the Board of Elementary and Secondary Education

#### I. INTRODUCTION

Louisiana Revised Statute 17:7.3 requires the Board of Elementary and Secondary Education (BESE) to establish a continuing education program at Louisiana colleges and universities under which classroom teachers may take courses with tuition paid by the State.

#### II. PROGRAM APPLICATION

Application forms will be released by the Louisiana Department of Education (LDOE) pending funding availability. Announcements of application opportunities and copies of applications will be released through the Department's website and district and charter school newsletters.

Applications will be evaluated and scored by LDOE on metrics preferencing quality of application, geographic variability, educators who teach in low performing, diverse populations, and other priorities as deemed by the Department (e.g., science, math, STEM). Awards will go to the highest scores until the dedicated funding is depleted. Applications received after the deadline or incomplete applications will not be considered for eligibility.

The application developed by the LDOE shall include, at a minimum, the following components:

1. Name of the teacher, teaching position, school, and school system
2. Anticipated course title, course start and end date, cost of tuition, and institution of higher education
3. Description of the purpose for enrolling in the course
4. Signature approval from the employing authority or designee

#### III. TIMELINE

The LDOE will release an application prior the start of the fall, spring, and summer semesters for interested educators. Applicants and their school system will be informed if they have been selected for a spot in the BESE Tuition Program for Teachers prior to the deadline to register for courses. The number of spots will be limited to the funding availability per quarter/semester.

Applicants that do not receive a spot in the BESE Tuition Program for Teachers will be eligible to apply to take courses through the Board of Regents Louisiana Classroom Teacher Enrollment Program (CTEP). If applying for CTEP, teachers cannot preregister or register for the courses through regular registration and will enter the courses after drop/add if space is available in the courses. Teachers will be required to have their school districts sign the CTEP application before submitting the CTEP application to a college/university.

#### IV. ELIGIBILITY

##### A. PARTICIPANTS

Any classroom teacher on a standard or non-standard certificate who is regularly employed by a state-approved public or non-public elementary or secondary school under the jurisdiction of the BESE is eligible.

Applicants receiving other financial assistance (i.e. stipends, graduate assistantships) specified for tuition/registration costs are ineligible for the BESE Tuition Program for Teachers.

##### B. COLLEGES AND UNIVERSITIES

Approved classes through the BESE Tuition Program for Teachers shall be limited to online or in-person courses at any public regionally accredited college or university in this state as well as the following private universities: Centenary College, Dillard University, Louisiana College, Loyola University, Our Lady of Holy Cross College, Tulane University, including Tulane Medical School, Xavier University, or at Louisiana State University Health Sciences Center.

##### C. COURSES

Credit courses in the applicant's area of certification, job assignment, or courses outside these areas, specifically in the area (s) of critical shortage, as approved in writing by the superintendent or his/her designee of that city or parish school system are eligible.

##### D. TUITION

1. Tuition, for the purposes of this program, is defined as the fee per course per quarter/semester. The State will not pay for student activity fees or other university fees. Tuition payment shall be limited to the amount of tuition assessed for on-campus courses.
2. Prior to the beginning of each semester, the Louisiana Department of Education will provide the Louisiana Office of Student Financial Assistance with the names of students

who have qualified for the BESE Teacher Tuition Program for Teachers and the courses they are allowed to take.

3. The LDOE shall transfer the funding for each approved and enrolled participant to the Louisiana Office of Student Financial Assistance.
4. The amount paid by the State for any tuition imposed by or applicable to the nonpublic college shall be equal to but not greater than the highest tuition charged by a public college or university in this State.

#### **V. INELIGIBILITY**

Tuition shall not be paid on the following:

1. Non-credit courses or audit courses.
2. Non-instructional credit courses such as examination courses.
3. Courses in theology or divinity.
4. Courses for applicants who are receiving retirement funds from a State retirement system.
5. Courses taken by independent study.

#### **VI. COLLEGE AND UNIVERSITY PROCEDURES**

- A. Prior to the beginning of each semester, the Louisiana Office of Student Financial Assistance shall provide all colleges and universities with the list of students who have qualified for the BESE Tuition Program for Teachers and the eligible course work.
- B. At the time of registration, the applicant shall be exempt from paying tuition for eligible course work covered in this program.
- C. Each college and university shall submit to the Louisiana Office of Student Financial Assistance, after the 14<sup>th</sup> day of class of each quarter/semester, an invoice for tuition costs for all students who enrolled in eligible courses during the respective semester.
- C. The Louisiana Office of Student Financial Assistance shall provide each college or university with funding for the tuition costs for the eligible participants of the BESE Tuition Program for Teachers.

#### 4. Items for Consideration

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**Subject** 4.2 Consideration of the Board of Regents Louisiana Classroom Teacher Enrollment Program (CTEP)

Meeting Jun 20, 2018 - Joint BESE/BOR Meeting

Access Public

Type

#### EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2012

**Contact Person(s):** Jeanne Burnes/Susannah Craig

**Phone Number:**

**Office:** BOR

**Title:** Consideration of the Board of Regents Louisiana Classroom Teacher Enrollment Program (CTEP)

**Recommendation:** Approve

**Summary of recommendation or proposed changes:**

Louisiana Revised Statute 17:3129.3 of the 1993 Regular Legislative Session creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which allows classroom teachers to attend Louisiana public colleges and universities tuition-free contingent upon space availability and whether or not teachers have been denied course enrollment due to insufficient funding for the BESE Tuition Program for Teachers for the semester or quarter in which the teacher applies.

The aforementioned state statute, established that teachers who are **not** eligible to enroll in the BESE Tuition Program **may** be eligible to apply for CTEP, per the guidelines developed by the BOR in 1993 and thereafter; however, the BOR deactivated the program when BESE no longer designated funding for the BESE Tuition Program for Teachers

Following BESE approval of the BESE Tuition Program for Teachers (BOR/BESE joint meeting Item 4.1), the BoR staff recommends that the BoR reactivate CTEP and approve revised guidelines to implement CTEP.

**Notice of Intent for Bulletin:** \_\_\_\_\_

**Notice of Intent for BESE Code and Code Reference:** \_\_\_\_\_



LOUISIANA BOARD OF REGENTS  
GUIDELINES FOR THE LOUISIANA  
CLASSROOM  
TEACHER ENROLLMENT PROGRAM  
(CTEP)

Revised Guidelines Adopted by the  
Board of Regents

Date: June 20, 2018



## BOARD OF REGENTS' GUIDELINES FOR THE LOUISIANA CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)

**AUTHORIZATION:** During the 1993 Regular Legislative Session, the Legislature passed House Bill 535, and the Governor later signed into law, Act 253 of 1993 which enacted Louisiana Revised Statutes (L.R.S.) 17:3129.3. This law creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which, if several stipulations are met, allows classroom teachers to attend Louisiana's public colleges and universities tuition free (all other fees must be paid by the teacher) on a space available basis. This law was amended by Act 1213 (HB 2187) of 1995 which is now L.R.S. 17:3129.3(C)(2)(c). The law also requires that classroom teachers who participate in CTEP during any one school year shall be obligated to practice as a classroom teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

The CTEP program is applicable and valid only for courses offered on the main campus offered by the college or university which the teacher plans to attend. CTEP may not be used to schedule off-campus, correspondence, or distance learning courses. Independent study courses, practicum courses requiring individual supervision, thesis courses, and dissertation courses are not eligible for tuition exemption under the CTEP program. The law creating CTEP limits course enrollment to six (6) semester hours per academic year semester [four (4) semester hours per academic year quarter at Louisiana Tech University]. Course enrollment limits for summer sessions or quarters under this program are those imposed by the college or university in which the teacher enrolls.

**ELIGIBILITY:** The following conditions must be met to qualify for CTEP.

1. If in a discipline funded by the BESE Tuition Program for Teachers, teachers should apply for the tuition funds to be assured placement in a course with other students who have paid the tuition if they meet course and university requirements. If denied tuition funding for the course(s) s/he intended to schedule under the BESE Tuition Program for Teachers because the tuition funding has been exhausted, teachers may apply for CTEP.

OR

If all funds dedicated to the BESE Tuition Program for Teachers have been exhausted and teachers are not otherwise eligible to enroll in such course(s) pursuant to the BESE Tuition Program for Teachers, established by the State Board of Elementary and Secondary Education for the current semester, quarter, or session, teachers may apply for CTEP.

2. When applying for CTEP, the following requirements must be met.
  - a. Meet all requirements for admission to the technical college, community college, or university at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking) and have completed the appropriate admissions process and been accepted for admission by the college or university which s/he plans to attend under CTEP.
  - a. Meet all prerequisite requirements for the course(s) in which s/he intends to enroll under CTEP.
  - b. Not be, or have been, registered for the semester, quarter, or session in which s/he plans to participate in the CTEP program for the course(s) in which s/he intends to enroll under this program.
  - c. Be employed full-time as a classroom teacher and hold a valid Louisiana Teaching Certificate, or if the application is for the summer session or quarter, have been so employed during the previous academic year.
  - d. Be employed as a classroom teacher by:
    - 1) A city or parish school board; or
    - 2) A non-public school approved by the State Board of Elementary and Secondary Education (BESE).
  - e. Have no outstanding financial obligation to any college or university participating in CTEP
  - f. Commit to a school/district that s/he will practice his/her profession as a classroom teacher for at least the subsequent year.
3. Classroom teachers need to be aware that submission of an application for CTEP does not guarantee admission to a course after the drop/add period. If a course is filled with students who have paid tuition, a teacher cannot use CTEP to take the course. If a required number of students do not officially pre-register/register and pay tuition to meet the minimum number of students for courses to be offered, universities drop and do not offer the courses. If that should occur, it will not be possible for a teacher who applied for CTEP to take the course, and it will be too late for them to register for a different course and pay tuition if it is after the drop/add period.

## PROCEDURES:

1. Prior to the close of business on the last day for adding courses to student's schedules for the semester, quarter, or session for which the teacher plans to enroll under CTEP, the teacher must:
  - a. Obtain a copy of the CTEP guidelines from the Board of Regents web site or from local colleges or universities.
  - b. Obtain a CTEP Application Form from the Board of Regents web site or from local colleges or universities. In addition, other information about procedures that may be specific to individual colleges or universities.
  - c. Apply and be accepted for admission to the college or university in which s/he intends to enroll under CTEP, at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking);
  - d. NOT HAVE PREREGISTERED OR REGISTERED for any of the courses in which s/he intends to enroll under CTEP.
  - e. Meet all the prerequisites for the course(s) in which s/he intends to enroll under CTEP.
2. Complete the CTEP Application Form, sign it, and have it signed by the Employing Authority. A new CTEP application must be signed and submitted each quarter/semester.
3. Present the CTEP Application Form to the college or university in which s/he plans to enroll under CTEP.
4. CTEP applicants will be notified within three working days after the last day to add classes whether they are eligible or ineligible to participate in CTEP. It is important that prospective CTEP participants give accurate contact information as to how they may be contacted by the college/university during this time period.
5. CTEP applicants must late register and must pay required fees no later than two working days after being notified that they are eligible to participate in CTEP.

*Initially Adopted by the Board of Regents - December 10, 1993*

*Revised Guidelines Adopted by the Board of Regents - December 5, 2002*

*Revised Guidelines Adopted by the Board of Regents - (June 20, 2018)*

**LOUISIANA CLASSROOM  
TEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION**

**Note:** A new application must be completed and signed each quarter/semester.

**1. CONTACT INFORMATION**

Please list the following contact information for the teacher who will be completing the course(s).

<b>Name of Teacher:</b>	
<b>Teacher Certification Type and Number:</b>	
<b>Home Mailing Address (Street, City, State, Zip Code):</b>	
<b>E-Mail address:</b>	
<b>Telephone Number:</b>	
<b>Date Application Submitted:</b>	

**2. COURSES AND TIMELINES**

Please list the courses that the teacher is requesting to take using CTEP.

#	Semester and Year	Course Prefix and Number	Course Title	Credit Hours
1				
2				
3				
4				

*Note: A maximum of 6 credit hours may be requested a semester during the fall and spring semesters. More credit hours may be requested during the summer semester.*

**3. CERTIFICATION CONCERNING INFORMATION PROVIDED, INTENT TO TEACH, NEXT ACADEMIC YEAR IN LOUISIANA SCHOOLS, AND OUTSTANDING DEBT STATEMENT:**

I certify that the above information is true and correct to the best of my knowledge, and I also certify that it is my intent to teach as a classroom teacher during the next academic year in a school in Louisiana. I further certify that I do not have any outstanding financial obligations to any higher education institutions in Louisiana.

<b>Signature of Teacher:</b>	
<b>Date:</b>	

**LOUISIANA CLASSROOM  
TEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION (CONT'D.)**

**3. CERTIFICATION OF EMPLOYMENT TO BE FILLED OUT BY LOCAL  
EMPLOYING AUTHORITY:**

<b>Name of Teacher:</b>	
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I certify the following:

- This teacher is employed as a full time certified classroom teacher in the school district;
- This teacher was employed during the last academic years as a full time classroom teacher;
- This teacher has committed to practice his/her profession as a classroom teacher for at least one subsequent year;
- The school in which h/she teaches is approved by BESE;
- Documentation has been provided to indicate that the State Board of Elementary and Secondary Education tuition program funds are exhausted for the academic quarter/semester.

Name of School/School District:	
Employing Authority Typed Name:	
Employing Authority Signature:	
Date of Signature:	

**2011 Louisiana Laws**

**Revised Statutes**

**TITLE 17 — Education**

**RS 17:3129.3 — Louisiana classroom teacher and vocational-technical school instructor enrollment program; creation; regulations; limitations**

§3129.3. Louisiana classroom teacher and vocational-technical school instructor enrollment program; creation; regulations; limitations

A. The Board of Regents shall develop, in concert with the institutions of higher learning under its jurisdiction and their management boards, a program for the enrollment of Louisiana full-time classroom teachers and vocational-technical school instructors in courses of instruction for college credit offered on the main campus of said institutions, on a tuition-free basis, where space is available and where the applicant teacher or instructor meets any prerequisite course requirements and all other requirements of this Section. The program shall be implemented at no additional cost to the state. However, any institution having a teacher or instructor enrolled pursuant to the provisions of this Section may count such enrollment in its computation of student credit hours. All fees required for enrollment, except tuition, shall be paid by the teacher or instructor. For purposes of this Section, "classroom teacher" shall be defined as any full-time classroom teacher employed by a city or parish school board and holding a valid Louisiana teacher's certificate, and any full-time classroom teacher employed by a nonpublic school approved by the State Board of Elementary and Secondary Education.

B. The program shall be implemented not later than January 1, 1994.

C.(1)(a) By September 1, 1993, the board shall adopt rules and regulations to carry out the purposes of the program and, prior to adoption, shall submit them to the House Committee on Education and the Senate Committee on Education for review and comment.

(b) By September 1, 1995, the board shall adopt rules and regulations to implement provisions relative to participation of vocational-technical school instructors and, prior to adoption, shall submit them to the House Committee on Education and the Senate Committee on Education for review and comment.

(2) Such rules and regulations shall include but not be limited to the following:

(a) A requirement that the appropriate administrator at the institution approve space availability for the program and that such approval shall be granted absent any documented evidence that space is not available.

(b) A requirement that space availability shall be determined only after the deadline established by the institution for student schedule changes.

(c)(i) A requirement that to be eligible to participate in the program, a teacher or instructor shall not otherwise be eligible to enroll in such course or courses pursuant to the continuing education tuition exemption program established by the State Board of Elementary and Secondary Education.

(ii) By August 1, 1995, the State Board of Elementary and Secondary Education shall provide a copy of the guidelines and eligibility requirements for the continuing education tuition exemption program administered by the board to each institution and if any revisions are made to such guidelines and requirements after such time, the board shall provide the revised guidelines and requirements to each institution on a timely basis.

(iii) Upon receipt of the guidelines and requirements for the continuing education tuition exemption program as provided in Item (ii) of this Subparagraph, each institution shall be responsible for determining eligibility for enrollment in the program as provided by this Section.

(iv) Any teacher who is otherwise eligible for the program as provided by this Section and who is denied enrollment into the continuing education tuition exemption program as provided by the State Board of Elementary and Secondary Education due to insufficient funding for the program for the semester or quarter in which the teacher applies, shall be eligible to participate in the program as provided by this Section.

(d) A requirement limiting the course enrollment of a classroom teacher or instructor pursuant to the provisions of this Section to not more than six credit hours for any one semester or its equivalent for attendance at any institution operating on a quarter system. There shall be no limitation on course enrollment during summer sessions.

(e) A requirement that participation in the program by a classroom teacher or vocational-technical school instructor during any one school year shall obligate such teacher to practice his profession as a classroom teacher in the elementary or secondary schools of the state and such instructor to practice his profession as an instructor in the state vocational-technical schools for at least the subsequent school year.

Acts 1993, No. 253, §1, eff. June 2, 1993; Acts 1995, No. 1010, §1, eff. June 29, 1995; Acts 1995, No. 1213, §1.

#### 4. Items for Consideration

**Subject** 4.3 Consideration of updates to the weighted Taylor Opportunity Program for Students (TOPS) grade point average (GPA) approved list of courses

**Meeting** Jun 20, 2018 - Joint BESE/BOR Meeting

**Access** Public

**Type**

#### EXECUTIVE SUMMARY AND RECOMMENDATIONS

Revised 3/2012

<b>Contact Person(s):</b> Ken Bradford <b>Phone Number:</b> 225-219-0456 <b>Office:</b> Student Opportunities
<b>Title:</b> Consideration of updates to the weighted Taylor Opportunity Program for Students (TOPS) grade point average (GPA) approved list of courses
<b>Recommendation:</b> Approve
<b>Summary of recommendation or proposed changes:</b>  Act 359 of the 2013 Regular Legislative Session revised the Taylor Opportunity Program for Students (TOPS) core curriculum to align coursework with college expectations, to allow more courses to generate TOPS credit, and to incentivize advanced coursework. The proposed revisions use a weighted GPA calculation for identified Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and Honors courses in the calculation of the TOPS GPA beginning with students entering ninth grade in 2014-2015, for the following courses: <ul style="list-style-type: none"><li>• Environmental Awareness (TOPS Core),</li><li>• Physical Geography (TOPS Core), and</li><li>• Physical Geography (Dual Enrollment).</li></ul> A calculation of the minimum cumulative GPA specified shall utilize a five-point scale for grades earned in Advanced Placement, International Baccalaureate, Gifted and Talented, Dual Enrollment, and Honors courses as approved by the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE).  Approved courses will result in students earning a cumulative GPA that exceeds 4.00 in calculation of the TOPS GPA beginning with the students entering ninth grade in 2014-2015. For such courses, five quality points shall be assigned to a letter grade of "A", four quality points shall be assigned to a letter grade of "B", three quality points shall be assigned to a letter grade of "C", two quality points shall be assigned to a letter grade of "D", and zero quality points shall be assigned to a letter grade of "F".  <b>The LDE recommendation is to approve the addition of Environmental Awareness and Physical Geography (both TOPS Core) and Physical Geography (Dual Enrollment) to the grid previously approved by BESE/BOR for weighted GPA in Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and Honors courses in the calculation of the TOPS GPA beginning with students entering ninth grade in 2014-2015.</b>
<b>Notice of Intent for Bulletin:</b> _____
<b>Notice of Intent for BESE Code and Code Reference:</b> _____

**TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core**  
(For increased weights when calculating TOPS GPA, for students entering ninth grade in 2014-15 and beyond)

Advanced Placement		International Baccalaureate	Gifted and Talented	Honors	Dual Enrollment	
ENGLISH = 4 Units					Common Course Code	Common Course Name
ENGLISH I – 1 unit						
ENGLISH II – 1 unit						

**1 Unit from the following:**

AP English Language and Composition	IB Literature IB Language & Literature IB Literature and Performance	English III	English III	CENL 1013 CENL 1023 CENL 2153 CENL 2163 CENL 2173	English Composition I English Composition II American Literature I American Literature II Major American Writers
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**1 Unit from the following:**

AP English Literature and Composition	IB Literature IB Language & Literature IB Literature & Performance	English IV	English IV	CENL 1013 CENL 1023 CENL 2103 CENL 2113 CENL 2123 CENL 2203 CENL 2213 CENL 2223 CENL 2303 CENL 2323 CENL 2313	English Composition I English Composition II British Literature I British Literature II Major British Writers World Literature I World Literature II Major World Writers Introduction to Fiction Introduction to Literature Intro to Poetry and/or Drama
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Advanced Placement		International Baccalaureate	Gifted and Talented	Honors	Dual Enrollment	
MATHEMATICS = 4 Units					Common Course Code	Common Course Name
ALGEBRA I – 1 unit						
GEOMETRY – 1 unit						
ALGEBRA II – 1 unit						

**1 Unit from the following:**

ALGEBRA III					CMAT 1213	College Algebra
ADV MATH-PRE CALC	IB Math Studies I, II				CMAT 1223	Trigonometry
PRE-CALCULUS	IB Math Studies I, II	Pre-Calculus	Pre-Calculus	CMAT 1233 or (CMAT 1213 & 1223)		Algebra & Trigonometry
ADV MATH-FUNCTIONS AND STATISTICS					CMAT 1303	Introductory Statistics
PROB & STATISTICS	AP Statistics		Probability and Statistics		CMAT 1303	Introductory Statistics
CALCULUS	AP Calculus AB AP Calculus BC	Calculus I Calculus I	Calculus		CMAT 2103 CMAT 2113-5 CMAT 2123-5	Applied Calculus Calculus I Calculus II
I P COMPUTER SCIENCE A	AP Computer Science A					

**TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core**

*(For increased weights when calculating TOPS GPA, for students entering ninth grade in 2014-15 and beyond)*

SCIENCE = 4 Units	Advanced Placement		International Baccalaureate		Gifted and Talented		Honors		Dual Enrollment	
									Common Course Code	Common Course Name
BIOLOGY I – 1 unit									CBIO 1013 CBIO 1033	General Biology I Gen Biology I (Sci Majors)
CHEMISTRY I – 1 unit				Chemistry I			Chemistry I		CCEM 1013 CCEM 1103 CCEM 1123	General Chemistry Survey I Chemistry I Chemistry I (Sci Majors)

**2 Units from the following:**

BIOLOGY II <OR> HUMAN ANATOMY AND PHYSIOLOGY	AP Biology			IB Biology I IB Biology II		Biology II	Biology II		CBIO 1013 CBIO 1033 CBIO 1023 CBIO 1043 CBIO 2213 CBIO 2214 CBIO 2223 CBIO 2224	General Biology I Gen Biology I (Sci Majors) General Biology II Gen Biology II (Sci Majors) Human Anatomy & Physiology I Human Anatomy & Physiology I (Lec/Lab) Human Anatomy & Physiology II Human Anatomy & Physiology II (Lec/Lab)
EARTH SCIENCE									CGEO 1103 CGEO 1113	Physical Geology Historical Geology
ENVIRONMENTAL SCI <OR> ENVIRONMENTAL AWARENESS	AP Environmental Science			IB Environmental Systems		Environmental Science	Environmental Science		CEVS 1103	Environmental Science
PHYSICAL SCIENCE									CPHY 1023	Physical Science I
CHEMISTRY II	AP Chemistry			IB Chemistry I IB Chemistry II		Chemistry II	Chemistry II		CCEM 1003 CCEM 1013 CCEM 1103 CCEM 1123 CCEM 1113 CCEM 1113	General Organic & Biochemistry General Chemistry Survey I Chemistry I Chemistry I (Sci Majors) Chemistry II Chemistry II (Sci Majors)
PHYSICS I	AP Physics I: Algebra Based AP Physics II: Algebra Based AP Physics C: Electricity and Magnetism AP Physics C: Mechanics			IB Physics I IB Physics II		Physics	Physics		CPHY 2113 CPHY 2114 CPHY 2133	Physics I (Algebra/T rig-Based) Physics I (Lec & Lab) Physics I (Calculus Based)
AGRICULTURE I and II (completion of both courses is required for 1 unit of credit)										

**TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core**  
(For increased weights when calculating TOPS GPA, for students entering ninth grade in 2014-15 and beyond)

SOCIAL STUDIES = 4 Units	Advanced Placement	International Baccalaureate	Gifted and Talented	Honors	Dual Enrollment
	Common Course Name	Common Course Code	Common Course Name	Common Course Code	Common Course Name
US HISTORY - 1 unit	AP U.S. History	IB History of the Americas I	U.S. History	U.S. History	American History I or II

**1 Unit from the following:**

US GOVT or CIVICS	AP U.S. Government and Politics: Comparative AP U.S. Government and Politics: United States		Government	Government	Intro to American Government Intro to State & Local Government Intro to Comparative Government
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**2 Units from the following:**

WESTERN CIVILIZATION	AP European History		European History		Western Civilization I or II
EUROPEAN HISTORY	AP Human Geography	IB Geography	World/Human Geography		World Regional Geography Physical Geography
WORLD GEOGRAPHY <OR> PHYSICAL GEOGRAPHY	AP World History	IB World History IB History of the Americas II	World History	World History	World Civilization I or II
WORLD HISTORY				World Religions	
HIST OF RELIGION (non-publics only)	AP Macroeconomics AP Microeconomics	IB Economics	Economics		Economic Principles Macroeconomics Microeconomics
ECONOMICS					

**TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core**  
*(For increased weights when calculating TOPS GPA, for students entering ninth grade in 2014-15 and beyond)*

FOREIGN LANGUAGE = 2 Units, same lang	Advanced Placement	International Baccalaureate	Gifted and Talented	Honors	Common Course Code	Common Course Name	Dual Enrollment
ARABIC		IB Language ab initio: Arabic IB Language B: Arabic			CARB 1013/1014 CARB 1023/1024	Elem Arabic I Elem Arabic II	
FRENCH	AP French Language & Culture	IB Language ab initio: French IB Language B: French IB French IV IB French V	French III French IV		CFRN 1013/1014 CFRN 1023/1024 CFRN 2013/2014 CFRN 2023	Elem French I Elem French II Intermediate French I Intermediate French II	
GERMAN	AP German Lang & Culture	IB Language ab initio: German IB Language B: German	German III German IV		CGRM 1013/1014 CGRM 1023/1024 CGRM 2013 CGRM 2023	Elem German I Elem German II Intermediate German I Intermediate German II	
LATIN	AP Latin	IB Classical Language	Latin III Latin IV		CLTN 1013/1014 CLTN 1023/1024 CLTN 2013 CLTN 2023	Elem Latin I Elem Latin II Intermediate Latin I Intermediate Latin II	
SPANISH	AP Spanish Lang & Culture	IB Language ab initio: Spanish IB Language B: Spanish IB Spanish IV IB Spanish V	Spanish III Spanish IV		CSPN 1013/1014 CSPN 1023/1024 CSPN 2013/2014 CSPN 2023	Elem Spanish I Elem Spanish II Intermediate Spanish I Intermediate Spanish II	
CHINESE	AP Chinese Lang & Culture	IB Language ab initio: Chinese IB Language B: Chinese	Chinese III Chinese IV				
ITALIAN	AP Italian Lang & Culture	IB Language ab initio: Italian IB Language B: Italian	Italian III Italian IV				
JAPANESE	AP Japanese Lang & Culture	IB Language ab initio: Japanese IB Language B: Japanese	Japanese III Japanese IV				

**TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core**  
*(For increased weights when calculating TOPS GPA, for students entering ninth grade in 2014-15 and beyond)*

ART = 1 Unit	Advanced Placement		International Baccalaureate		Gifted and Talented		Honors		Dual Enrollment	
									Common Course Code	Common Course Name
Music (Performance)			IB Music		Talented Music: I, II, III, IV Small Voice Ensemble II Choir: Intermediate Choir: Advanced Orchestra: Intermediate Orchestra: Advanced					
Fine Arts Survey	AP Music Theory								CART 1013 CART 1023 CDNC 1013 CMUS 1013	Exploring the Arts Introduction to Visual Arts Dance Appreciation Music Appreciation
Art	AP Art History AP Studio Art: 2-D Design AP Studio Art: 3-D Design AP Studio Art: Drawing		IB Visual Arts		Art History Talented Visual Arts I Talented Visual Arts II Talented Visual Arts III Talented Visual Arts IV				CART 2103/2113 CART 1113 CART 2203	Art History I or II Art Structure/2-D Design Beginning Drawing
Theatre (Performance)			IB Film Study IB Theatre IB Dance		Introduction to Film Studies Talented Theater I, II, III, IV				CTHE 2103/2113 CTHE 1013	Acting I or II Introduction to Theatre

**SYLLABUS (1/17/18 draft)**  
**Environmental Awareness (GBIO 281—Spring 2018)**  
**Southeastern Louisiana University-Biology Department**



Course #: (2183) GBIO 281, Sec 01  
Computer Registration (Course #447)  
Course Time: 2:00 – 1:15pm, T/TH each week (plus two field trips). Classroom: BIOL 322  
Formal Office Hours: T/Th 1:00-2:00pm--confirm via email (Biol Bld 326-C)  
Instructor: Robert J. Moreau, Ph.D.--Manager of Turtle Cove, and Adjunct Faculty at Southeastern in Biology and Management (Business School) Departments.  
Turtle Cove Environmental Research Station  
Southeastern Louisiana University – Box 10585 (Physical Office Address: 808 North Pine St. Extension, Room 326-C)  
Hammond, Louisiana 70402  
Office Phone (985) 549-5008/Fax: (985)549-5068/Cell: (504)231-1067  
Email (preferred method of communication): [rmoreau@selu.edu](mailto:rmoreau@selu.edu) Course is in Moodle

Course Overview and Purpose

The terms' environmentalism, environmentalist, conservation, preservation, environmental science, ecology, natural resource management and others all mean different things to different people. These various terms relate in one way or another some sort of realization that humans must now learn to live within the parameters of our natural world, and not the other way around. More simply, humans are a subset of the natural environment--and not visa-versa--even though our short history as a people has not always demonstrated this fact. Hurricanes and storms in Louisiana during the last decade have unfortunately driven this point home to many Louisianians, and now the beginning impacts of climate change are doing the same for all. This course will provide a forum for students to learn about the interdisciplinary nature of how humans interact (and affect) the natural environment, and what measures we can take to achieve the idea of "sustainability" from an environmental standpoint. Thus the title of the course, *Environmental Awareness*, is very appropriate. The framework from which we view this issue is within a modern world whose natural resource base becomes increasingly stressed as world populations and consumer demands increasingly rise. Something has to give, and it is usually the environment first (later, it may be quality of life of for humans).

The **purpose** of this course is to provide students with an introduction into the different academic areas that address environmental issues. In fact, the course is somewhat of a compilation of the basics of several different environmental-related courses, all of which could stand on their own as individual college courses. They include *American Environmental History*; *Assessment of Environmental Impacts*; *Environmental Economics*, and; *Environmental Law, Policy and Ethics*. As you have probably realized, this sort of introductory course in *Environmental Studies* will be more social-science oriented than many of the other traditional science courses you have had here at Southeastern in the Biology Department. Hopefully this course addresses, from a very basic perspective, an introduction into the socio-economic issues of the environment at the undergraduate level here. It is also my hope that the course readings, videos, lectures and activities will help students to re-evaluate their own ethical considerations and world views with regard to environmental issues. This course will contain a good bit of work, but I think you'll enjoy it. One final word on the syllabus. It may seem long (and at 8 pages it is), but use it as a "working syllabus" to help you organize and prepare for the class on a daily basis. Read the entire syllabus prior to the second day of class. It is your guide for the semester.

Required Text and Readings

One text is required, entitled *Environmental Science*, 15<sup>th</sup> Edition (2016) by G. Tyler Miller and Scott E. Spoolman. It is available as a rental from the Textbook Rental store. This text is the standard used for undergraduate environmental science and related courses around the country. We'll get through about one-half of the book in this class, focusing on the human-environment interaction chapters. The main use of the text will be you reading the assigned chapters (or pages) as specified in the syllabus to provide you with supplemental and background information to what we're talking about in class, focusing on those issues, terms and concepts that are discussed in the lectures and noted in the review guide (i.e., we will NOT be going thru the book page by page in class). The weekly quizzes will test you on your comprehension of those text readings. If you are really interested in furthering your studies in the environmental field, I suggest you purchase the book so that you can keep it as a very practical reference for many years to come.

## Lectures

I will attempt to provide you with a variety of lecture and multi-media formats, including standard lecturing, power-point presentations on specific subjects, video presentations on environmental issues (including two films), and guest lecturers from time to time. I'll also make lots of notes on the board. Obviously the most important information I expect you to know is that information which we go over in class, highlighted by what I provide you in the review guides for exams.

## Summary of Requirements

This class requires your attention in eight different areas. I believe that having you focus on issues other than just exams helps to make you a more well-rounded student while at the same time spreading out the range of parameters for calculation of your grade. Most of my students make A's and B's, and some make C's. Very few make anything less, and very few drop the course. But the format of the class forces you to keep up on the readings and on current issues, so come to class prepared and everything else should fall into place. The breakdown is:

(1)	Classroom participation/discussion (2.5% attendance and 2.5% classroom discussion)	5%
(2)	Short Individual Presentations/Debates on an Environmental issue	5%
(3)	9 short quizzes (on selected text chapters on the days you should have read them)	20%
(4)	Exam #1	20%
(5)	Attendance on a Field Trip of Marsh Restoration activities in Manchac/Turtle Cove	5%
(6)	Attendance to Tulane Environmental Conference (in New Orleans)	5%
(7)	Exam #2	20%
(8)	Final Exam: Group Project Presentations	20%
(9)	Bonus Points for changes in ethical behavior (up to 2 pts added to Exam #1)	
	<b>TOTAL</b>	<b>100%</b>

## Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

## Discussion of Requirements:

### (1) *Classroom Participation (5% of grade--- attendance, discussion of news readings, concepts, etc.)*

I fully expect this to be a very fun and interesting class for both you and me. Given this, I expect you to attend class every day, unless it's an emergency. If you have to miss for some important reason, I expect you to give me a call or write me an email ahead of time or shortly after explaining why. After one unexplained or unexcused absence, each additional absence will take 10% away from your participation (attendance) grade. There will be a sign-in sheet most every class.

If there is something important I need to tell you prior to each class it will be done via email thru MOODLE. I may even pass out a timely article from the newspaper to discuss (or I may provide it as a pdf on MOODLE ahead of time). You are also encouraged to talk about any timely environmental issue in the news. Then I'll lecture for the next 30-45 minutes, hopefully with some good discussion mixed in. I'll keep track of those who participate in discussion, as well as those who seldom have anything to say. I will also have a series of guest speakers throughout the semester. These are people that I will try to bring in from other universities, organizations, and perhaps parts of the country who I feel can provide you with a different and engaging perspective on topics in the environmental field. I will also try to provide you with some interesting multi-media presentations of environmental issues, perhaps thru videos of environmental issues we'll show in class.

### (2) *Short (10-12 minute) Individual Presentations or Debates on an Environmental Issue (5% of grade)*

Research and conduct a 10-12 minute oral presentation in front of class on any environmental-related issue you want us to know about. It could be the most recent information on climate change, or loss of biodiversity, or population growth, or anything like that, as long as it relates to what we're doing in class. Just make sure it is interesting. Limit visual aids to approx. 10-15 slides/website pages if possible. I'll pass around a sign-up sheet for the date you will present on the first or second day of class. As an option, you'll also be able to sign up to "debate" someone else on an issue I choose---again, see the sign-up sheet I pass around on the first day of class.

### (3) *9 Short Quizzes/Assignments (20% of grade)*

In an effort to provide you with an incentive to keep up with the text readings, there will be 10 short quizzes or similar assignments periodically throughout the semester that will focus on the readings for that day (probably 10 True/False, multiple choice or definition type questions for the quizzes). You can expect these quizzes to be on the reading that you are responsible for that day. Calculation of your carbon footprint will be considered for one of your quiz grades. The other 8 are on text chapters.

### (4) *Exam #1 (20% of grade)*

Exam #1 will be given after completion of Part I of the course, and will cover the major concepts from that time. Knowledge of the literature, tools and concepts that we discussed will be covered—nothing tricky. If you have read the materials, come to class, listened to the lectures, and participated in some of the discussion, you should be in good shape. The exam will probably consist of about 80% of definitions or words or concepts, multiple choice and matching and maybe another 20% of several short answer questions. Clear writing of the ideas you are trying to present is essential. Good writing and composition is just as important to me (and to you, for future job skills) as is your understanding of the concepts. We'll have a review session prior to the exam. Also, if you have a REAL conflict, let me know. I may let you take the exam earlier (not later). If you miss the exam without making this earlier arrangement with me, there will be no make-up given. Instead you will be required to write a 15-25 page term paper due at the end of the semester on a subject of my choosing.

(5) *Marsh Restoration Day Field Trip to the Manchac Swamp (Turtle Cove Environmental Research Station) (5% of grade)*—*TENTATIVELY SCHEDULED FOR March 1<sup>st</sup> and 6<sup>th</sup> approx. 1:30-4:30pm (only attend one of those days)*

The best way to understand the environment is to go out in it. Therefore, I have scheduled 3 possible dates for trips—one on a Tuesday afternoon 12-3:30pm, one on a Thursday morning 9am-12pm and one on a Friday (either 9am-12pm or 12pm-3pm, TBD---see daily schedule in syllabus for dates. We will meet at Southeastern's own Turtle Cove Environmental Research Station Boatshed/Classroom at Galva Canal, located in the Manchac Swamp, which is part of the Lake Ponchartrain Estuarine System. If we have time after each trip we may be able to run out to Turtle Cove itself 5 miles down Pass Manchac. You choose only one of the dates to attend—the goal is to have about 5-8 students in the class attend each session to accommodate space for both the trees and people on the boat. If you cannot make either session there will be other opportunities for you to go out and assist. This is a mandatory trip that will give you an easy "A" for 5% of your grade, and includes a boat ride into the marsh and exercises in the deployment of used Christmas trees, all as part of "marsh restoration training" for you. If you can't make it on the trip (for some very good reason), those points will be tacked onto your 1<sup>st</sup> exam (thereby increasing its weight by 5%).

Transportation will be provided by you the students via carpooling, so I'll need all drivers to provide me a copy of your CURRENT Driver's License and CURRENT Auto Insurance Card as soon as possible so I can fill out the proper paperwork. It takes approximately 25 minutes to get to Manchac, and we'll do about 2 to 3 hours of work once we are there, which makes this field trip worth approximately 3 hours (or 2 classes). Directions to our Turtle Cove Galva Canal Boatshed/Classroom (where we'll meet in Manchac) will be provided—you can also maps on our website at: [www.selu.edu/turtlecove](http://www.selu.edu/turtlecove).

(6) *Attendance at the 23rd Annual Tulane Environmental Summit (Tulane University, New Orleans, LA) (5% of grade)*

Hosted by the Tulane Environmental Law Clinic on Friday, March 9th and Saturday, March 10th, this is the best annual environmental conference I have ever attended---my classes have gone every year since 1998. Attending this conference will give you an easy "A" for 5% of your grade, but if you can't make it for some reason, those percentage points will be added to Exam #2 (increasing its weight by 5%). As a student from a local university, your registration is free. I expect you to attend at least 4 hours of actual presentation time at the conference, not including lunch or breaks (Friday that would be anytime from 11am to 6pm, which includes time for lunch and a networking reception/social that evening), or Saturday from 10-5 (includes an hour for lunch). I encourage you to stay longer if you like. This is a great opportunity to "network" for environmental jobs now or for when you graduate. The location of the conference is Tulane Law School, 6329 Freret Street, New Orleans, Louisiana, 70118, and transportation is again by carpool in your own vehicles. Again, I'll need all drivers to provide me a copy of your CURRENT Drivers License and CURRENT Auto Insurance Card as soon as possible so I can fill out the proper paperwork. It will take you about an hour and a half to two hours each way (depending on if you live in Hammond, Baton Rouge, etc.), including parking and shuttle time, so your attendance to this conference, including lunch, etc. will make up for approximately 8 hours of class time (i.e., you'll get some comp classes for this). For information about sessions, check in with this link (<https://tulaneenvironmentallawsummit.com/>) periodically for the conference agenda and updates as they are provided. I think you will really enjoy attending this conference, and you'll learn a lot about local, national and international environmental issues from experts in the field.

(7) *Exam #2 (20% of grade)* (info starting after last exam, non-cumulative, same format and rules as Exam #1)

(8) *Final Exam: Group Project Presentation (20%)*

The group presentations will count for 20% of the final grade calculation and will consist of your group's research into some current environmental-related issue, which may be local, regional, national or international in scope. Or maybe it is a project needed for the University to help it become a "greener campus." I'd like to have a mix of all of these types. Since we will have approximately 15 students registered for the class, each group will consist of about 3-4 students (4-5 groups). A junior or senior in the group will be the "group leader," and he or she will have the authority to give the rest of the group assignments that will help expedite the work needed to complete the project. Be aware that part of your grade calculation for the group project will consist of each group member grading the other group members---so work together and pull your weight on the project! THERE IS NO PAPER TO WRITE—just a presentation. Provide me with an electronic version of the power point

and a hard copy (in handout form) the day of your talk so I can use that hard copy to make notes on while you do the presentation.

The rest of the class will serve as the “governmental committee” (with myself as Chairperson) which has assigned you to look into this particular environmental issue. So, if you’re looking at the effects a new proposed federal climate change bill will have on the nations’ environment and economy, the class would be the “Climate Change Advisory Committee” and your group is the taskforce assigned to look into the impacts of the new bill. You will then report your findings to us (the class) during a 20-minute presentation, with an additional 5-10 minutes allowed for Q&A from our class. In groups of 4, each person should speak for about 5 minutes. We’ll do the presentations on the last few days of class. Specifically, I’m looking for you to do the following:

- (1) Recognize an environmental issue or problem;
- (2) Research the issue to a point where you understand it well (use REAL sources for research---not just information you find on the internet that is not substantiated)—sources include scientific journals, newspaper and other media articles that cite scientific journals, government reports, communication with professionals in the field, etc.
- (3) Make a reasonable effort to provide guidance on how you (the group) feels is the best way to deal with the issue (i.e., by proving regulatory or other solutions, including economic policy incentives);
- (4) Make realistic recommendations to the committee—state your “position” to the committee;
- (5) Communicate all of this in a professional manner to the committee, utilizing the appropriate visual aids (i.e., power point presentation, maps, slides, charts, graphs, etc.) and communication skills necessary to present an informed and persuasive argument (don’t forget to dress appropriately);
- (6) Be able to thoughtfully answer any questions or criticisms from the committee;

You are encouraged to choose a project that is of interest to you and others in your group. Once you’ve decided on a topic, let me know and I’ll approve it or give you some advice on how to make it more focused.

This presentation (group project), will count for 20% of your total grade, and should be no longer than 20 minutes with another 5 minutes available for Q&A. Again, provide me with a hard copy of the power-point as well as an emailed version at the time you give you present. I will grade you on the following major components: First, the actual PRESENTATION COMPONENT (80%), including the following 6 parameters: (1) **speaking ability** (clarity, volume, etc-your basic ability to communicate the subject.); (2) **visual aids** (have clear, informative, and impressive visual aids---ones that are nice to look at---a power point presentation is recommended---you may also showcase the entity’s website if you wish since we will have internet connectivity); (3) **coverage of issue** (incorporate the full range of issues on the subject); (4) **timing** (come in prepared, ready to start on time, and adhere to the time limits); (5) **question/answer abilities** (be able to coherently and effectively answer questions that we may ask); and (6) **overall communication of subject** (how well did you get your concept/plan across). Second, YOUR PARTICIPATION IN THE GROUP PRESENTATION COMPONENT (20%) (your group members will grade you on how well you participated in the group project).

(9) *Bonus Points (up to 2 points added to your first exam grade)*

Up to two bonus points can be earned and applied to your total exam points for the first exam, depending on different things you have done during the course of the semester to improve your own environmental ethic, and which should have a positive impact on our community from an environmental standpoint. You will earn one point for each of these activities---but they must be considered as a *behavioral change* that is not just a one time or insignificant sort of thing. On one of the last days of class each of you will stand up and announce what you have done to justify these points, and the class will vote with a “thumbs up or down” on whether or not your actions are worthy of the points (I have final veto power).

**Daily Schedule of Topics and Readings and Other Assignments (SPRING 2018).**

*NOTE: schedule is subject to change based on class progress (how quickly we get thru the material), and other unforeseen events. (i.e., closures due to weather, changes in guest speaker dates, etc).*

**PART I: ENVIRONMENTAL WORLD VIEWS, HISTORY AND CURRENT ISSUES**

*Week 1, Class 1 (Thursday, 1/18/18) Quote: “No civilization has survived the ongoing destruction of its natural support system. Nor will ours.” (Lester Brown, founder of World Watch Institute and Earth Policy Institute)*

*Topic: Pre-Survey (oral)/Introduction of Course, Goals and Objectives/Review Syllabus, Class Requirements, Field Trips/Peruse Table of Contents/Introductions/Careers in the Environmental Field//Select Individual Presentation dates*

Reading Assignment (should have read this for today’s lecture):

- (1) Peruse Table of Contents and Preface, pp. v - xvii
- (2) Print out Syllabus from MOODLE and bring to class

*Week 2, Class 2 (Tuesday, 1/23/18) Quote: "No one is an environmentalist by birth. It is only your path, your life, your travels that awaken you." (Yann Arthus Bertrand, French nature photographer/environmentalist)*

Quiz #1: Major definitions/Concepts from Chapter 1 reading

Topic: (POWER POINT #1) *Intro to Interdisciplinary Environmental Studies/Definitions of Environmental Terms/Changing World Views of the Human and Environment Relationship (where do you see our place in the world?)/Tragedy of the Commons/Pollution and Externalities/Discuss 3 world views//Final Selection of Individual Presentation Dates*

Reading Assignment: Chapter 1-Environmental Problems, Their Causes, and Sustainability (entire chapter)

*Week 2, Class 3 (Thursday, 1/25/18) Quote: This planet came with a set of instructions, but we seem to have misplaced them. Civilization needs a new operating system. (Paul Hawken, environmentalist)*

1 Individual Presentation

Topic: (POWER POINTs 2 and 3) *Categories of Pollution/Laws of Energy/2 Approaches to Dealing with Pollution/Hierarchy of Waste Management/Ecosystem Services and Natural Capital/Types of Resources (Perpetual/Renewable/Non Renewable)/ Finish Chapter 1/Four Root Causes of Environmental Problems (population growth, unsustainable resource use, poverty, excluding environmental costs from market prices)"/"Cultural Carrying Capacity"(p. 96)/ Environmental Ethics Triad/3 Big Ideas (end of chapter---3 keys to sustainability)*

Reading Assignments: (should have read this for today's lecture)

- (1) Text: Figure 9-1 on Page 188
- (2) *Value of the World's Ecosystem Services and Natural Capital* (Costanza, et. al., Nature, 1997 - article on Blackboard)
- (3) *Changes in the Global Value of Ecosystem Services* (Costanz, etc. al, 2014, *Global Environmental Change* – article on blackboard)
- (4) *Time to Leave GDP Behind* (Costanza, 2014, *Nature-Comment*).

*Week 3, Class 4 (Tuesday, 1/30/18) Quote: "Either we limit our population growth, or the natural world will do it for us" (Sir David Attenborough, English broadcaster and naturalist)*

NO CLASS: *Work on Quiz #2 which is your Carbon Footprint Analysis of your Own Carbon Footprint*

Reading Assignments:

- (1) Chapter 6: The Human Population and Urbanization (skim chapter, focus on pp. 94-96, 117-119, and Figure 6-15)

Assignment for Today: Calculate your own ecological/carbon/environmental footprint (based on your energy use, etc., using any of the "carbon footprint calculators" you find on the internet). I'll ask some of you to present your findings in class (major areas of energy use, where you can improve, etc.). Everyone turns in a one-page summary of your calculation (Considered as Quiz #2 and counts as one of your quiz grades).

*Week 3, Class 5 (Thursday, 2/1/18) Quote: "Science is built up of facts, as a house is built of stones; but an accumulation of facts is no more a science than a heap of stones is a house" (Henri Poincaré, French philosopher)*

1 Individual Presentation

Topic: *Turn in Quiz #2 (Carbon Footprint Analysis—a few will give us their calculations)//Local Example of an interdisciplinary environmental problem: Louisiana Wetland Loss/Student's thoughts on major environmental issues/(USE WETLAND POWERPOINT/ADOBE FILE #4)//Discuss need for drivers license/auto insurance cards for anyone driving to Tulane Conference.*

Reading Assignments:

- (1) Text: Chapter 2: Science, Matter and Energy (pp. 25-29 and end of 34-35 only)

*Week 4, Class 6 (Tuesday, 2/6/18): Quote: "To be poor and be without trees, is to be the most starved human being in the world. To be poor and have trees, is to be completely rich in ways that money can never buy." (Clarissa Pinkola Estes, American artist)*

Quiz #3: Major points/definitions from Chapter 6 and Chapter 2 (assigned pages only)

1 Individual Presentation

Topic: *Overview of World and American Environmental History (Era's of world environmental history/phases of American Environmental History/profiles in American Environmentalism) (POWER POINT #5)*

Reading Assignment (as background to lecture):

- (1) Text: Figure 17-17 on p. 471
- (2) Summary of Major U.S. Environmental Laws (handout on Blackboard)

*Week 4, Class 7 (Thursday, 2/8/18) Quote: "When we try to pick out anything by itself, we find it hitched to everything else in the universe" (John Muir, 1911, founder of the Sierra Club).*

Topic: American Environmental History, continued (including major events, waves of environmental laws, Earth day, where are we now, major environmental problems)/Begin discussion on Greenhouse Effect and Climate Change (continue POWER POINT #5)// Maybe begin film "An Inconvenient Truth"

Individual Presentation

Reading Assignments:

- (1) Chapter 7: Climate and Biodiversity (skim chapter, focus on pp. 128-136)
- (2) Chapter 15: Air Pollution, Climate Change and Ozone Depletion

*Week 5, (Tuesday, 2/13/18: NO CLASS (MARDI GRAS):*

*Week 5, Class 8 (Thursday, 2/15/18): Quote: "Nobody on this planet is going to be untouched by climate change" (Rajendra K. Pachauri, chairman of the Intergovernmental Panel on Climate Change 2002-2015).*

Individual Presentation

Topic: Catch Up//Early Review for Exam #1//Early Plans for Tulane Environmental Conference//Begin film "An Inconvenient Truth"

*Week 6, Class 9 (Tuesday, 2/20/18) Quote: "We are running the most dangerous experiment in history right now, which is to see how much carbon dioxide we can put into the environment before there is a catastrophe" (Elon Musk)*

Individual Presentation

Topic: Finish up "An Inconvenient Truth"//Final Review for Exam #1// COPIES OF DRIVERS LICENSES and AUTO INSURANCE CARDS DUE FOR ANY DRIVERES TO MARSH RESTORATION OR TULANE ENVIRONMENTAL CONFERENCE!!!!!!!

*Week 6: Class 10 (Thursday, 2/22/18) EXAM #1*

## **PART II: ENVIRONMENTAL MANAGEMENT: HOW CAN HUMANS PROTECT THE ENVIRONMENT? RESTORATION, INNOVATION, LAW, POLICY, ECONOMICS**

*Week 7, Class 11 (Tuesday, 2/27/18) Quote: The last word in ignorance is the person who says of an animal or plant: "What good is it?" ....If the land mechanism as a whole is good, then every part of it is good, whether we understand it or not." (Aldo Leopold, American Conservationist).*

Individual Presentation

Hand back exams//final schedule of marsh Restoration Days//Discuss Upcoming Tulane Environmental Conference

*Week 7-8: Classes 12-13\*\*\*\*\*MARSH RESTORATION DAY--DEPENDING ON WEATHER/WINDS/TIDES. Meet at Turtle Cove Galva Canal Boat Shed near Manchac (20 minute drive from campus).\*\*\*\*\**

CHOOSE ONE OF TWO OPTIONS TO ATTEND BELOW:

- Thursday (3/1/18), 1:30-4:30pm

- Tuesday (3/6/18): 1:30-4:30pm

*Week 8, Class 14 (Thursday, 3/8/18)—NO CLASS: (COMP DAY#1 for Tulane Environmental Conference)*

*Week 8, Continued: Friday and Saturday, 3/9– 3/10/18): Attend minimum 4 hours of the Tulane Environmental Summit (See syllabus for details). Students carpool to Tulane and sign in and out of the different panel sessions.*

*Week 9, Class 15 (Tuesday, 3/13/18): Quote: "There is no solution, I assure you, to save Earth's biodiversity other than preservation of natural environments in reserves large enough to maintain wild populations sustainably" (Edward O. Wilson).*

Quiz #5: Major points of Chapters 8 and 9 (assigned pages only)

Topic: Recap Marsh Restoration and Tulane Environmental Conference//Environmental News over holidays

Individual Presentation

Reading Assignment:

- (1) Chapter 8: Sustaining Biodiversity: Saving Species and Ecosystem Services (focus on extinction types, benefits of protection, honey bees, and the Endangered Species Act).
- (2) Chapter 9: Sustaining Biodiversity: Saving Ecosystems and Ecosystem Services

*Week 9, Class 16 (Thursday, 3/15/18):*

*Individual Presentation//Guest Speaker: Joann Haydel, Program Manager for Education and Outreach Lake Pontchartrain Basin Foundation.*

Reading Assignment: Chapter 17 - Environmental Economics, Politics, and World Views

*Week 10, Class 17 (Tuesday, 3/20/18): Quote: "When it is asked how much it will cost to protect the environment, one more question should be asked: how much will it cost our civilization if we do not?" (Gaylord Nelson, former U.S. Senator from Wisconsin and founder of Earth Day).*

Quiz #6: Chapter 17

1 Individual Presentation

*Review Tulane Environmental Conference// Discuss Group Projects (start thinking about teams and projects)*

Topic: (PPT#6)Environmental Management in the U.S. (two components of environmental management/recap of environmental laws and sources of law/GNP and Alternatives/Comparisons of Economic Theory/Economic Tools for Environmental Protection/Overview of Environmental Policy Principles (p. 437)

Reading Assignment: Chapter 17 from previous week, and revisit the two Nature papers by Costanza from week 2.

*Week 10, Class 18 (Thursday, 3/22/18) Quote: "Our liquid planet glows like a soft blue sapphire in the hard-edged darkness of space. There is nothing else like it in the solar system. It is because of water." (John Todd, biologist)*

1 Individual Presentation

Topic: Finish PPT6//Preliminary selection of group projects

*Week 11, Class 19 (Tuesday, 3/27/18) Quote: Follow nature's example; realize waste's potential." (Gunter Pauli, environmental economist)*

Quiz #7: Major definitions/themes of Chapter 16

1 Individual Presentation

Topic: Catch Up//I Revisit Waste Management Hierarchy //initial Discussion of Group Project Teams and Ideas

Reading Assignment: Chapter 16: Solid and Hazardous Waste

*Week 11, Class 20 (Thursday, 3/29/18): NO CLASS (Comp Day from Tulane Env. Conference)*

**Week 12, NO CLASS (SPRING BREAK runs Friday, March 30 thru Friday, April 6, 2018)**

*Week 13, Class 21 (Tuesday, 4/10/18))*

Quiz #8: Major definitions/themes of Chapter 11

1 Individual Presentation

*Guest Speaker: Rolle Hoke, Gulf Restoration Network*

Reading Assignment: Chapter 11: Water Resources and Water Pollution

Second Half Topic: Status on Group Project Selections//break into Groups or possible Groups

*Week 13, Class 22 (Thursday, 4/12/18): Meet at Southeastern Sustainability Center for Tour*

1 Individual Presentation

Topic: Catch Up and go over remaining schedule for course//Discuss 2<sup>nd</sup> Exam//Final Selection of Group Projects and meet with groups for remainder of period

*Week 14, Class 23 (Tuesday, 4/17/18) Quote: "Just as the 19<sup>th</sup> century belonged to coal and the 20<sup>th</sup> century to oil, the 21<sup>st</sup> century will belong to the sun, the wind, and energy from within the earth." (Lester Brown)*

Quiz #9: Chapter 13: Energy Resources

Reading Assignment: Chapter 13: Energy

*Guest Speaker: Lucas Watkins, President and Founder of ELOS Environmental. Catch Up (any remaining individual presentations or make up quizzes)//Group Project Issues//Review for Exam #2*

*Week 14, Class 24 (Thursday, 4/19/18) Exam #2*

*Week 15, Class 25 (Tuesday, 4/24/18): NO CLASS-- Work on Group Projects on your own (groups meet outside of class)*

*Week 15, Class 26 (Thursday, 4/26/18): Hand back exams//meet with groups on project issues//bonus points//NOTE: you should attend Dr. John Day seminar lecture on "Global Sustainability" at 4pm seminar.*

**PART III: GROUP PROJECTS AND 2<sup>nd</sup> FILM PRESENTATION**

*Week 16, Class 27 (Tuesday, 5/1/18): Final Course Issues//Groups 1 and 2 present*

*Week 16, Class 28 (Thursday, 5/3/18): NO CLASS (Comp Day #2 for Tulane Environmental Conference)*

*Week 17: Class 29 (Tuesday, 5/8/18): Final Course Issues//Groups 3 and 4 present*

*Week 18: Class 30 (Tuesday, 5/10/18): FINALS DAY: Any remaining groups*

**END OF SYLLABUS**

*NOTE: See Moodle for the extra notes to read that used to be on the syllabus---and read through those items. Also see "Disaster Recovery" document in Moodle for instruction on what to do in case physical class attendance is impaired for a prolonged period due to a major natural disaster.*

**GEOG1200**  
**Introduction to World Regional Geography**  
**General Studies/Associate of Arts, Social Sciences**  
**Nunez Community College**

**Course Information:**

Online course

**Instructor:**

Charles Miller, Adjunct Faculty

Office/Office Hours: Contact by email

Email: Email through Canvas (preference) or [cmille1@dcc.edu](mailto:cmille1@dcc.edu)

**Course Description and Objectives:**

The goal of this course is to introduce students to the discipline of geography, focusing primarily on world regional geography. Geography is the study of the inter-relations between humans and their environments. Geography is much more than the study of where things are; it is also a way of understanding the world and our own place in it. In this course you will study the following central elements of world geography: area and population; physical geography and human adaptations; cultural and historical geographies; economic geography; and geopolitical issues.

**This course will address these central questions:**

- What is geography and how is it studied as a discipline?
- What are the similarities and differences between human and physical geography?
- How do we study the systems of the earth and the interrelated processes that shape it?
- What are the objectives, perspectives, and tools of world regional geography?
- What are the historic, present, and future issues facing the countries of the world?

**After completing this class, each student will be able to:**

- Describe and explain the five elements of geography and apply them to each world region
- Critically understand major local, regional, and global issues through tools of geography
- Analytically question—through a geographic lens—the world and its dilemmas
- Discuss the historic, present, and future issues facing our changing climate of the world
- Evaluate environmental, cultural, historic, economic, & geopolitical world processes

**Recommended, but not required, textbook:**

Pulsipher, Lydia. 2014. *World Regional Geography without Subregions*. New York: Macmillan.  
 (4<sup>th</sup>-6<sup>th</sup> editions work)

**Grading:**

3 Exams (100 points each):

7 Quizzes (25 or 50 points each)

Final Exam (150 points):

- Grading is a 10 point grading scale (A:90-100, B: 80-89, C: 70-79, D: 60-69; F: 0-59)
- Final Grade= Points earned divided by total points possible (Your points/Total possible)

**Class Structure and Assignments:**

This course is an online course and I will be using powerpoint to teach each chapter. We will spend time learning the lecture notes as well as related topics and news stories each week, as they pertain to sociology. **All assignments, including the final exam, are taken on Canvas. Assignments are posted on a weekly basis and I will email you when they are posted. You will have a full week to complete the work (example: I post an assignment on a Tuesday, which makes it due the next Tuesday). All assignments are due by midnight. *Late work will not be accepted under any circumstance.*** I do not accept any work via email. Late work or work submitted by email will receive an automatic 0. I will announce changes to the syllabus in class and via email, ***which means you must check your email on a consistent basis.***

- **Exams:** 100 pts each. ~60-70 M/C, matching and T/F questions. 1 hr 15 mins given.
- **Weekly Quizzes:** Quizzes will vary. 2 general formats are as follows: (1) read a news article followed by a M/C, T/F, matching quiz; (2) documentary with a discussion board.
- **Final Exam:** 150 pts. Cumulative. ~70 M/C, matching and T/F questions. 2 hours given.

I will send out weekly emails every Monday morning to remind you of what we are covering that week. Many students find online classes to be rather tricky since you are doing the work on your own time. In some cases, students find online classes harder—don't let online classes frighten you! **I highly recommend that you treat this course as an in-person class.** Do the readings, study, and keep up with the work! You **MUST** check your email on a consistent basis. Email communication is very important. This course requires a significant amount of independent work, and it moves fast, so please plan accordingly and stay organized.

#### **Accommodation of Special Needs Based on Disability:**

It is the policy of Delgado Community College to assure equal opportunity for all qualified persons under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Reasonable accommodation for qualified persons with disabilities will be made provided the student has self-identified with the Office of Disability Services and has provided documentation. No accommodations will be made without "letters of accommodation" from the Office of Disability Services.

#### **Delgado Community College Academic Dishonesty Policy:**

All faculty members, teaching assistants, and students are responsible for maintaining an atmosphere of academic honesty and integrity. Students should be aware that personally completing assigned work is essential to learning. Students who are aware that others in the course are cheating or otherwise committing academic dishonesty have a responsibility to bring the matter to the attention of the course instructor, the department chair, or the Associate Dean. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, academic misconduct, falsification/fabrication, and accessory to acts of academic dishonesty.

**Week of January 15**

Course introduction, syllabus overview

#### **Course Outline:**

**Week of January 22**

Chapter 1: Intro to Geography

**Week of January 29**

Chapter 2: Physical Geography

**Thursday: Quiz #1**

**Week of February 5**

Chapter 3: Weather and Climate

**Thursday: Quiz #2**

**Week of February 12**

**No classes; Mardi Gras!**

**Week of February 19**

Chapter 4: Human Geography

**Thursday: Exam #1 (Ch1-4)**

**Week of February 26**

Chapter 5: Europe

**Thursday: Quiz #3**

**Week of March 5**

Chapter 6: Russia and the Near Abroad

**Thursday: Quiz #4**

**Week of March 12**

**No classes; Conference**

**Week of March 19**

Chapter 7: Middle East and North Africa

**Thursday: Quiz #5**

**Week of March 26**

Chapter 8: Oceania and Antarctica

**Thursday: Exam #2 (Ch5-7)**

**Week of April 2**

**No classes; Spring Break!**

**Week of April 9**

Chapter 9: South and East Asia

**Thursday: Quiz #6**

**Week of April 16**

Chapter 10: Sub-Saharan Africa

**Thursday: Quiz #7**

**Week of April 23**

Chapter 11: Latin America

**Week of April 30**

Chapter 12: North America

**Thursday: Exam #3 (Ch8-10)**

**Week of May 7**

**Wednesday: Last day of classes**

**Final Exam: Monday, May 14, online**