REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department: School of Education
College: Human Sciences and Education
Name of Curriculum/Major: Dual Certification General/Special Education: Grades 1-5
Type of Degree: BS
Date: 11-26-12

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

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

ACTION (check appropriate box):

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

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum: NA</td>
<td>Total semester hours in proposed curriculum: 129</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: Sept. 2010
11-26-12
Department Chair's Signature:
(Date)

College Faculty Approval Date: 2-21-13

College Dean's Signature:
(Date)

Chair, FS C & C Committee: (Date)

Academic Affairs Approval: (Date)

College Contact: Casey Bennett
(Please print name.)

College Contact E-mail: cbenne5@lsu.edu
Justification

The proposed curriculum is designed to provide LSU teacher education candidates seeking certification in the elementary grades curriculum with the opportunity to receive dual certification in elementary and special education through an integrated program of study. A dual certification program was approved by the Board of Regents (BOR) in 2010. Our approved program was developed to address what was considered a ‘chronic’ and ‘pervasive’ special education teacher shortage problem at both the national level and here in Louisiana (Billingsley, 2007; McLeskey, Tyler, & Flippin, 2003; Teacher Shortage Area, 2012). Our goal was – and is – to significantly increase the number of teacher education candidates who graduate from LSU eligible for certification as general and special educators in Grades 1-5 content.

Our program was also developed to address a co-occurring trend of a greater percentage of students with mild-moderate disabilities receiving the vast majority of their instruction in the general education classroom. State data that are reported annually by the U.S. Office of Special Education Programs indicate that the number of students with learning disabilities and emotional disturbance, for example, who remain in the general education classroom more than 75 percent of the school day continues to grow (e.g., Mooney, Ryan, Gunter, & Denny, 2012).

At the present time, LSU teacher education candidates can pursue dual certification in general and special education Grades 1-5 by adding five courses (15 semester credit hours) to the 120-semester-hour traditional general education program through a major in elementary education and a minor in special education. Although there is flexibility in the traditional curriculum to incorporate the special education minor coursework, candidates usually initiate the minor in the junior year and often have difficulty fitting all of the classes in to the already busy last two years of the traditional program. The scenario has likely contributed to the small numbers of students who pursue and/or complete the minor sequence, enrollment in which has been between 4 and 8 students annually over the past four years.

In our BOR-approved integrated dual certification program, LSU teacher education candidates will complete a 129-hour sequence that has been mandated by the Louisiana Board of Elementary and Secondary Education. Candidates choosing this program will finish a specially designed sequence of special education coursework that has been integrated within the traditional program so that concentrated instruction can be focused on the areas of special education, literacy, and mathematics content and pedagogy. The semester-long special education concentration is followed by a sequence of courses that builds on the initial knowledge and skill exposure and culminates with a dual student teaching experience. Student teaching is designed so that candidates begin in the role of general education teacher and assume the role of special education teacher serving the same general classroom of students midway through the semester under the mentorship of a certified general education teacher and special education teacher. Through this sequence, our integrated program prepares candidates for the roles of general education classroom teacher, inclusive special education teacher, and resource room special education teacher. We believe that once the dual certification program is operational that we can recruit 20 to 30 students annually and support them through graduation and certification, thereby significantly increasing the number of LSU graduates with highly certified special education status.

Our proposed program will be administered by the core group of existing Special Education Programs faculty members, thereby incurring no additional expense to the School of Education or the College of Human Sciences and Education. Recruitment efforts will be integrated within the present program of the college’s Office of Student Services.
# General Education Requirements

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

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department) MATH 1021 or 1023</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>(At least 3 hours credit must be from a MATH course.)</td>
<td>General Education analytical reasoning course MATH 1029</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>General Education arts course ART 1001 or ARTH 1440 or 2470 or MUS 1751 or 1755 or 1799 or 2000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course HIST 2055 or 2057</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education humanities course ENGL 2148 or 2220</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education humanities course ENGL 2270 or 2593 or 2673</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence BIOL 1001 and 1002</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(If 2 course sequence is taken in the physical sciences, the additional 3 hour course must be from the life sciences, and vice versa.)</td>
<td>General Education natural science course PHSC 1001</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course ANTH 1003 or 2051</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(At least three hours at the 2000-level.)</td>
<td>General Education social science course (2000-level) POLI 2051</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### 1st Semester

**Critical: "C" or better in ENGL 1001; MATH 1029 or 1021; 2.0 LSU & Cumulative GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1001</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1001</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2055 / 2057</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1029</td>
<td>3</td>
</tr>
<tr>
<td>ART 1001 / ARTH 1440 / 2470 or MUS 1751 / 1755 / 1799 / 2000</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 15

### 2nd Semester

**Critical: "C" or better in MATH 1029 or 1021 or 1201; 2.0 LSU & Cumulative GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1002 [BIOL 1001]</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1005 [CR: BIOL 1002]</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 2060</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2270 / 2593 or 2673 [ENGL 1001]</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1021(^1)</td>
<td>3</td>
</tr>
<tr>
<td>POLI 2051</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 17

### 3rd Semester

**Critical: "C" or better in MATH 1029 or 1021; 2.3 LSU & Cumulative GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1003 / 2051</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 2700 (Fall/Spring only)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2148 / 2220 [ENGL 1001]</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 2050</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1201 [MATH 1021] (Fall/Spring only)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2076</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 18

### 4th Semester

**Critical: "C" or better in ENGL 2000 & MATH 1202; 2.5 LSU & Cumulative GPA; admission into college**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 2400</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2000</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1001</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1601 [CR: GEOL 1001]</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1202 [MATH 1201] (Fall/Spring only)</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 1001</td>
<td>3</td>
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</tbody>
</table>

**Total Semester Hours** 16

### 5th Semester

**Critical: "C" or better in EDCI 2400 & EDCI 3000; 2.5 LSU & Cumulative GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 3000(^2)</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 3701</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 3702</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 3704</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 4703</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3071</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 18

### 6th Semester

**Critical: 2.5 LSU & Cumulative GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDCI 3127(^2) [CR: EDCI 2400, 3000 CO: EDCI 3137, 3200, 4705]</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 3137(^2) [CR: EDCI 2400, 3000 CO: EDCI 3127, 3200, 4705]</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 3200(^2) [CR: EDCI 2400, 3000 CO: EDCI 3127, 3137, 4705]</td>
<td>6</td>
</tr>
<tr>
<td>EDCI 4705(^2) [CR: EDCI 2700 CO: EDCI 3127, 3137, 3200]</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 15

### 7th Semester

**Critical: 2.5 LSU & Cumulative GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 3703(^2)</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 3124(^2) [CO: EDCI 3125, MATH 2203, ELRC 2507]</td>
<td>6</td>
</tr>
<tr>
<td>EDCI 3125(^2) [CO: EDCI 3124, MATH 2203, ELRC 2507]</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2203 [MATH 1202]</td>
<td>3</td>
</tr>
<tr>
<td>ELRC 2507</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 18

### 8th Semester

**Critical: 2.5 LSU & Cumulative GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 3640(^2)</td>
<td>9</td>
</tr>
<tr>
<td>EDCI 4710(^2)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 12

1. MATH 1021 or 1023
2. 2–2.5 LSU/cum GPA and passing scores on PRAXIS 1 or an official ACT/SAT composite of 22/1030 are required for enrollment in 3000+ level EDCI courses.
Patricia,

I approve of the inclusion of the courses listed below in the new curriculum.

Kevin

Kevin Robbins  
Director: NOAA Southern Regional Climate Center  
Chair: Dept. of Geography and Anthropology  
Louisiana State University

On Thu, Feb 21, 2013 at 1:44 AM, Patricia D Exner <pexner@lsu.edu> wrote:

Dr. Robbins,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

    ANTH 1003 or 2051

    GEOG 2050

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).
Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

******************************************************************************

Patricia D. Exner, Ph.D.

Associate Dean

LSU | College of Human Sciences and Education

Dean's Office | 221 Peabody Hall | Baton Rouge, LA 70803

O: (225) 578-2208 | F: (225) 578-2267

Email: pexner@lsu.edu | Website: www.lsu.edu/chse

LSU | Human Sciences & Education

LOVE PURPLE LIVE GOLD
Dr. Exner,

The School of Art is very pleased to support your proposed curriculum which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. Please accept this email as confirmation that we approve the inclusion of ART 1001, ARTH 1440, and ARTH 2470.

Best regards,

Rod Parker
Director, LSU School of Art
123 Art Building
Louisiana State University
Baton Rouge, LA 70803
225 578 5411 tel
225 576 5424 fax
sadir@lsu.edu

On Feb 21, 2013, at 9:18 AM, Patricia D Exner <pexner@lsu.edu> wrote:

Dr. Parker,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

- ART 1001 (gen ed option, along with the two below and some in MUS)
- ARTH 1440 or 2470 (gen ed option, along with the one above and some in MUS)

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus
partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

********************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
<image001.jpg> | College of Human Sciences and Education
Dean's Office | 221 Peabody Hall | Baton Rouge, LA 70803
Ph: (225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chsc

<image004.jpg>
Dear Dr. Exner,

On behalf of the Department of English, we have no objection. Sounds like a good idea.

Rick

-------- Forwarded message --------
From: Patricia D Exner <pexner@lsu.edu>
Date: Thu, Feb 21, 2013 at 1:35 AM
Subject: Request
To: Rick Moreland <enmore@campus.lsu.edu>

Dr. Moreland,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/wild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

ENGL 1001

ENGL 2000

ENGL 2270 or 2593 or 2673

ENGL 2148 OR 2220

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).
Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

*******************************************************************************

Patricia D. Exner, Ph.D.

Associate Dean

LSU| College of Human Sciences and Education

Dean's Office | 221 Peabody Hall | Baton Rouge, LA 70803

O:(225) 578-2208 | F: (225) 578-2267

Email: pexner@lsu.edu | Website: www.lsu.edu/chse
Dear Dr. Exner,

I was out of town yesterday.

G&G approves.

Carol Wicks

225-578-2692 (office)
225-223-2846 (cell)
Chair and Frank W. and Patricia Harrison Family Professor
Department of Geology and Geophysics
E235 Howe-Russell-Kniffen Geoscience Complex
College of Science
Louisiana State University
Baton Rouge LA 70803

---

From: Patricia D Exner
Sent: Friday, February 22, 2013 9:19 AM
To: Carol Wicks
Cc: Casey H Bennett
Subject: GEOL RE: Request
Importance: High

Dr. Wicks,
Resending in case the original got buried. Thank you for your consideration.

P. Exner

*****************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
LSU| College of Human Sciences and Education
Dean's Office | 221 Peabody Hall | Baton Rouge, LA 70803
O:(225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chse
Dr. Wicks,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

   GEOL 1001
   GEOL 1601

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

******************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
LSU| College of Human Sciences and Education
Dean’s Office | 221 Peabody Hall | Baton Rouge, LA 70803
O: (225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chse

LSU| College of Human Sciences & Education
   LOVE PURPLE LIVE GOLD
Dear Dean Exner:

Speaking on behalf of my colleagues in the Department of History, we have no objections to the inclusion of our courses, HIST 2055, 2057, & 3071 in the newly proposed curriculum in special education.

Sincerely,

Victor Stater
Professor & Chair

---

From: Patricia D Exner
Sent: Thursday, February 21, 2013 1:36 AM
To: Victor L Stater
Subject: Request

Dr. Stater,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

- HIST 2055 or 2057
- HIST 3071

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus, the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,
Approved.

------------------------------
Stephen David Beck, PhD
Haymon Professor of Music
Director, School of Music
Associate Dean, College of Music & Dramatic Arts
Louisiana State University
Baton Rouge, LA 70803

v: 225.578.2594
c: 225.223.0344

Skype/im: sdbeck

On Feb 22, 2013, at 9:17 AM, Patricia D Exner <pexner@lsu.edu> wrote:

Dr. Beck,
Resending in case the original got buried. Thank you for your consideration.

P. Exner

******************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
<image001.jpg> | College of Human Sciences and Education
Dean's Office | 221 Peabody Hall | Baton Rouge, LA 70803
O:(225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chse

<image002.jpg>
Dr. Beck,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

- MUS 1751/1755/1799/2000 (as gen ed options, in addition to courses in art and art history)

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

*****************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
<image001.jpg> | College of Human Sciences and Education
Dean’s Office | 221 Peabody Hall | Baton Rouge, LA 70803
O:(225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chse

<image003.jpg>
On the geaux with my iPhone!
Please excuse typeaux!

Begin forwarded message:

From: Dana Browne <browne@phys.lsu.edu>
Date: February 21, 2013, 5:12:16 PM CST
To: Patricia D Exner <pexner@lsu.edu>
Subject: Re: Request

We approve this proposal to include PHSC 1001 in the curriculum for elementary education with a special education minor.

Dr. Dana A. Browne
Professor and Associate Chair
Dept. of Physics and Astronomy
202 Nicholson Hall
Louisiana State University
Baton Rouge, LA 70803-4001

Office:
219B Nicholson Hall
(225) 578-6843

On 2/21/2013 9:19 AM, Patricia D Exner wrote:

Dr. Browne,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.
The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

PHSC 1001

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

***********************************************

*Patricia D. Exner, Ph.D.*

Associate Dean

Description: LSU black.jpg College of Human Sciences and Education
Thank you for resending; buried it was.

Yes, Political Science has no objection to your including POLI 2051 in your new curriculum; we have ample seats in the course and welcome the interest.

Jim Stoner

James R. Stoner, Jr., Chair
Department of Political Science
240 Stubbs Hall
Louisiana State University
Baton Rouge, LA 70803-5433 USA
o: 225.578.2538, c: 504.232.4399
http://www.lsu.edu/jamesstoner

Dr. Stoner,
Resending in case the original got buried. Thank you for your consideration.

P. Exner

********************************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
LSU| College of Human Sciences and Education
Dean's Office | 221 Peabody Hall | Baton Rouge, LA 70803
O:(225) 578-2208 | F: (225) 578-2267
Email: pedner@lsu.edu | Website: www.lsu.edu/chee

********************************************************************************************

From: Patricia D Exner
Sent: Thursday, February 21, 2013 1:43 AM
To: James R Stoner
Subject: Request
Importance: High
Dr. Stoner,
On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.
   POLI 2051

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

***********************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
LSU College of Human Sciences and Education
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O:(225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chse

LSU College of Human Sciences & Education
LOVE PURPLE. LIVE GOLD.
Casey H Bennett

From: Patricia D Exner
Sent: Friday, February 22, 2013 10:05 AM
To: Casey H Bennett
Subject: FW: PSYC RE: Request
Attachments: image001.jpg; image002.jpg; image003.jpg
Importance: High

From: Robert C Mathews
Sent: Friday, February 22, 2013 10:03 AM
To: Patricia D Exner
Subject: Re: PSYC RE: Request
Importance: High

Patricia,

I approve your new curriculum. It will not create any problems for Psychology because we regularly offer these courses.

Cheers, Bob Mathews

Robert C Mathews
Psychology Department Chair
Institutional Review Board Chair
Louisiana State University
236A Audubon Hall
Baton Rouge, LA 70803
(225)578-8745
http://www.lsu.edu/irb/
http://www.lsu.edu/psychology/

From: Patricia D Exner <pexner@lsu.edu>
Date: Friday, February 22, 2013 9:17 AM
To: Robert Mathews <psmath@lsu.edu>
Cc: Casey H Bennett <cbenne5@lsu.edu>
Subject: PSYC RE: Request

Dr. Mathews,
Resending in case the original got buried. Thank you for your consideration.

P. Exner

*****************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
From: Patricia D Exner  
Sent: Thursday, February 21, 2013 1:42 AM  
To: Robert C Mathews  
Subject: Request  
Importance: High

Dr. Mathews,

On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.

PSYC 2060
PSYC 2076

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

Patricia D. Exner, Ph.D.  
Associate Dean  
College of Human Sciences and Education  
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O:(225) 578-2208 | F: (225) 578-2267  
Email: pexner@lsu.edu | Website: www.lsu.edu/chse
Hi Dr. Exner,

You are correct, it got buried. Sorry.

The Department of Biological Sciences has no objections to your proposed program.

I'm sorry for my slow reply.

Best wishes,

Jim Moroney, Chair
Department of Biological Sciences

Dr. Moroney,
Resending in case the original got buried. Thank you for your consideration.

P. Exner

Patricia D. Exner, Ph.D.
Associate Dean
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LSU | Human Sciences & Education

LOVE PURPLE LIVIN GOLD

From: Patricia D Exner
Sent: Thursday, February 21, 2013 1:33 AM
To: James V Moroney
Subject: Request
Importance: High
Dr. Moroney,
On behalf of the College of Human Sciences & Education, I respectfully request your support of a proposed new curriculum which would include course(s) offered by your department/school.

Faculty in the School of Education are proposing a new undergraduate degree program which will lead to grades 1-5 dual teacher certification in elementary and special education/mild-moderate disabilities. This new curriculum, which addresses a critical teacher shortage area, has been approved by the Louisiana Board of Regents.

The program proposal includes the following course(s) in your department/school in order to meet university/Board of Regents/LA Department of Education requirements, as well as national program standards.
   BIOL 1001
   BIOL 1002
   BIOL 1005

Faculty anticipate a cohort of 20 teacher education candidates beginning the program each academic year. Many of these students would likely have pursued the elementary education curriculum with a special education minor, thus partially meeting special education certification requirements. This new curriculum will provide these students with the opportunity to pursue this stronger, more integrated dual certification program. Thus the above course(s), already required in the elementary education curriculum, will likely not see an appreciable difference in enrollment, just differences in declared majors (elementary education or dual certification).

Should you have questions or need additional information, please do not hesitate to contact me. Otherwise, we request that you send via email reply your approval of inclusion of the above courses in the proposed new curriculum.

Thank you for your consideration of this request.

Respectfully,

Patti Exner

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Patricia D. Exner, Ph.D.
Associate Dean
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O:(225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chse

LSU | Human Sciences & Education
LOVE PURPLE LIVE GOLD
Dear Dean Exner,

it didn’t get buried, but I had to contact the teachers of the various math courses involved to get their input, and that always takes some time.

The verdict is that we do not anticipate any significant strain on math’s resources to be caused by the proposal and math endorses your proposal.

Best regards,

Robert Perlis
Chair, LSU Math

On Fri, February 22, 2013 9:16 am, Patricia D Exner wrote:
> Dr. Perlis,
> Resending in case the original got buried. Thank you for your
> consideration.
> 
> P. Exner
> 
> ********************************************
> Patricia D. Exner, Ph.D.
> Associate Dean
> [Description: Description: LSU black.JPG] College of Human Sciences
> and Education Dean's Office | 221 Peabody Hall | Baton Rouge, LA
> 70803
> O:(225) 578-2208 | F: (225) 578-2267
> Email: pexner@lsu.edu | Website: www.lsu.edu/chse
>
> [cid:image002.jpg@01CE10DD.41F5D5D0]
>
> From: Patricia D Exner
> Sent: Thursday, February 21, 2013 1:39 AM
> To: PRLIS@MATH.LSU.EDU
> Subject: Request
> Importance: High
>
> Dr. Perlis,
> On behalf of the College of Human Sciences & Education, I respectfully request
> your support of a proposed new curriculum which would include
course(s) offered by your department/school.
>
> Faculty in the School of Education are proposing a new undergraduate
degree program which will lead to grades 1-5 dual teacher
certification in elementary and special education/mild-moderate
disabilities. This new curriculum, which addresses a critical teacher
shortage area, has been approved by the Louisiana Board of Regents.
>
The program proposal includes the following course(s) in your
department/school in order to meet university/Board of Regents/LA
Department of Education requirements, as well as national program
standards.
>
> MATH 1029
> MATH 1021
> MATH 1201
> MATH 1202
> MATH 2203
>
> Faculty anticipate a cohort of 20 teacher education candidates
beginning the program each academic year. Many of these students would
likely have pursued the elementary education curriculum with a special
> education minor, thus partially meeting special education
> certification requirements. This new curriculum will provide these
> students with the opportunity to pursue this stronger, more integrated
> dual certification program. Thus the above course(s), already required
> in the elementary education curriculum, will likely not see an
> appreciable difference in enrollment, just differences in declared
> majors (elementary education or dual certification).
>
> Should you have questions or need additional information, please do
> not hesitate to contact me. Otherwise, we request that you send via
> email reply your approval of inclusion of the above courses in the
> proposed new curriculum.
>
> Thank you for your consideration of this request.
>
> Respectfully,
>
> Patti Exner
>
> Patricia D. Exner, Ph.D.
> Associate Dean
> [Description: Description: LSU black.JPG] | College of Human Sciences
> and Education Dean's Office | 221 Peabody Hall | Baton Rouge, LA
> 70803
> O:(225) 578-2208 | F: (225) 578-2267
> Email: pexner@lsu.edu<mailto:pexner@lsu.edu> | Website:
> www.lsualumni.org/chse<http://www.lsualumni.org/chse>
>
> [cid:image003.jpg@01CE10DD.41F5D5D0]
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CURRICULUM

Department: Civil and Environmental Engineering
College: Engineering
Name of Curriculum/Major: Environmental Engineering
Type of Degree: BS
Date: 10/15/12

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

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

ACTION (check appropriate box):

( ) ADDING: Show the entire new curriculum by year (freshman, sophomore, etc.) using catalog format. Use plain sheets and attach.

( X ) CHANGING: On a separate sheet of paper, include the current curriculum outline (all four years) which is to be changed in the left column and the proposed changes in the right column. In proposed column, use strikeout and bold to identify deletions and additions. Explain all changes adequately on attachment.

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

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

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum:</td>
<td>128</td>
</tr>
<tr>
<td>Total semester hours in proposed curriculum:</td>
<td>128</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 10/31/12

[Signature]

11/15/12

(Date)

College Faculty Approval Date: 11/5/12

[Signature]

11/16/12

(Date)

Department Chair's Signature:

[Signature]

11/15/12

(Date)

College Dean's Signature:

[Signature]

(Date)

Chair, FS C & C Committee:

[Signature]

2/28/13

(Date)

Academic Affairs Approval:

[Signature]

(Date)
Revised Environmental Engineering Course Syllabi (1/31/13)

The revised syllabi for the three labs EVEG 1050, 2050 and 3050 are attached. The courses have been revised based on suggestions provided by the committee. These include reducing time commitment (to 2 hours), clearly specifying the lab aspects of the course and providing more detail on

The Environmental Engineering program committee has considered the concern regarding the large number of hours in the freshman year in the current revision. We have been aware for the last year that the Physics Department is revising its 3 course Physics offering to engineering students (PHYS 1100, 2101 and 2102). This revision, which will be submitted soon to C&C, will remove PHYS 1100 from the freshman year (and the curriculum), reducing the 1st year content to a more manageable 31 hours. Therefore, pending this change, we will leave our plan as proposed for these three laboratories.
# GENERAL EDUCATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
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<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(At least 3 hours credit must be from a MATH course.)</td>
<td>from mathematics department</td>
<td></td>
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<tr>
<td></td>
<td>MATH 1550</td>
<td>(X) 1st</td>
<td></td>
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<tr>
<td></td>
<td>General Education analytical reasoning course</td>
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</tr>
<tr>
<td></td>
<td>MATH 1552</td>
<td>(X) 1st</td>
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</tr>
<tr>
<td>Arts</td>
<td>General Education arts course</td>
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<td></td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
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<td></td>
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<tr>
<td></td>
<td>General Education humanities course</td>
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<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(If 2 course sequence is taken in the physical sciences, the additional 3 hour course must be from the life sciences, and vice versa.)</td>
<td>PHYS 2101, 2102</td>
<td></td>
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<tr>
<td></td>
<td>General Education natural science course</td>
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</tr>
<tr>
<td></td>
<td>Life Science Elective</td>
<td>(X) 1st</td>
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<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
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<tr>
<td>(At least three hours at or above the 2000-level.)</td>
<td>General Education social science course (2000-level or above)</td>
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<tr>
<td></td>
<td>ECON 2030</td>
<td>(X) 1st</td>
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<td></td>
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<td>(X) 2nd</td>
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</tr>
<tr>
<td>The environmental engineering program is accredited by the Engineering Accreditation Commission of ABET, <a href="http://www.abet.org">http://www.abet.org</a></td>
<td>The environmental engineering program is accredited by the Engineering Accreditation Commission of ABET, <a href="http://www.abet.org">http://www.abet.org</a></td>
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**PRESENT**

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<td>General education required courses (*)</td>
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<tr>
<td>FRESHMAN YEAR</td>
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<tr>
<td>SEM. HRS.</td>
</tr>
<tr>
<td>Biological Sciences 1201* 1208</td>
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<tr>
<td>Chemistry 1201*, 1202, 1212</td>
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<td>English 1001*</td>
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<td>SOPHOMORE YEAR</td>
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<td>SEM. HRS.</td>
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<td>Civil Engineering 2200, 2450</td>
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<td>Environmental Engineering 2000, 3400, 4445, 3145</td>
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<td>English 2000</td>
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<td>Experimental Statistics 2201</td>
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<td>General education arts, humanities, social sciences course*</td>
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<td>JUNIOR YEAR</td>
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<td>SEM. HRS.</td>
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<td>SENIOR YEAR</td>
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<tr>
<td>31</td>
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</table>

**PROPOSED**

<table>
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EVEG Undergraduate Curriculum Revision 2012

From: Environmental Engineering Undergraduate Curriculum Committee

Date: 10/20/12

After the final round of assessment, discussions with current and former students, feedback from employers and faculty that teach in the program, the following curriculum revision is proposed. This curriculum revision is driven by 2 needs:

1. Need for a freshman course in Environmental Engineering. We do not typically see our students until the 4th or 5th semester during their time at LSU. We retain about 45% of our students but feel that a freshman class will improve retention and recruitment to our program. Through our assessment program we have determined that students are not as articulate about the broader aspects of environmental engineers in the workforce and society as we feel is necessary. This course will give us the opportunity to instill that knowledge immediately after arriving on campus.

2. Changing ABET Program Criteria. Environmental engineering has one of the most prescriptive set of program criteria of any engineering discipline. A new revision is in final approval phase driven, in part, by discussions after the publication of an Environmental Engineering Body of Knowledge document (http://www.aacee.net/EEBodyofKnowledge.php) by the American Academy of Environmental Engineers. We will need to respond to the program criteria change before our next ABET visit. The revision includes a number of specific topics that we need to insure we can deliver and assess.

Based on these needs we are proposing a slightly revised 2013-2014 curriculum that will be driven by the addition of three 1 credit hour labs in the freshman, sophomore and junior years. These classes will have 3 specific goals:

a. EVEG 1050 Introduction to Environmental Engineering (1) The goal of this course is to provide exposure of the Environmental Engineering degree program and profession to students in their first semester in college. This will not only help students to re-affirm their decision in choosing the Environmental Engineering major, but it will also provide an avenue to recruit additional students who may not have considered the degree program.

b. EVEG 2050 Environmental Engineering Design Methods (1) The goal of this course is to use design case studies [solicited from practicing professionals] as a means to expose EVEG students to all aspects of a professional design, develop better critical thinking skills and appreciation for the methods and tools used by practicing professionals in the design process.

c. EVEG 3050 Global Issues in Environmental Engineering (1). The goal of this course is to use past and current, global topics as case studies to explore alternative strategies for design development. The course will focus much attention on regulations, ethics, and the grand challenges facing the world today.
In addition, the global economy predicts that more graduates will be placed in professional practices with a global reach. The ability of our students to have an understanding of global practices, drivers and influences will better prepare them for successful careers.

The addition of these three courses, at the expense of one technical elective in the junior year, will provide opportunity to better cover professional and global issues required in our new Program Criteria. The courses will also help us deliver smaller technical content issues on a shorter development cycle requested by some of our employers and stakeholders, i.e., air pollution regulations. Since all of the students will take the class simultaneously, these courses will provide “glue” to the first three years of the program, leading into the capstone experience in the senior year.

To accomplish this, 5 forms are required for approved:

1. Form D, explaining the revised sequencing of the program
2. Form A, establishing EVEG 1050
3. Form A, establishing EVEG 2050
4. Form A, establishing EVEG 3050
5. Form C, changing the title of EVEG 2000
TOTAL HOURS = 128

This flowchart represents an eight semester path to graduation. If working during the academic year, expect to spend more than four years to graduate.

FLOWCHART LEGEND

- Credit required
- Credit or registration required
- Grade of "C" or better required BEFORE moving on to next course
- Gen Ed General Education - See 2012-2013 General Catalog
- F Course taught in fall
- S Course taught in spring
- Su Course taught in summer
- * Sustainability, Coastal or general EVEG sequence

3418 Patrick F Taylor Hall   Environmental Engineering Office
www.cee.lsu.edu
TOTAL HOURS = 128

ENVIRONMENTAL ENGINEERING 2012-2013

FALL 1  SPRING 2  FALL 3  SPRING 4  FALL 5  SPRING 6  FALL 7  SPRING 8

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HOURS: 15 15 18 16 17 16 16 15 = 128

This flowchart represents an eight semester path to graduation. If working during the academic year, expect to spend more than four years to graduate.

FLOWCHART LEGEND

Credit required
Credit or registration required
Grade of "C" or better required BEFORE moving on to next course
Gen Ed General Education - See 2012-2013 General Catalog
F Course taught in fall
S Course taught in spring
Su Course taught in summer
* Sustainability, Coastal or general EVEG sequence

3418 Patrick F Taylor Hall  Environmental Engineering Office
www.coe.lsu.edu
Anna M Castrillo

From: John H Pardue
Sent: Wednesday, February 13, 2013 8:16 AM
To: Anna M Castrillo
Cc: Lisa Fontenot
Subject: Re: EVEG proposals
Attachments: image001.jpg

Anna,

I am traveling so hopefully you receive this in time. I will be back in the office tomorrow and can expand on these two things.

1. Detail on the design project.

The design project will be selected by the instructor to be appropriately open-ended with realistic engineering constraints (economic, geometric, social). The project will be selected to teach the process of engineering design to students with a limited understanding of the underpinning engineering science. The process steps include translation (converting the market need and constraints into a clear problem statement), analysis of alternatives (selecting and screening multiple engineering approaches to solve the problem and ranking them according to the problem statement) and finally, the realization of the final design. Students would walk through each step with the instructor and outside speakers/practitioners who would assist. Designs would be conducted in teams allowing for incorporation of cooperation and teamwork skills, roles of different groups in the design process. All of the design work would be conducted in class with minimal outside work requirements.

2. Freshman year.

We carefully considered the recommendation for reducing the freshman year hours but we realized that the Physics department changes were coming which would likely completely alter the arrangement of the courses in Year One so we chose to wait until they complete their process. We have that in hand now and will be submitting a new curriculum flowchart that incorporates these changes (as will every engineering discipline) in the next 2-3 weeks. At a minimum, we will reduce our Year One load to 33 hours at that time (by either moving PHYS 2301 or moving a Gen Ed elective out of the freshman year), but we need to complete our recommendation for that change which we just received a week ago. We ask that you approve these changes now so that we can get the EVEG 1050 course on the Fall schedule and begin planning for that course.

Thanks, JR John H. Pardue, Ph.D., P.E.
Elizabeth Howell Stewart Professor
Civil & Environmental Engineering
Director, Louisiana Water Resources Research Institute
Co-Dir., Hazardous Substance Research Center, S&W
Louisiana State University
Baton Rouge, LA 70803-7511
Phone: 225-578-8661
FAX 225-578-5043
http://www.lwrrl.lsu.edu <http://www.lwrrl.lsu.edu/>

Physical Address:
3221 Patrick F. Taylor Hall
Louisiana State University
Baton Rouge, LA 70803-7511--

From: Anna M Castrillo <acastri1@lsu.edu>
Date: Monday, February 11, 2013 12:41 PM
To: John Pardue <jpardue@lsu.edu>
Cc: Lisa Fontenot <lisaf@eng.lsu.edu>
Subject: EVEG proposals

Dr. Pardue,
I sent this to Lisa about a minute ago, but realized I forgot to add another point of concern:

I have just reviewed the EVEG proposals that were sent to me last week. I think they look good except they did not elaborate on the last point of the C&C Committee’s comments:

- The Committee also requested a more detailed description of the design project in the syllabi.

If EVEG could get me this added to the syllabi that mention the design project, that would be great. What the Committee looks for is if the project is instructor assigned or the student chooses and the instructor approves, etc as well as what the project entails.

Also, I see that in the revised justification stating why the 34 total hours in the freshman year should not be changed, PHYS 1100 is mentioned. The justification states that once PHYS 1100 is removed, the freshman total will then be 31 hours, which is more manageable. However, I did not see a PHYS 1100 in the freshman year. Did you perhaps mean PHYS 2101?

Sincerely,

Anna Castrillo
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991
REQUEST FOR ADDITION OF NEW COURSE

Department: Civil and Environmental Engineering
College: Engineering
Date: 10/08/12

PROPOSED COURSE
Short Title: Intro Env Engr
Rubric & No.: EVEG 1050
Title: Introduction to Environmental Engineering

COURSE CREDIT
Graduate Credit: YES NO (complete for 4000 level courses only)
Semester Hours of Credit: 1
(For "Lecture/Lab" type courses only: Lecture Hrs. 2 Lab Hrs).
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.
Credit will not be given for this course and: ENGR 1050 – Introduction to Engineering

GRADING
Final Exam: YES NO Grading System: Letter Grade Pass/Fail
(Indicate rubrics and course numbers)
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
Check one type: LEC x LAB LEC/LAB SEM CLIN/PRACT RES/IND
Maximum enrollment per section: 40 (use integer, e.g. 25 not 20-30)
Total weekly contact hours: 2
(If lecture/lab, contact hours of: Lecture Lab)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
EVEG 1050: Introduction to Environmental Engineering (1) Designed for Environmental Engineering majors; open to non-majors by consent of the department. 2 hrs. lab. Introduction to the Environmental Engineering discipline; fundamentals of engineering design and methods; overview of professional ethics, regulations and the multimedia aspects of the discipline; technical presentation and communication skills.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES x NO
Will additional space, equipment, special library materials or other major expense be involved? YES x NO
(If answer to either question above is “yes” attach explanation.) Academic Affairs Approval: Date:

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL:

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

APPROVALS
Department Faculty Approval
College Faculty Approval
Department Chair’s Signature
College Dean’s Signature
Graduate Dean’s Signature (for 4000 level and above)
Chair, FS C&C Committee
Academic Affairs Approval
Justification

After the latest round of assessment, discussions with current and former students, feedback from employers and faculty that teach in the program, the following curriculum revision is proposed. This curriculum revision is driven by 2 needs:

1. Need for a freshman course in Environmental Engineering. We do not typically see our students until the 4th or 5th semester during their time at LSU. We retain about 45% of our students but feel that a freshman class will improve retention and recruitment to our program. Through our assessment program we have determined that students are not as articulate about the broader aspects of environmental engineers in the workforce and society as we feel is necessary. This course will give us the opportunity to instill that knowledge immediately after arriving on campus.

2. Changing ABET Program Criteria. Environmental engineering has one of the most prescriptive set of program criteria of any engineering discipline. A new revision is in final approval phase driven, in part, by discussions after the publication of an Environmental Engineering Body of Knowledge document (http://www.aaees.net/EBodyofKnowledge.php) by the American Academy of Environmental Engineers. We will need to respond to the program criteria change before our next ABET visit. The revision includes a number of specific topics that we need to insure we can deliver and assess.

Based on these needs we are proposing a slightly revised 2013-2014 curriculum that will be driven by the addition of three 1 credit hour labs in the freshman, sophomore and junior years. These classes will have 3 specific goals:

a. **EVEG 1050 Introduction to Environmental Engineering** (1) The goal of this course is to provide exposure of the Environmental Engineering degree program and profession to students in their first semester in college. This will not only help students to re-affirm their decision in choosing the Environmental Engineering major, but it will also provide an avenue to recruit additional students who may not have considered the degree program.

b. **EVEG 2050 Environmental Engineering Design Methods** (1) The goal of this course is to use design case studies [solicited from practicing professionals] as a means to expose EVEG students to all aspects of a professional design, develop better critical thinking skills and appreciation for the methods and tools used by practicing professionals in the design process.

c. **EVEG 3050 Global Issues in Environmental Engineering** (1). The goal of this course is to use past and current, global topics as case studies to explore alternative strategies for design development. The course will focus much attention on regulations, ethics, and the grand challenges facing the world today. In addition, the global economy predicts that more graduates will be placed in professional practices with a global reach. The ability of our students to have an understanding of global practices, drivers and influences will better prepare them for successful careers.
The addition of these three courses, at the expense of one technical elective in the junior year, will provide opportunity to better cover professional and global issues required in our new Program Criteria. The courses will also help us deliver smaller technical content issues on a shorter development cycle requested by some of our employers and stakeholders, i.e., air pollution regulations. Since all of the students will take the class simultaneously, these courses will provide "glue" to the first three years of the program, leading into the capstone experience in the senior year.
EVEG 1050 Justification for need of course

Current data indicate that the attrition rate of engineering students remains above 40 percent within the first three semesters of an academic program. The reasons for this are numerous, including, but not limited to the lack of engagement of the students in the freshman year. The faculty administering the Environmental Engineering degree program does not see the students to at least their sophomore year. By this time, many students who may have considered Environmental Engineering have changed their majors or have not selected this degree program.

The goal of this course is to provide exposure of the Environmental Engineering degree program and profession to students in their first semester in college. This will not only help students to re-affirm their decision in choosing the Environmental Engineering major, but it will also provide an avenue to recruit additional students who may not have considered the degree program.

This course will expose students to the Environmental Engineering profession, engineering design and methods, professional ethics, practicing professionals and technical and communication skills necessary for success as an engineer.

No other course duplicates the material that will be provided in this course.
EVEG 1050 Syllabus [Tentative]
Fall 2013

TITLE: Introduction to Environmental Engineering

INSTRUCTOR: Kelly A. Rusch, Ph.D., P.E.

COURSE NUMBER: EVEG 1050

CREDIT HOURS: 1

DATE/TIME: TBD

ROOM: TBD

CATALOG TEXT: EVEG 1050 Introduction to Environmental Engineering (1) Designed for Environmental Engineering majors; open to non-major be consent of the department. 2 hrs. lab. Introduction to the Environmental Engineering discipline; introduction to engineering design and methods; global issues and role of environmental engineers in solving problems; overview of professional issues; technical presentation and communication skills.

COURSE DESCRIPTION: The goal of this course is to provide exposure of the Environmental Engineering degree program and profession to students in their first semester in college. This will not only help students to re-affirm their decision in choosing the Environmental Engineering major, but it will also provide an avenue to recruit additional students who may not have considered the degree program. This course will expose students to the Environmental Engineering profession, engineering design and methods, professional ethics, practicing professionals and technical and communication skills necessary for success as an engineer. This course is a very hands-on lab. The topics will be introduced in the first quarter/third of the class period, with the students engaging in practical activities for the remainder of the class period.

TEXT: None.

NOTEBOOK: You are required to purchase a Laboratory (Computation) notebook that will be used for all assignments/lab activities. This notebook will periodically be collected and graded.

DESIGN PROJECT: A small design project will be conducted in the course to introduce freshman to the process of design to obtain solutions to environmental problems and the role of engineers in the design process. The instructor will select and bound several design projects that have multiple possible technological solutions. The mini-project, which will be conducted in teams with mentoring from practitioners and faculty, will be used to give initial experience with the design process. Steps will include research for alternatives, evaluating and selecting alternatives, and final design procedures. Deliverables will include the design information in the laboratory notebook, oral presentations and short written updates during class.
CLASS SCHEDULE:

Week 1: Introduction to the EVEN program [faculty introduction, flowcharts, advising, etc.]. Lab exercise – each student will prepare his/her academic pathway for the entire curriculum.

Week 2: Multimedia aspects of Environmental Engineering; types of problems environmental engineers help solve [overview of topic areas with more in-depth discussions throughout the semester – remediation, energy, microbial systems, sustainability/recycling, clean water supply, industrial wastewater treatment, air pollution, surface water quality, sustainable ecological systems, etc.]; first in-depth topic. Lab exercise – each student will be assigned a multi-media topic and perform a web-search to gather technical information.

Week 3: Introduction to Design; technical and communication skills, team-building exercise. Lab exercise – each team will prepare a PowerPoint presentation detailing the background and skill sets of each team member.

Week 4: Current/former student presentations and student organization involvement; second multimedia topic and example problem solving. Lab exercise - each student will work on a problem set relevant to environmental engineering. A main activity will be developing a proficiency in environmental engineering "units".

Week 5: Mini-design [will work on for the rest of the semester during the class period] and practitioner talk. Lab exercise - each team will expand their PowerPoint to include web-based technical search on the assigned topic.

Week 6: Third multimedia topic and example problem solving. Lab exercise – each student will work a problem set and each team will continue web-research on the design topic.

Week 7: Global issues: Environmental Film and Discussion. Lab exercise – each person will work on an assessment of the film as it relates to the Global Challenges.

Week 8: Fourth multimedia topic and example problem solving. Lab exercise – each student will work a problem set and each team will continue web-research on the design topic.

Week 9: ABET and Professional Ethics/LAPEELS [students will work on ethics cases and practice exam]. Lab exercise – each student will work on the Code of Ethics and associated practice exam.

Week 10: Design re-visited [mini presentations from design teams] and practitioner talk. Lab exercise - each team will give a short presentation on the design topic with feedback from the practitioner.
Week 11: Academic Center for Success; preparing your professional resume for internships opportunities; networking skills. Lab exercise – each student will work on a draft resume and one-minute elevator speech.

Week 12: Fifth multimedia topic – this last topic will engage a practitioner and a “real” project connected to the State of Louisiana. Each student will work on an assessment of the project as it relates to the Global Challenges.

Week 13: Mini-Design Presentations. Lab activity – each team will give a presentation on their design topic.

Week 14: Senior Capstone Design Presentations. The class will observe the presentations from the EVEG Seniors.

COURSE MATERIALS: There is no required textbook for this course. For each individual topic, either materials will be made available for the students, and/or the students will be required to perform web-based searches during the course time period and/or outside of class.

GRADING: Each student has strengths and weaknesses in different areas. Thus, your course grade will be based on learning activities in four different areas: class participation activities [20%], design project [30%], problem solving sets [30%], personal development and professional development [20%]. Your final grade will be based on a straight scale:

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

The activities for each of the four graded areas includes: 1) participation – in-class, active participation of the student during all weeks of the course [includes think, pair, share and oral report, one minute synopsis papers during class, small group discussion and oral report activities, peer critiques of presentations made during class, etc.], 2) design project – lab assignments for Weeks 3, 5, 6, 8, 10 and 13, 3) problem solving sets – lab assignments for Weeks 2, 4, 6, 8 and 4) personal and professional development – lab assignments for Weeks 1, 7, 9, 11 and 12. The design project, problem solving sets and personal and professional development assignments will be submitted to the instructor for quantitative grading. The listing of weeks in more than one grade category indicates that the given assignment will receive a percentage of the grade under each of the categories listed.

The activities of this lab course will be contained within the two hour lab time period, with outside class time limited to that specified in PS-45 [in this case, two hours per week]. All assignments are due at the end of class on the due date. Students will be expected to attend and actively participate in order to receive participation points [see examples of participation
activities]. If a student misses (unexcused) more than two participation events (classes), a “fail” grade will be assigned for the participation category. For excused absences, the student will be afforded the opportunity to perform an equivalent activity for the participation grade and allowed to submit written assignments with no penalty.
REQUEST FOR ADDITION OF NEW COURSE

Department: Civil and Environmental Engineering  Date: 10/15/12
College: Engineering

PROPOSED COURSE
Short Title: ENV ENG DES MET  
Rubric & No.: EVEC 2050  Title: Environmental Engineering Design Methods

COURSE CREDIT
Graduate Credit:  YES  NO  
Semester Hours of Credit: 1  
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of _____ credit hours.

GRADING
Final Exam:  YES  NO  
Grading System:  Letter Grade  Pass/Fail

COURSE TYPE
Check one type:  LEC  LAB  LEC/LAB  SEM  CLIN/PRAC  RES/IND
Maximum enrollment per section:  40
Total weekly contact hours: 2

CATALOG TEXT
EVEC 2050 Environmental Engineering Design Methods (1) Designed for Environmental Engineering majors; open to non-majors by consent of the department. 2 hrs. lab. Case based, design studies to expose students to the components of professional environmental designs. Component exposure will include regulations, numerical methods software, design drawing interpretation, ethics, economics, social consideration, design alternative decision analysis.

BUDGET IMPACT
If this course is approved, will additional staff be needed?  YES  NO
Will additional space, equipment, special library materials or other major expense be involved?  YES  NO

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL:

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

APPROVALS
Department Faculty Approval  10/20/12  (date)
College Faculty Approval  11/2/2012  (date)
Department Chair's Signature  11/1/2013  (date)
College Dean's Signature  12/2/2013  (date)
Chair, FS C&C Committee  2/28/13  (date)
Academic Affairs Approval  2/28/13  (date)
EVEG 2050 Justification for need of course

The main tool of a professional engineer is the design. While the B.S. in Environmental Engineering [EVEG] degree program culminates in a senior, capstone design experience, there is not a lot of attention given to the overall design process prior to this point. So, while the EVEG students perform well in Senior Design based on awards won at the annual WÉRC International Environmental Design Competition, feedback indicates several areas of weakness.

The goal of this course, therefore, is to use design case studies [solicited from practicing professionals] as a means to expose EVEG students to all aspects of a professional design, develop better critical thinking skills and appreciation for the methods and tools used by practicing professionals in the design process. The course is structured to be very hands-on, thus, providing the students an opportunity to actively engage in the design process early on in his/her academic career. The lab activities will be a combination of instructor-led and individual and team exercises. The course is also structured such that the vast majority of the exercises will be completed within the time limits of the lab.

No other course duplicates the material that will be provided in this course.
TITLE: Environmental Engineering Design Methods

INSTRUCTOR: TBD

COURSE NUMBER: EVEG 2050

CREDIT HOURS: 1

DATE/TIME: TBD

ROOM: TBD

CATALOG TEXT: EVEG 2050 Environmental Engineering Design Methods (1) Designed for Environmental Engineering majors; open to non-majors by consent of the department. 2 hrs. lab. Case based, design studies to expose students to the components of professional environmental designs. Component exposure will include regulations, numerical methods software, design drawing interpretation, ethics, economics, social consideration, design alternative decision analysis.

COURSE DESCRIPTION: The goal of this course, therefore, is to use design case studies [solicited from practicing professionals] as a means to expose EVEG students to all aspects of a professional design, develop better critical thinking skills and appreciation for the methods and tools used by practicing professionals in the design process. Each case study will highlight a particular aspect of the design process, which will be used by the students in each lab activity. The lab exercises are meant to provide a logical building block pathway for the culmination and presentation of a complete paper design during the last lab. The activities are scheduled to be contained within the time period for each lab, with minimal or no outside work required. This lab course is structured to be very hands-on with instructor led and individual and team-based exercises.

TEXT: None.

NOTEBOOK: You are required to purchase a Laboratory (Computation) notebook that will be used for all assignments. This notebook will periodically be collected and graded. All lab activities must be documented in the notebook.

DESIGN PROJECT: A key portion of the course will consist of work on design projects conducted in teams. The design projects will be selected by the instructor to be appropriately open-ended (multiple possible successful with realistic engineering constraints (i.e., economic, geometric, social). The project will be selected to teach the process of engineering design to students with an emphasis on environmental engineering designs. The design process steps
include translation (converting the market need and constraints into a clear problem statement), analysis of alternatives (selecting and screening multiple engineering approaches to solve the problem and ranking them according to the problem statement) and finally, the realization of the final design. Students will walk through each step with the instructor and outside speakers/practitioners who would assist. Designs would be conducted in teams allowing for incorporation of cooperation and teamwork skills, roles of different groups in the design process.

CLASS SCHEDULE:

Week 1: Design process review. Lab activity - each student will be assigned a design topic and will outline the process by which they will complete a design project.

Week 2: Practicing professional perspective on design - laying out the framework for a design. Lab activity – all students will engage in a group dialogue with the practicing professional.

Week 3: Case Study 1: overall design and investigate the analytical tools and regulations; assign semester long paper design project [team-based design projects]. Lab activity – each team will begin its web-search for background information on the design topic.

Week 4: Case Study 1 - continued. Lab activity – each team will continue its web-based research on the design topic.

Week 5: Case Study 2: overall design and the social and economic considerations [and tools]. Lab activity – Teams of 2 persons will complete an exercise focused on understanding the social and economic issues related to the team's assigned design project.

Week 6: Case Study 2 - continued. Lab activity – the exercise will continue from the preceding week.

Week 7: Professional ethics – LAPELS. A representative from LAPELS will make a presentation on professional registration and code of ethics. Lab activity – Teams of two persons will work on analyzing a case study [real-world] and preparing their own assessment of what the outcome should have been.

Week 8: Case Study 3: overall design and ethical considerations. Lab activity – Each design team will work on incorporating an ethics audit into their design project.

Week 9: Case Study 3 – continued. Lab activity – continuation from the preceding week.

Week 10: Practicing professional design A-Z. Lab activity - Each design team will provide a written critique of the presented professional design and will use this presentation to prepare a check list for the completion of their own design.
Week 11: Case Study 4: overall design with complete consideration of all social, economic, ethic, technical, safety, regulatory, etc. aspects. Lab activity - each team will work on completing the design process.

Week 12: Case Study 4 - continued

Week 13: Paper design presentations and discussion

Week 14: Paper design presentations and Senior Capstone Design Presentations [the EVEG 2050 students will observe the design presentations of the senior EVEG students and provide a critique.

COURSE MATERIALS: There is no required textbook for this course. For each individual topic, either materials will be made available for the students, and/or the students will be required to perform web-based searches during the class period.

GRADING: Each student has strengths and weaknesses in different areas. Thus, your course grade will be based on learning activities in three different areas: class participation activities [30%], design project [40%], personal development and professional development [30%]. Your final grade will be based on a straight scale:

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

The activities for each of the three graded areas includes: 1) participation – in-class, active participation of the student during all weeks of the course [includes think, pair, share and oral report, one minute synopsis papers during class, small group discussion and oral report activities, peer critiques of presentations made during class, etc.], 2) design project – lab assignments for Weeks 1, 3, 4, 5, 6, 8, 8, 11, 12, 13 and 14 and 3) personal and professional development – lab assignments for Weeks 2, 5, 7, 8, 10 and 14. The design project and personal and professional development assignments will be submitted to the instructor for quantitative grading. The listing of weeks in more than one grade category indicates that the given assignment will receive a percentage of the grade under each of the categories listed.

The activities of this lab course will be contained within the two hour lab time period, with outside class time limited to that specified in PS-45 [in this case, two hours per week]. All assignments are due at the end of class on the due date. Students will be expected to attend and actively participate in order to receive participation points [see examples of participation activities]. If a student misses (unexcused) more than two participation events (classes), a “fail” grade will be assigned for the participation category. For excused absences, the student will be
afforded the opportunity to perform an equivalent activity for the participation grade and allowed to submit written assignments with no penalty.
REQUEST FOR ADDITION OF NEW COURSE

Department: Civil and Environmental Engineering  
Date: 10/08/12

College:

PROPOSED COURSE

Short Title: GLOBAL ISSUES IN ENVIRONMENTAL ENGINEERING  
(S 20 characters)

Rubric & No.: EVEG 3050  
Title: Global Issues in Environmental Engineering

COURSE CREDIT

Graduate Credit:  
YES  
NO  
(Complete for 4000 level courses only)

Semester Hours of Credit: 1  
(For "Lecture/Lab" type courses only: Lecture Hrs. 2  Lab Hrs.)

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ______ credit hours.

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

Final Exam:  
YES  
NO  
Grading System:  
Letter Grade  
Pass/Fail  
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE

Check one type:  
LEC  
LAB  
LEC/LAB  
SEM  
CLIN/PRACT  
RES/IND

Maximum enrollment per section: 40  
(use integer, e.g. 25 not 20-30)

Total weekly contact hours: 2  
(Lecture Lab)

CATALOG TEXT

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

EVEG 3050 Global issues in Environmental Engineering (1) Designed for Environmental Engineering majors; open to non-majors by consent of the department. 2 hrs. lab. Past and current global topics will be used to investigate the impact of global issues on local, regional and state environmental engineering design and decision making processes.

BUDGET IMPACT

If this course is approved, will additional staff be needed?  
YES  
NO  

Will additional space, equipment, special library materials or other major expense be involved?  
YES  
NO

(If answer to either question above is "yes" attach explanation.)  
Academic Affairs Approval:

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS

Department Faculty Approval  
(date)

College Faculty Approval  
(date)

Department Chair's Signature  
(date)

College Dean's Signature  
(date)

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

Chair, FS C&C Committee  
(date)

Academic Affairs Approval  
(date)
EVEG 3050 Justification for need of course

The environmental engineering design and decision making process, while normally local/regional in nature [per a given contract/job], must consider more global [country and world] perspectives to result in sustainable outcomes. For example, considerations to global climate changes, land uses outside the design boundary, waste inputs from outside the design boundary, regulatory differences within regions and countries, etc. may all have an impact on the decision making process for a given project that appears to have only a local impact.

In addition, the global economy predicts that more graduates will be placed in professional practices with a global reach. The ability of our students to have an understanding of global practices, drivers and influences will better prepare them for successful careers.

The goal of this course, therefore, is to use past and current, global topics as case studies to explore alternative strategies for design development. The course will focus much attention on regulations, ethics, and the grand challenges facing the world today.

No other course duplicates the material that will be provided in this course.
EVEG 3050 Syllabus [Tentative]
Fall 2013

TITLE: Global Issues in Environmental Engineering

INSTRUCTOR: TBD

COURSE NUMBER: EVEG 3050

CREDIT HOURS: 1

DATE/TIME: TBD

ROOM: TBD

CATALOG TEXT: EVEG 3050 Global Issues in Environmental Engineering (1) Designed for Environmental Engineering majors; open to non-majors by consent of the department. 2 hrs. lab. Past and current global topics will be used to investigate the impact of global issues on local, regional and state environmental engineering design and decision making processes.

COURSE DESCRIPTION: The goal of this course, therefore, is to use past and current, global topics as case studies to explore alternative strategies for design development. The course will focus much attention on regulations, ethics, and the grand challenges facing the world today. In addition, the global economy predicts that more graduates will be placed in professional practices with a global reach. The ability of our students to have an understanding of global practices, drivers and influences will better prepare them for successful careers. This lab course is structured in a problem-based learning format.

TEXT: None.

NOTEBOOK: You are required to purchase a Laboratory (Computation) notebook that will be used for all assignments/lab activities. This notebook will periodically be collected and graded.

CLASS SCHEDULE:

Week 1: Engineering Grand Challenges - the role of the environmental engineer. Lab exercise -- teams of two students will perform a web search on an assigned Grand Challenge to present to the class.

Week 2: Preparing for the workforce and/or graduate school. Lab exercise -- each student will prepare a career plan/pathway for five years post-graduation.

Week 3: Environmental film and discussion. Lab exercise -- each student will prepare an assessment of the film for presentation to the class.

Week 4: FE Review. Lab exercise -- each student will work/solve practice problems.

Week 5: FE Review. Lab exercise -- each student will work/solve practice problems.
Week 6: How do (shifting) regulatory frameworks impact environmental designs? Practitioner talk. Lab exercise – Teams of two students will perform web research on regulatory frameworks for an assigned country and prepare a presentation for the class.

Week 7: Global environmental regulatory frameworks. Lab exercise – the teams from Week 6 will present their findings to the class.

Week 8: Mini-course Topic 1: air pollution and regulations. Lab exercise – each student will work on an open-ended problem related to air pollution regulations.

Week 9: Professional ethics – LAPELS. Lab exercise – each student will complete an ethics exercise and practice exam.

Week 10: Mini-course Topic 2: Using modeling as a design tool. Lab exercise – each student will complete a modeling example.

Week 11: Climate impacts on environmental designs. Lab exercise – teams of two students each will analyze the impacts of a geographical region of the United States [i.e., varying climate] for an assigned design [the same design for all teams] and prepare a discussion for the class.

Week 12: Mini-course Topic 3: Developing sustainable designs for global environments. Lab exercise – Teams of two students each will be assigned an environmental/public health issue for a developing country and research potential technology development solutions.

Week 13: Graduate school — where to look and how to apply. Lab exercise – each student will research and prepare a mock application to a graduate degree program.

Week 14: Senior Capstone Design Presentations. The EVEG 3050 class will observe the presentations by the senior design class.

COURSE MATERIALS: There is no required textbook for this course. For each individual topic, either materials will be made available for the students, and/or the students will be required to perform web-based searches during the class period. The course is structured such that the vast majority of the work is contained within the two contact hours per week. Little to no time will be required outside of class.

GRADING: Each student has strengths and weaknesses in different areas. Thus, your course grade will be based on learning activities in three different areas: class participation activities 25%), mini-course topics (50%), personal development and professional development (25%). Your final grade will be based on a straight scale:

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

The activities for each of the three graded areas include: 1) participation – in-class, active participation of the student during all weeks of the course [includes think, pair, share and oral report, one minute synopsis papers during class, small group discussion and oral report activities, peer critiques of presentations made during class, etc.], 2) mini-course topics – lab assignments for Weeks 1, 3, 6, 7, 8, 10, 11 and 12 and 3) personal and professional development – lab assignments for Weeks 2, 4, 5, 9 and 13. The mini-course and personal and professional development assignments will be submitted to the instructor for quantitative grading. The listing of weeks in more than one grade category indicates that the given assignment will receive a percentage of the grade under each of the categories listed.

The activities of this lab course will be contained within the two hour lab time period, with outside class time limited to that specified in PS-45 [in this case, two hours per week]. All assignments are due at the end of class on the due date. Students will be expected to attend and actively participate in order to receive participation points [see examples of participation activities]. If a student misses (unexcused) more than two participation events (classes), a “fail” grade will be assigned for the participation category. For excused absences, the student will be afforded the opportunity to perform an equivalent activity for the participation grade and allowed to submit written assignments with no penalty.
REQUEST FOR ADDITION OF NEW COURSE

Department: Film and Media Arts
Humanities & Social Sciences

Date: 2/2/2013

PROPOSED COURSE
Short Title: CINEMATOGRAPHY
Rubric & No.: FMA 3010
Title: Art of Cinematography

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

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING
Final Exam: X YES NO
Grading System: X Letter Grade ___ Pass/Fail

COURSE TYPE
(Indicate hours in the appropriate course type)

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

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

3010 Art of Cinematography
3) In-depth study of history, concepts, and methods of film and video cinematography. Formal instruction and practice in filmmaking techniques such as framing, camera movement, depth of field, and other key ideas as they relate to the creation of film narrative, aesthetic communication, and rhetoric.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES X NO
Will additional space, equipment, special library materials or other major expense be involved? YES X NO
(If answer to either question above is 'yes' attach explanation.)
Academic Affairs Approval: ____________ Date: ____________

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS
Department Faculty Approval 2/14/13
College Faculty Approval 2/20/13

Department Chair's Signature

2/14/13

College Dean's Signature 2/21/13

Chair, FS C&C Committee 2/26/13

Academic Affairs Approval 2/28/13

Graduate Dean's Signature (for 4000 level and above) (date)
FILM AND MEDIA ARTS 3010: Art of Cinematography

In-depth study of history, concepts, and methods of the art of film and video cinematography. Formal instruction and practice in filmmaking techniques such as framing, camera movement, depth of field, and other key ideas as they relate to the creation of film narrative, aesthetic communication, and rhetoric.

JUSTIFICATION:

FMA 3010, Cinematography, will provide students with a course that they are requesting and that provides knowledge useful in and of itself as well as appropriate for application in both production-oriented courses (e.g., FMA 4001: Experimental Video) and theory-oriented courses (e.g., FMA 3001: Film Style).

In keeping with the FMA program’s mission to integrate filmmaking practice with theory and history, the course complements technical proficiency in cinematography with in-depth analysis of the historical and conceptual motivations behind the techniques used.

FMA has already piloted elements of this course in other topics-based courses as well as in courses such as Experimental Video, noted above. That experience has led to the decision to provide a course devoted to these activities in order to provide the depth and range that earlier courses suggest is of need and benefit to the students in the Program.
FMA 3010: Cinematography
Fall 2013 151 Coates M 4:40-7:30 PM

Course Description
This course features in-depth study of the history, concepts, techniques and skills involved in the film and video cinematography. You will receive formal instruction in using digital video equipment as it relates to film and video creation along with concepts such as framing, camera movement, depth of field, and other key ideas.

Course Goals
By the end of this course you should have:
1. Gained proficiency and control over manipulating elements of cinematography in digital video to create visual and acoustic messages that communicate your intentions more successfully
2. Gained confidence and experience in working with digital video technologies
3. Specific knowledge of cinematographic conventions and techniques in selected film genres
4. Developed your creativity through course projects
5. Developed a richer understanding of how and what the art of cinematography communicates in films.

Textbooks and Materials (books ordered at the Union bookstore and Co-op)
You will need an 8 GB (or larger) jump drive for transferring and submitting video files.
You will also be required to subscribe to Lynda.com, a service that has a complete set of streaming video tutorials in Final Cut Pro and other software. This service is free to LSU students, provided by IT.
Instructions on how to log on for the first time and initiate your subscription will be given in class.

Accommodation
If you have a disability that may have some impact upon your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations.

Assignments and Evaluation

Grading Scale
There are 1000 possible points you may earn in this class, as designated for the assignments below. In evaluating each assignment, I use rubrics that stipulate point values. Point tallies correspond to the following grades for the course: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; below 600 = F.

Short Projects: 100 points each
Each student will be assigned to a team to work on five short (2-minute) projects based on our course readings and screenings of exemplars. Each of these will be submitted on DVD by the due date noted on the syllabus, when we will screen and discuss your projects.
Project 1: Block workshop reel
Project 2: Mise-en-scene
Project 3: Movement
Project 4: Shooting to continuity
Project 5: Green screen
Final Project: 300 points
This project, developed in consultation with the instructor, will be a longer, 5-10 minute scene synthesizing techniques and concepts from across the semester.

Scene analyses: 100 points each
Each student will perform two 5-page written analyses of the cinematography in assigned film scenes. You'll present these analyses to the class.

Equipment and facilities
This course will be held in Studio 151 in Coates Hall, which will serve as our laboratory. Its DV technologies (Mac based) will support our experiments. Students must adhere to Studio 151 policies in order to use the equipment. For those of you who are new to any of the technologies or desire a brush-up, we will schedule tutorials in using the cameras or editing software outside of class time. You may come to Studio 151 any time during open lab hours for help and practice, and/or you may schedule an appointment with me or the Studio Coordinator or a peer mentor for help.

SCHEDULE (n.b. Readings from the course texts will be assigned in class; expect to read 2-3 chapters/week.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8/22</td>
<td>Introductions and studio orientation; camera orientation</td>
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<tr>
<td>8/29</td>
<td>Screening and discussion, <em>Visions of Light: The Art of Cinematography</em></td>
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<tr>
<td>9/5</td>
<td>Block workshop, shot compositions</td>
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<tr>
<td>9/12</td>
<td>Block workshop reel due</td>
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<tr>
<td>9/19</td>
<td>Scene analysis presentations; mise-en-scene workshop</td>
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<tr>
<td>9/26</td>
<td>Mise-en-scene project due</td>
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<tr>
<td>10/3</td>
<td>Scene analysis presentations; movement workshop</td>
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<tr>
<td>10/10</td>
<td>Movement projects due</td>
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<tr>
<td>10/17</td>
<td>Scene analysis presentations; continuity workshop</td>
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<tr>
<td>10/24</td>
<td>Continuity project due</td>
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<tr>
<td>10/31</td>
<td>Scene analysis presentations; green screen workshop</td>
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<tr>
<td>11/7</td>
<td>Green screen project due</td>
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<tr>
<td>11/14</td>
<td>Final project pitches</td>
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<tr>
<td>11/21</td>
<td>Work on final project</td>
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<tr>
<td>11/28</td>
<td>Work on final project</td>
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<tr>
<td>12/5</td>
<td>M 6-8 PM</td>
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</tbody>
</table>

Screening and discussion of your final projects will be held during our scheduled Final Exam period.
Delbert Burkett
Sunday, February 17, 2013 11:11 AM

To: Film and Media Arts

You replied on 2/17/2013 3:17 PM.

James,

We’re happy to support these additions to the program in Film and Media Arts.

Cordially,
Delbert Burkett, Chair
Department of Philosophy and Religious Studies

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From: Film and Media Arts
Sent: Saturday, February 16, 2013 3:46 PM
To: Delbert Burkett
Subject: New FMA courses

Dear Professor Burkett:

The Program in Film and Media Arts is proposing two new courses for its degree:

FMA 3010, Art of Cinematography, and FMA 3011, Art of Editing.

While these courses will not directly affect your curriculum, I am writing to let you know of the additions, because your Department and Faculty members have long been supportive of FMA.

The Program hopes to have your continued support of this step forward for our students, and I would ask that you write to me to let me know that is so, as we move through the approval process.

Thank you,

J. Catano

Professor James V. Catano
Director, Program in Film and Media Arts
Professor, Dept. of English
Faculty, Women's and Gender Studies
219A Allen Hall
Louisiana State University
Baton Rouge, LA 70803
fma@lsu.edu
RE: New FMA courses

Renee Edwards
Monday, February 18, 2013 11:36 AM

To: Film and Media Arts

You replied on 2/18/2013 12:34 PM.

Dear Professor Catano,

The Department of Communication Studies supports the proposals for FMA 3010 and 3011. We will continue to assist the FMA program.

Sincerely,

Renee Edwards
Professor and Chair
Communication Studies, 136 Coates Hall
Louisiana State University
Baton Rouge, LA 70803
225-578-6821

College of Humanities & Social Sciences
Department of Communication Studies
RE: New FMA courses

English Department
Saturday, February 16, 2013 5:02 PM

To: Film and Media Arts

You replied on 2/17/2013 3:01 PM.

Dear Jim,

English has no objection.

Rick Moreland
Chair of English

From: Film and Media Arts
Sent: Saturday, February 16, 2013 3:40 PM
To: English Department
Subject: New FMA courses

Dear Professor Moreland:

The Program in Film and Media Arts is proposing two new courses for its degree:

FMA 3010, Art of Cinematography, and FMA 3011, Art of Editing.

While these courses will not directly affect your curriculum, I am writing to let you know of the additions, because your Department and Faculty members have long been supportive of FMA.

The Program hopes to have your continued support of this step forward for our students, and I would ask that you write to me to let me know that is so, as we move through the approval process.

Thank you,

J. Catano

Professor James V. Catano
Director, Program in Film and Media Arts
Professor, Dept. of English
Faculty, Women's and Gender Studies
219A Allen Hall
Louisiana State University
Baton Rouge, LA 70803
fma@lsu.edu
phone: 225-578-3140
RE: New FMA courses

John D Pizer
Saturday, February 16, 2013 1:14 PM

To: Film and Media Arts

You replied on 2/17/2013 3:01 PM.

Dear Professor Catano,

You continue to have the support of the Department of Foreign Languages and Literatures for your endeavors, including the new courses.

Sincerely yours,

John Pizer
Chair
Department of Foreign Languages and Literatures
Louisiana State University

From: Film and Media Arts
Sent: Saturday, February 16, 2013 3:42 PM
To: John D Pizer
Subject: New FMA courses

Dear Professor Pizer:

The Program in Film and Media Arts is proposing two new courses for its degree:

FMA 3010, Art of Cinematography, and FMA 3011, Art of Editing.

While these courses will not directly affect your curriculum, I am writing to let you know of the additions, because your Department and Faculty members have long been supportive of FMA.

The Program hopes to have your continued support of this step forward for our students, and I would ask that you write to me to let me know that is so, as we move through the approval process.

Thank you,

J. Catano

Professor James V. Catano
Director, Program in Film and Media Arts
Professor, Dept. of English
Faculty, Women's and Gender Studies
210A Allen Hall
REQUEST FOR ADDITION OF NEW COURSE

Department: Film and Media Arts
Humanities & Social Sciences

College: ________________________________

Date: 2/2/2013

PROPOSED COURSE
Rubric & No.: FMA 3011
Title: Art of Editing

COURSE CREDIT
Graduate Credit: YES X NO

Semester Hours of Credit: 3
(For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ________ credit hours.
Credit will not be given for this course and:

(indicate rubrics and course numbers)

GRADING
Final Exam: X YES NO Grading System: X Letter Grade Pass/Fail
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
(indicate hours in the appropriate course type)

/ LECT / LECT/SEM 3 LECT / LAB / LECT/LAB SEM / CLIN/PRACT / RES/IND

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

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

3010 Art of Editing (3) In-depth study of the history, concepts, and skills involved in film and video editing techniques. Formal instruction and practice in non-linear editing along with concepts such as montage, continuity editing, and narrative.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES x NO
Will additional space, equipment, special library materials or other major expense be involved? YES x NO

(if answer to either question above is "yes" attach explanation.)

Academic Affairs Approval: ________________ Date: ________________

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS
Department Faculty Approval 2/14/13 (date)
Department Chair's Signature ________________ (date)

College Faculty Approval 2/19/13 (date)
College Dean's Signature ________________ (date)
Chair, FS C&C Committee ________________ (date)

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

College Contact: ________________________________

College Contact E-mail: ________________________________
FILM AND MEDIA ARTS 3011: Art of Editing

In-depth study of the history, concepts, and skills involved in the art of film and video editing. Formal instruction and practice in non-linear editing along with concepts such as montage, continuity editing, and narrative.

JUSTIFICATION:

FMA 3011, Editing, will provide students with a course that they are requesting and that provides knowledge useful in and of itself as well as appropriate for application in both production-oriented courses (e.g., FMA 4001: Experimental Video) and theory-oriented courses (e.g., FMA 3001: Film Style).

In keeping with the FMA program’s mission to integrate filmmaking practice with theory and history, the course complements technical proficiency in editing with in-depth analysis of the historical and conceptual motivations behind the techniques used.

FMA has already piloted elements of this course in other topics-based courses as well as in courses such as Experimental Video, noted above. That experience has led to the decision to provide a course devoted to these activities in order to provide the depth and range that earlier courses suggest is of need and benefit to the students in the Program.
FMA 3011: Editing
Fall 2013 151 Coates  M 4:40-7:30 PM

Course Description
This course features in-depth study of the history, concepts, and skills involved in film and video editing techniques. We will learn skills in non-linear editing using Final Cut Pro along with concepts such as montage, continuity editing, narrative, and other key ideas.

Course Goals
By the end of this course you should have:
1. Gained proficiency and control over manipulating elements of editing in digital video to create visual and acoustic messages that communicate your intentions more successfully
2. Gained confidence and experience in working with digital video technologies
3. Specific knowledge of editing conventions and techniques in selected film genres
4. Developed your creativity through crafting editing projects
5. Developed a richer understanding of how and what editing communicates in films.

Textbooks and Materials (books ordered at the Union bookstore and Co-op)

You will need an 8 GB (or larger) jump drive for transferring and submitting video files. You will also be required to subscribe to Lynda.com, a service that has a complete set of streaming video tutorials in Final Cut Pro and other software. This service is free to LSU students, provided by IT. Instructions on how to log on for the first time and initiate your subscription will be given in class.

Accommodation
If you have a disability that may have some impact upon your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Affairs so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations.

Assignments and Evaluation

Grading Scale
There are 1000 possible points you may earn in this class, as designated for the assignments below. In evaluating each assignment, I use rubrics that stipulate point values. Point tallies correspond to the following grades for the course: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; below 600 = F.

Short Projects: 100 points each
Each student will be assigned to a team to work on five short (2-minute) editing projects based on our course readings and screenings of exemplars. Each of these will be submitted by the due date noted on the syllabus, when we will screen and discuss your projects.

Continuity project 1: Dialogue scene
Continuity project 2: Action scene
Documentary project: Editing with stills, voice-over, interviews, and B-roll
Montage Project 1: Linkage and FX
Montage Project 2: Dialectical montage
Final Project: 300 points
This project, developed in consultation with the instructor, will be a longer, 5-10 minute scene synthesizing techniques and concepts from across the semester.

Scene analyses: 2 at 100 points each
Each student will perform two 5-page written analyses of the editing style and techniques in assigned film scenes. You’ll present these analyses to the class.

Equipment and facilities
This course will be held in Studio 151 in Coates Hall, which will serve as our laboratory. Its DV technologies (Mac based) will support our experiments. Students must adhere to Studio 151 policies in order to use the equipment. For those of you who are new to any of the technologies or desire a brush-up, we may schedule tutorials outside of class time. Additionally, you may come to Studio 151 any time during open lab hours for help and practice, and/or you may schedule an appointment with me or the Studio Coordinator or a peer mentor for help.

SCHEDULE (n.b. Readings from the course texts will be assigned in class; expect to read 2-3 chapters/week.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 8/22 | Introductions and studio orientation  
|      | Screenings of selected scenes |
| 8/29 | Continuity editing workshop: shooting to cut to continuity |
| 9/5  | Shots for continuity project due; continuity editing workshop continued: cutting to continuity |
| 9/12 | Narrative continuity project due |
| 9/19 | Scene analysis presentations; editorial rhythm workshop |
| 9/26 | Editing rhythm project due |
| 10/3 | Scene analysis presentations; documentary workshop |
| 10/10| Documentary projects due |
| 10/17| Scene analysis presentations; first montage project workshop |
| 10/24| First montage project due |
| 10/31| Scene analysis presentations; second montage project workshop |
| 11/7 | Second montage project due |
| 11/14| Final project pitches |
| 11/21| Work on final project |
| 11/28| Work on final project |

M 12/5 6-8 PM
Screening and discussion of your final projects will be held during our scheduled Final Exam period.
James,

We're happy to support these additions to the program in Film and Media Arts.

Cordially,
Delbert Burkett, Chair
Department of Philosophy and Religious Studies

From: Film and Media Arts
Sent: Saturday, February 16, 2013 3:46 PM
To: Delbert Burkett
Subject: New FMA courses

Dear Professor Burkett:

The Program in Film and Media Arts is proposing two new courses for its degree:

FMA 3010, Art of Cinematography, and FMA 3011, Art of Editing.

While these courses will not directly affect your curriculum, I am writing to let you know of the additions, because your Department and Faculty members have long been supportive of FMA.

The Program hopes to have your continued support of this step forward for our students, and I would ask that you write to me to let me know that is so, as we move through the approval process.

Thank you,

J. Catano

Professor James V. Catano
Director, Program in Film and Media Arts
Professor, Dept. of English
Faculty, Women's and Gender Studies
219A Allen Hall
Louisiana State University
Baton Rouge, LA 70803
fma@lsu.edu
RE: New FMA courses

Renee Edwards
Monday, February 18, 2013 11:06 AM

To: Film and Media Arts

You replied on 2/18/2013 12:34 PM.

Dear Professor Catano,

The Department of Communication Studies supports the proposals for FMA 3010 and 3011. We will continue to assist the FMA program.

Sincerely,

Renee Edwards
Professor and Chair
Communication Studies, 136 Coates Hall
Louisiana State University
Baton Rouge, LA 70803
225-578-6821

College of Humanities & Social Sciences
Department of Communication Studies
Dear Professor Moreland:

The Program in Film and Media Arts is proposing two new courses for its degree:

FMA 3010, Art of Cinematography, and FMA 3011, Art of Editing.

While these courses will not directly affect your curriculum, I am writing to let you know of the additions, because your Department and Faculty members have long been supportive of FMA.

The Program hopes to have your continued support of this step forward for our students, and I would ask that you write to me to let me know that is so, as we move through the approval process.

Thank you,

J. Catano

Professor James V. Catano
Director, Program in Film and Media Arts
Professor, Dept. of English
Faculty, Women's and Gender Studies
219A Allen Hall
Louisiana State University
Baton Rouge, LA 70803
fma@lsu.edu
phone: 225-578-3140
Dear Professor Catano,

You continue to have the support of the Department of Foreign Languages and Literatures for your endeavors, including the new courses.

Sincerely yours,

John Pizer
Chair
Department of Foreign Languages and Literatures
Louisiana State University

From: Film and Media Arts
Sent: Saturday, February 16, 2013 3:42 PM
To: John D Pizer
Subject: New FMA courses

Dear Professor Pizer:

The Program in Film and Media Arts is proposing two new courses for its degree:

FMA 3010, Art of Cinematography, and FMA 3011, Art of Editing.

While these courses will not directly affect your curriculum, I am writing to let you know of the additions, because your Department and Faculty members have long been supportive of FMA.

The Program hopes to have your continued support of this step forward for our students, and I would ask that you write to me to let me know that is so, as we move through the approval process.

Thank you,

J. Catano

Professor James V. Catano
Director, Program in Film and Media Arts
Professor, Dept. of English
Faculty, Women's and Gender Studies
REQUEST FOR ADDITION OF NEW COURSE

Please submit 17 copies of each request.

Department: Construction Management               Date: 12/10/12
College: Engineering

PROPOSED COURSE

Short Title: DEC MAK TOOLS FOR CM (≤ 20 characters)
Rubric & No.: CM 7150
Title: Decision Making Tools for CM

COURSE CREDIT
Graduate Credit: YES NO
(Complete for 4000 level courses only)
Semester Hours of Credit: 3
(For "Lecture/Lab" type courses only: Lecture Hrs. Lab Hrs.)
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of credit hours.
Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING
Final Exam: YES NO
Grading System: Letter Grade Pass/Fail
(Attach justification if the proposed course will not hold a final exam during examination week.)

COURSE TYPE
Check one type: LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND
Maximum enrollment per section: 50
(use integer, e.g. 25 not 20-30)
Total weekly contact hours: 3
(If lecture/lab, contact hours of: Lecture Lab)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
CM 7150 Decision Making Tools for CM (3) This course will review decision-making techniques that can be used by construction managers to assist in making decisions under uncertainty. Decision-making techniques will include financial, and decision theory techniques along with sensitivity analysis. Examples will be drawn from the construction industry as well as engineering.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES NO
Will additional space, equipment, special library materials or other major expense be involved? YES NO
(if answer to either question above is "yes" attach explanation.)
Academic Affairs Approval: Date:

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL:

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

APPROVALS
Department Faculty Approval 02/19/2013
Department Chair's Signature

College Faculty Approval 02/21/2013
College Dean's Signature

Graduate Dean's Signature (for 4000 level and above) 02/21/2013
Chair, FS C&C Committee

Academic Affairs Approval 02/21/2013
CM 7150 – Decision Making Under Uncertainty for Construction Managers

Justification for Course

Many of our construction management students that enter graduate school do not have a solid background in decision-making tools. This course brings together an overview of decision-making techniques which they will be able to use in practical and research applications.

If approved, this course will be proposed for acceptance as an elective course for Industrial Engineering graduate students from non-IE backgrounds that also enter the graduate program with the same weaknesses. There are no similar courses being offered at LSU at this time.
CM 7150 – Decision Making Tools for Construction Managers

TERM : Fall 2013

CLASS TIME & LOCATION : TBD

FACULTY : Dr. Craig M. Harvey, P.E.
2519B Patrick F. Taylor Hall
harvey@lsu.edu
578-8761 (office)

OFFICE HOURS : Tuesday 2:00-4:00 pm and by appointment.

WEBSITE : Moodle will be utilized for this course.

COURSE DESCRIPTION : This course will review decision-making techniques that can be used by construction managers to assist in making decisions under uncertainty. Decision-making techniques will include financial, and decision theory techniques along with sensitivity analysis.

COURSE OBJECTIVES & OUTCOMES : The course objective is to provide students an overview of toolsets that they can use in construction management. This survey course will give students a review of common financial and decision making techniques that can be used by construction managers to make decisions under uncertainty. The specific student outcome objectives are:

- To have a basic understanding of techniques used in evaluating alternative decisions.
- To have a basic understanding decision inference analysis tools for evaluating alternative decisions.

GRADE POLICY : Assignments 20%
Exam 1 25%
Exam 2 25%
Final Exam 30%

GRADE SCALE : A 90 – 100 Distinguished mastery of the course material
B 80 – 89.999 Good mastery
C 70 – 79.999 Acceptable mastery
D 60 – 69.999 Minimaly acceptable achievement for credit
F ≤ 59.999 Failing

(Grade Descriptions from 2008-2009 LSU General Catalog, p. 73)

COURSE MATERIALS AND RESOURCES : Textbook: Book will consist of a course packet of material.
Course Notes
Department Policies:

1. No make-up exams.
2. Students are expected to attend all classes. If absence is necessary, Instructor is to be notified before the fact, if possible. Absences will only be excused when meeting the requirements of University Policy Statement 22.
3. In-class participation and questions are encouraged. They may positively influence grading decisions in borderline cases.
4. Academic dishonesty will be dealt with according to university regulations and policy. It is each student’s responsibility to understand these regulations.
5. No eating, drinking, tobacco products, gum, magazines, or newspapers are allowed in CM classrooms.
6. Turn cell phones off, or place on the silent mode.

Course Policies:

Attendance/General Class Procedures
ATTENDANCE IS REQUIRED. A wide variety of reference materials will be used for this course and it is imperative that students attend each class session. If you must miss a class for any reason, inform the instructor ahead of time in order to make arrangements for submission of assignments. Students are responsible for all announcements made in class or distributed to the class through Moodle or e-mail. The instructor is not responsible to relay information that was given during the class period to any student, regardless of if an absence was excused or unexcused. Assistance is available from the instructor by appointment. Please feel free to set up an appointment for any assistance or questions regarding the course.

Examinations
Three exams will be given in this class. Exams will include computational and written components and will span both technical and policy aspects.

Homework
Several assignments of varying size and scope will be used to assess student performance throughout the semester and will vary in size and value. A small assignment may be worth 50 points, and be due one class after it was assigned. A larger assignment or project may be worth several hundred points and take a few weeks. The number of points each assignment is worth will be indicated when the assignment is made. Late assignments will be accepted no later than one class following the initial due date, for 70% credit, unless the assignment indicates otherwise.

Academic Integrity
Students are required to complete their work independently, unless instructed otherwise for a specific assignment or project. Discussing general approaches with other students is permissible and encouraged. Working on a group solution and then copying it is not permissible. Please refer to the Code of Student Conduct or the instructor if in doubt of the status of any activities.
**University Policies and Services:**

**Office of Disability Services**
If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member in the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible. Students that receive accommodation letters and require additional time on exams must make arrangements with me at least THREE (3) days prior to any exam where accommodation is requested.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
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<tbody>
<tr>
<td><strong>Overview of Course</strong></td>
<td></td>
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<tr>
<td>• How is Decision Making used in Construction Management?</td>
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<tr>
<td>• What are the Risks associated with poor decision-making?</td>
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<tr>
<td>1</td>
<td><strong>Financial Analysis</strong></td>
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<td>• Time Value of Money</td>
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<td>• Understanding Money Management</td>
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<td>• Present Worth Analysis</td>
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<td>• Annual Equivalence Analysis</td>
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<td>2</td>
<td><strong>Financial Analysis</strong></td>
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<td>• Rate of Return Analysis</td>
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<td>• Benefit-cost Analysis</td>
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<td>• Replacement Analysis</td>
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<td>• Equivalence Calculations Under Inflation</td>
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<td>• Accounting for Depreciation and Income Taxes</td>
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<td></td>
<td>• Project Risk and Uncertainty</td>
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<td>3</td>
<td><strong>Classical Decision Analysis</strong></td>
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<td></td>
<td>• Classical Inference</td>
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<td></td>
<td>• Decision Theory (Probability decision trees)</td>
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<tr>
<td></td>
<td>• Expected Monetary Value (Probability and Money combined)</td>
</tr>
</tbody>
</table>
| 4 | **Benchmarking and Best Practices**  
**External Validation Tools** |
| 5 | **Techniques for Complex Decisions** |
| | • Analytic Hierarchy Process  
<p>| | • Choice |
| | • Ranking |
| | • Prioritization |
| | • Resource allocation |
| | • Benchmarking |
| | • Quality management |
| | • Conflict resolution |
| 6 | <strong>Techniques for Complex Decisions</strong> |
| | • Value Engineering |
| | • Simulation |
| | • Multiattribute Utility Functions |
| 7 | <strong>Risk Management</strong> |
| | • Risk identification |
| | • Risk analysis |
| | • Designing a strategy |
| | • Implementation |
| | • Review |
| 8 | <strong>Risk Management (con't)</strong> |
| 9 | <strong>Quality Management Process</strong> |
| | • Process improvement tools |
| | • Sampling and Control Charts |
| | 6-sigma quality in construction |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
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<tbody>
<tr>
<td>11</td>
<td>Quality Management Process (con’t)</td>
</tr>
<tr>
<td>12</td>
<td>Quality Management Process (con’t)</td>
</tr>
<tr>
<td>13</td>
<td>Decision Making Case Studies</td>
</tr>
<tr>
<td>14</td>
<td>Decision Making Case Studies</td>
</tr>
</tbody>
</table>
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
Human Science and Education

Date: 1-11-13

PROPOSED COURSE
Short Title: STU TEACH GEN SPED
Dual Certification General/Special Education

Rubric & No.: EDCI 3640
Title: Student Teaching: Grades 1-5

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 9
(For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of credit hours.
Credit will not be given for this course and:)

GRADING
Final Exam: YES X NO Grading System: Letter Grade X Pass/Fail

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

COURSE TYPE
(Indicate hours in the appropriate course type)

/ LEC/REC / LEC/SEM / LEC LAB 1/24 LEC/LAB SEM CLIN/PRACT RESINO

Maximum enrollment per section: 99 (use integer, e.g. 25 not 20-30)

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

3640 Dual Certification General/Special Education Student Teaching: Grades 1-5 (9) Prereq.: See "Requirements for Student Teaching." 1 hr. lecture; 24 hrs. lab in diverse multicultural settings. Pass-fail grading. All day, all semester student teaching experiences in general and special education, including observation, participation, and a minimum of 180 actual clock hrs. of teaching (with a substantial portion of the 180 hrs. in full-day teaching) under the professional supervision of an assigned public school mentor teacher.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES X NO
Will additional space, equipment, special library materials or other major expense be involved? YES X NO

(If answer to either question above is "yes" attach explanation.) Academic Affairs Approval:

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS
Department Faculty Approval 11-26-12
College Faculty Approval 2-21-13

Department Chair's Signature 11-26-12
College Dean's Signature 2/26/13
Chair, FS C&C Committee

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

College Contact: Casey Bennett
(Please print name.)

College Contact E-mail: cbenne5@lsu.edu

Academic Affairs Approval (date)
JUSTIFICATION:

EDCI 3640 serves as the final capstone practicum in the proposed blended dual certification general and special education/mild-moderate disabilities curriculum for Grades 1-5.

This course provides the teacher education candidate seeking dual certification in the proposed curriculum with a semester-long, all-day, all-week supervised and supported teaching experience in one or more diverse public school classroom settings. Teacher education candidates are expected to integrate theory and research-informed practice during the supported practicum. Candidates are active participants in a support team that also includes a certified elementary mentor teacher, a certified special education mentor teacher, university supervisor, and peer student teachers.

Teacher education candidates enrolled in EDCI 3640 will compile a comprehensive portfolio documenting specific teaching actions related to a planning, instructing, and evaluation cycle for classrooms of students, smaller groupings of students, and individual students with mild-moderate disabilities. The portfolio will be developed throughout the student teaching course with ongoing evaluations conducted by the university supervisor. The ongoing evaluations of candidate product and process, including a formal evaluation at the end of the semester by the mentor teachers and the university supervisor, serve as final evaluation in this practicum course.

JUSTIFICATION FOR NO FINAL EXAM:
The ongoing evaluations of candidate product and process, including a formal evaluation at the end of the semester by the mentor teachers and the university supervisor, serve as final evaluation in this practicum course.
EDCI 3640 SYLLABUS
Dual Certification General and Special Education Student Teaching: Grades 1-5

Required Texts:

Student Learning Outcomes:
- Students will demonstrate understanding of planning through repeated development of meaningful lesson plans.
- Students will demonstrate understanding of instructional practices through repeated effective delivery of planned differentiated lessons.
- Students will demonstrate ability to meaningfully evaluate instruction through the development and accurate use of relevant grading rubrics and/or evaluative criteria.
- Students will demonstrate the ability to reflect on teaching and learning through oral and written formats.
- Students will demonstrate the ability to develop individual education programs for students with disabilities.
- Students will demonstrate the ability to direct individual student planning meetings for elementary-aged students.

Tentative Class Outline – EDCI 3640 – Bi-Weekly Cohort Supervision Meetings

<table>
<thead>
<tr>
<th>WEEK</th>
<th>SUPERVISION TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>3</td>
<td>Characteristics of effective teaching</td>
</tr>
<tr>
<td>5</td>
<td>Planning for positive classroom environments</td>
</tr>
<tr>
<td>7</td>
<td>Planning effective teaching units</td>
</tr>
<tr>
<td>9</td>
<td>Data analysis of effective teaching units</td>
</tr>
<tr>
<td>11</td>
<td>Managing disruptive student behavior</td>
</tr>
<tr>
<td>13</td>
<td>Effective communication with colleagues, parents, and caregivers</td>
</tr>
<tr>
<td>15</td>
<td>Overall philosophy of teaching</td>
</tr>
</tbody>
</table>

Grading Scale:
Pass-Fail. The university supervisor assigns the pass-fail grade using a 4-point evaluation rubric that targets candidate planning, teaching, and evaluating actions (i.e., 1=below expectations; 2=approaching expectations; 3=meets expectations; and 4=exceeds expectations). The final grade is determined following scheduled observations of on-site teaching activities, regular cohort-directed supervision, and ongoing collaboration with the public school mentor teacher and the candidate. A final score of a 3 or a 4 constitutes a passing grade for the course, while a score of 1 or 2 constitutes a failing grade.

Grading Criteria:
Each candidate is expected to complete specified activities during the all-semester, all-day student teaching course. The activities include documenting development, delivery, and evaluation of curriculum-based assessments, differentiated lesson plans (with Direct Instruction, individually taught, and co-taught formats), a classroom management plan, a functional behavioral assessment, an individualized behavior management plan, collaborative problem solving activity, and a philosophy of education plan. Each activity is evaluated by the university supervisor using a 4-point checklist. Teacher education candidates are also observed on an ongoing basis, both in the classroom and during cohort supervision. The university supervisor gathers input from the classroom mentor teacher and the candidate on an ongoing basis, using these data and their own insights from scheduled observations to provide a mid-semester and final candidate evaluation. Data from the portfolio reviews and observations are compiled and a consensus evaluation decided upon by the supervisory team following completion of the requisite student teacher activities and state mandated hours.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education

College: Human Sciences and Education

PROPOSED COURSE

Short Title: CLASSRM MGT INSPED (≤ 19 characters)

Rubric & No.: EDCI 4703

Title: Students with Exceptionalities

COURSE CREDIT

Graduate Credit: YES ☒ NO

Semester Hours of Credit: 3

(For combination course types only: 2 Lecture Hrs. 1 Lab/Sem/Rec Hrs.

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.

Credit will not be given for this course and: ___

(Indicate rubrics and course numbers)

GRADING

Final Exam: YES ☒ NO

Grading System: Letter Grade ☒ Pass/Fail

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

COURSE TYPE

(Indicate hours in the appropriate course type)

| LEC/REC | LEC/SEM | LEC | LAB | 2/2 | LEC/LAB | SEM | CLIN/PRACT | RES/IND | Max Enrollment per section: 30 (use integer, e.g. 25 not 20-30)
|---------|---------|-----|-----|-----|---------|-----|------------|---------|

CATALOG TEXT

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

4703 School and Classroom Management Applied to Students with Exceptionalities (3) Prereq.: EDCI 2700 or equivalent. Skills for behavior management of children with exceptionalities in school settings, emphasizing evidence-based school-wide and classroom application. 2 hrs. lecture; 2 hrs. lab.

BUDGET IMPACT

If this course is approved, will additional staff be needed? YES ☒ NO

Will additional space, equipment, special library materials or other major expense be involved? YES ☒ NO

(If answer to either question above is "yes", attach explanation.) Academic Affairs Approval: YES ☒ NO

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL:

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

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

APPROVALS

Department Faculty Approval

11-26-12

(date)

Department Chair's Signature

11-26-12

(date)

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

(date)

College Contact: Casey Bennett

(Please print name.)

College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval

2-21-13

(date)

College Dean's Signature

2-21-13

(date)

Chair, FS C&C Committee

2/16/13

(date)

Academic Affairs Approval

2/28/13

(date)
EDCI 4703

JUSTIFICATION:
In 2010, the Louisiana Board of Regents and the Louisiana Department of Education approved a general education/special education mild-moderate disabilities dual certification program for grades 1-5. The paperwork to initiate the dual certification program includes this request for addition of a new course that addresses school-wide and classroom management issues, EDCI 4703: School and Classroom Management Applied to Students with Exceptionalities.

EDCI 4703 will be the first of two courses in the proposed curriculum that address instructional and behavior management issues, with the other course being the existing EDCI 4705: Learning and Behavior Principles Applied to Students with Exceptionalities. EDCI 4703 is designed for teacher education candidates to learn and use principles of applied behavior analysis at both the school and classroom level, with the emphasis on classwide instructional and behavioral management. This course is designed to precede EDCI 4705, which focuses on application of behavior analytic principles at the individual student level.
SYLLABUS
EDCI 4703 School and Classroom Management Applied to Students with Exceptionalities

Required Texts:

Student Learning Outcomes:
- Students will discuss multi-tiered approaches to proactive instructional and behavioral management at both the school and class levels.
- Students will describe key features of effective instruction.
- Students will apply decision rules to data gathered at the school and class levels.
- Students will demonstrate understanding of classroom management by evaluating existing plans.
- Students will demonstrate understanding of classroom management by writing a comprehensive plan.

Tentative Class Outline – EDCI 4703

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course: Prevention-focused models of behavior support</td>
</tr>
<tr>
<td>2</td>
<td>Understanding behavior: A functional approach</td>
</tr>
<tr>
<td>3</td>
<td>Functional approaches to intervention</td>
</tr>
<tr>
<td>4</td>
<td>Measuring behavior in schools and classrooms</td>
</tr>
<tr>
<td>5</td>
<td>Using data to make instructional decisions</td>
</tr>
<tr>
<td>6</td>
<td>A function-based perspective of classroom management</td>
</tr>
<tr>
<td>7</td>
<td>Effective instruction for behavior</td>
</tr>
<tr>
<td>8</td>
<td>Antecedent interventions in the classroom</td>
</tr>
<tr>
<td>9</td>
<td>Using consequences to encourage student behavior in the classroom</td>
</tr>
<tr>
<td>10</td>
<td>Creating environments that predict individual student success</td>
</tr>
<tr>
<td>11</td>
<td>Strategies for responding to student success in the classroom: Reinforcement</td>
</tr>
<tr>
<td>12</td>
<td>Strategies for responding to student success in the classroom: Reinforcement</td>
</tr>
<tr>
<td>13</td>
<td>Strategies for responding to student success in the classroom: Punishment</td>
</tr>
<tr>
<td>14</td>
<td>Behavior support plans at the classroom and school level</td>
</tr>
</tbody>
</table>

Grading Criteria for Undergraduate Students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management Project</td>
<td>100</td>
</tr>
<tr>
<td>Management Evaluation Project</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
</tbody>
</table>

350 TOTAL POINTS

Grading Scale

- A = 315 – 350 Points
- B = 280 – 314 Points
- C = 245 – 279 Points
- D = 210 – 244 Points
- F = Less than 210 Points

There is no grading curve utilized in this scale.

Grading Criteria for Graduate Students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management Project</td>
<td>100</td>
</tr>
<tr>
<td>Classroom Evaluation Project</td>
<td>50</td>
</tr>
<tr>
<td>School-wide Management Project</td>
<td>100</td>
</tr>
<tr>
<td>School-wide Evaluation Project</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
</tbody>
</table>

500 TOTAL POINTS

Grading Scale

- A = 448 – 500 Points
- B = 398 – 447 Points
- C = 348 – 446 Points
- F = Less than 348 Points

There is no grading curve utilized in this scale.
Grading Criteria For All Students:

**Classroom Management Project.** Students will be expected to write a comprehensive classroom management plan.

**Classroom Management Evaluation Project.** Students will be provided existing classroom management plans and expected to evaluate their effectiveness.

**Quizzes (5; each worth 10 points).** Quizzes will be given to evaluate the extent to which students are reading and understanding course materials read independently as well as the extent to which they have retained information presented and discussed in class. Quizzes will be objective in nature and generally will consist of multiple choice and short answer questions.

**Reading Responses (5; each worth 10 points.)** Students will be expected to read and summarize topical research articles that will be provided to them. In their responses, students will be expected to list and describe three main points, one question or comment, and one new learning.

**Midterm.** The midterm exam covers content for the first half of the semester. The midterm will consist of short answer and essay questions.

**Final Exam (20% of total grade).** The final exam will be cumulative in nature and cover content for the entire semester. The final will consist of short answer and essay questions.

Grading Criteria For Graduate Students:

**School-wide Management Project.** Students will be expected to write a comprehensive school-wide management plan.

**School-wide Management Evaluation Project.** Students will be provided existing school-wide management plans and expected to evaluate their effectiveness.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education

College: Human Sciences and Education

PROPOSED COURSE

Short Title: IMPROV LANG SKILLS

Rubric & No.: EDCI 3704

Title: Improving Language Skills in Students with Exceptionalities

COURSE CREDIT

Graduate Credit: YES NO

Semester Hours of Credit: 3

Lecture Hrs. Lab/Sem/Rec Hrs. (For combination course types only)

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ______ credit hours.

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

Final Exam: YES NO Grading System: Letter Grade Pass/Fail

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

COURSE TYPE

(Indicate hours in the appropriate course type)

LEC/REC LEC/SEM LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND

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

CATALOG TEXT

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

3704 Improving Language Skills in Students with Exceptionalities (3) Prereq.: EDCI 2700 and admission to a teacher certification program. Overview of the basic principles of language intervention and disorders, including etiological categories associated with different profiles of atypical development.

BUDGET IMPACT

If this course is approved, will additional staff be needed? YES NO

Will additional space, equipment, special library materials or other major expense be involved? YES NO

(If answer to either question above is "yes" attach explanation.)

Academic Affairs Approval: (date)

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS

Department Faculty Approval 11-26-12

College Faculty Approval 2-21-13

Department Chair's Signature 11-26-12

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

College Contact: Casey Bennett (Please print name.)

College Contact E-mail: cbenne5@lsu.edu

Chair, FS C&C Committee 2/20/13

Academic Affairs Approval 2/28/13
JUSTIFICATION

In 2010, the Louisiana Board of Regents and the Louisiana Department of Education approved a general education/special education mild-moderate exceptionalities dual certification program for grades 1-5. The paperwork to initiate the dual certification program includes this request for addition of a new course that addresses language development and disorders in children, EDCI 3704: Improving Language Skills in Students with Exceptionalities.

EDCI 3704 will be one of seven courses in a concentration of special education courses in the proposed dual certification curriculum. This course, designed for teacher education candidates, provides an overview of language development, language disorders, language assessment, and language intervention in the context of special education practice. Present courses in the School of Education, both in general and special education, focus on literacy development and instructional methods. This course will expand the knowledge base of those candidates who pursue the dual certification curriculum. There will not be any overlap between the content of this course and the two special education methods courses, EDCI 3703, which focuses on literacy, and EDCI 3702, which focuses on mathematics and content instruction.

Although this course may appear somewhat similar to COMD 4382: Language Disorders of Children, students in the Communication Disorders program are training to become speech-language pathologists, not elementary teachers of students with mild-moderate disabilities. This course will approach the application of language assessment and intervention from a progress monitoring standpoint as opposed to the more diagnostic focus necessary in speech-language pathologist training. Attached is an email from Dr. Paul Hoffman, Chair of COMD, in support of this course and noting that there is no duplication.
EDCI 3704 Syllabus
Improving Language Skills in Students with Exceptionalities

Catalog Description: Overview of the basic principles of language intervention and disorders, including etiological categories associated with different profiles of atypical development.

Required Text:

Student Learning Outcomes:
- Students will demonstrate understanding of language development in childhood.
- Students will demonstrate understanding of language disorders in children with and without high-incidence disabilities.
- Students will demonstrate ability to apply progress monitoring practices in the assessment of a school-aged child’s language skills.
- Students will demonstrate ability to apply language intervention practices with school-aged children.

Tentative Class Outline – EDCI 3704

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING(S)</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course, language and language disorders</td>
<td>Chapter 1: Language and language disorder</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Elements of language</td>
<td>Chapter 2: The elements of language</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Language acquisition</td>
<td>Chapters 3 and 4: Language acquisition: Bases for development and models</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>Language development</td>
<td>Chapters 5 and 6: Language development: Birth through the school years</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>5</td>
<td>Assessment of language skills</td>
<td>Chapter 13: Assessing language and communication</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>6</td>
<td>Intervention in language and communication</td>
<td>Chapter 14: Enhancing language and communication</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>7</td>
<td>Learning Disabilities and Attention Deficit Hyperactivity Disorder</td>
<td>Chapter 7: Language and students with learning disabilities and attention deficit hyperactivity disorder</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Intellectual disabilities</td>
<td>Chapter 8: Language and students with intellectual disabilities</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>9</td>
<td>Autism spectrum disorders</td>
<td>Chapter 9: Language and students with autism</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Emotional disturbance</td>
<td>Chapter 10: Language and students with emotional and behavioral disorders</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>English language learners</td>
<td>Chapter 16: Language, culture, and English language learners</td>
<td>Assessment Project</td>
</tr>
<tr>
<td>13</td>
<td>Augmentative and Alternative Communication</td>
<td>Chapter 15: Augmentative and alternative communication</td>
<td>Intervention Project</td>
</tr>
<tr>
<td>14</td>
<td>English language learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>Grade Weights</td>
<td></td>
<td>Grading Scale</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Quizzes (4 total)</td>
<td>20%</td>
<td>A = 90% to 100%</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>B = 80% to 89%</td>
<td></td>
</tr>
<tr>
<td>Assessment Project</td>
<td>20%</td>
<td>C = 70% to 79%</td>
<td></td>
</tr>
<tr>
<td>Intervention Project</td>
<td>20%</td>
<td>D = 60% to 69%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>F = less than 60%</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100%</td>
<td>There is no grading curve utilized in this scale.</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Criteria:**

**Quizzes (4; each worth 5% of the total grade, 20% of total grade).** Quizzes will be given to evaluate the extent to which students are reading and understanding course materials read independently as well as the extent to which they have retained information presented and discussed in class. Quizzes will be objective in nature and generally will consist of multiple choice and short answer questions.

**Midterm (20% of total grade).** The midterm exam will be an objective test covering content for the first half of the semester. The midterm will consist of short answer and essay questions.

**Assessment Project (20% of total grade).** The purpose of the project will be to demonstrate understanding of assessment principles as it relates to informal language assessment. Students will be expected to complete informal assessments on an individual child on multiple occasions and interpret the scores of the assessments administered.

**Intervention Project (20% of total grade).** The purpose of the project will be to demonstrate the ability to intervene with a school-aged child using an evidence-based language intervention. Students will be expected to plan, conduct, and reflect on multiple intervention lessons.

**Final Exam (20% of total grade).** The final exam will be cumulative in nature and cover content for the entire semester. The final will consist of short answer and essay questions.
Dear Paul and Patti:

The Department of Communication Sciences and Disorders supports your program's development of an EDCI course dealing with language disorders for children with mild-moderate disabilities. Your class will not duplicate COMD 4382 because it will take the perspective of the teacher rather than our speech-language pathologist's perspective. Moreover, our department only has the capability of teaching COMD 4382 in the spring semester and it already enrolls over 110 students each time it is taught.

Sincerely:

Paul R Hoffman, Chair

Dr. Hoffman:

In 2009, the LSU special education programs received approval on a dual certification, grades 1-5, elementary and mild-moderate disabilities degree/curriculum. In part because the Board of Regents required that a language course be included in the curriculum, Jan Norris was part of the team that developed a program that included COMD 4382.

We are now moving the paperwork through the LSU system in an effort to begin the program in the fall 2013 semester. As part of that process, we've redone the language component so that its content is more specifically directed toward future teachers as opposed to speech-language pathologists. We've also moved it to the fall semester as part of a block of courses designed to provide teacher education candidates with an intensive junior year look at special education programming in public schools. By making it an EDCI course, we also think that we'll more easily be able to coordinate field experiences in the professional development schools in which we operate.

I'm writing to seek your approval of this process as per LSU Courses and Curriculum guidelines. While there likely will be similarities in content, we think that there are sufficient differences that we won't either be "duplicating services" or interfering with your training program. Courses and curriculum requests your written approval of our efforts.
Please feel free to call me at 936-2184 if you have any questions or comments. If you approve, please send that notification to Dr. Patti Exner, associate dean of the College of Human Sciences and Education, who is cc'd with this request.

Thanks much.
Paul Mooney
Special Education Programs

From: Patricia D Exner  
Sent: Tuesday, January 22, 2013 1:05 PM  
To: Paul Mooney  
Cc: Earl H Cheek; Casey H Bennett  
Subject: EDCI 3704

Paul,
The justification for new course EDCI 3704 includes a paragraph re: similarities to COMD 4382. Probably would be wise to include email approval from the chair of that dept. so as to show their agreement that the new EDCI course does not duplicate their course.

Even though I’m emailing all of the other dept. chairs for their approvals re: courses in the new curriculum, think it would be best for you to communicate directly with the chair in this case... since content re: course specifics are involved. You may have already done this, at least on an informal basis...But just in case...The dept. chair for COMD is Paul Hoffman, cdhoff@lsu.edu.

pe

******************************************************************************

Patricia D. Exner, Ph.D.
Associate Dean
LSU College of Human Sciences and Education
Dean’s Office | 221 Peabody Hall | Baton Rouge, LA 70803
O:(225) 578-2208 | F: (225) 578-2267
Email: pexner@lsu.edu | Website: www.lsu.edu/chse

LSU College of Human Sciences & Education
LOVE PURPLE LIVE GOLD
Request for CHANGING an Existing Course

Department: Interior Design
Course Number: ID 1780
College: Art & Design
Date: 2/14/2013

Present Course Description
Title: Interior Design Technical Drawing
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: 1
lab/sem: 2
Repeat Credit Max (if repeatable): X
Graduate Credit? Yes: ___ No: ___
Credit will not be given for this course and:
Total Weekly Contact Hours: 5
Grading System: Letter Grade X Pass/Fail

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
ID 1780 Interior Design Technical Drawing (3)
Prereq.: controlled admission to program in interior design at first year entry or permission of department. 1 hr. lecture; 4 hrs. studio. Introduction to the graphic tools, techniques and conventions designers use to communicate architectural ideas, an immersion in the graphic language of drawing.

Proposed Course Description
Title: Interior Design Technical Drawing
Short Title: TECHNICAL DRAWING
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: 1
lab/sem: 2
Repeat Credit Max (if repeatable): X
Graduate Credit? Yes: ___ No: ___
Credit will not be given for this course and:
Total Weekly Contact Hours: 5
Grading System: Letter Grade X Pass/Fail

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
ID 1780 Interior Design Technical Drawing (3)
Prereq.: controlled admission to program in interior design at first year entry or permission of department. 1 hr. lecture; 4 hrs. studio. Introduction to the graphic tools, techniques and conventions designers use to communicate architectural ideas, an immersion in the graphic language of drawing.

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 (X) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes ( ) No (X) If yes, 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:
Department Faculty Approval Date: 02/14/2013
Department Chair's Signature: 02/14/2013 (Date)
Graduate Dean's Signature: (Date)
College Contact: (Please print name)
College Contact E-mail: 

College Faculty Approval Date: 02/15/13
College Dean's Signature: (Date)
Chair, FSC C & C Committee: 02/26/13 (Date)
Academic Affairs Approval: 02/28/13 (Date)
Interior Design / Changing ID 1780

Justification:

Interior Design is submitting this change of an existing course form to correct the title of ID 1780. The previous paperwork from 2005 had two different titles listed and the wrong one is used on the Authorized Course Master file. (the General Catalog has the correct title but the schedule book and the recommended path use the wrong title).
REQUEST FOR CHANGING AN EXISTING COURSE

Department: Interior Design  
College: Art and Design  
Art and Design Date: 12/17/2004

Present Course rubric & no. ID 1780  
Present semester hours of credit: 3  
Present contact hours per week: LEC 1  
Present Title: Interior Design Technical Drawing  
LAB 4  
SEM RES/IND CLIN/PRAC T

Proposed Course rubric & no. ID-1780  
Proposed semester hours of credit: 3  
Proposed contact hours per week: LEC 1  
Proposed Title: Independent Study Studio  
LAB 4  
SEM RES/IND CLIN/PRAC T

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

Has this change been discussed with other departments requiring the course? Yes (x) No ( ) - None affected

Is this course required in any curricula? Yes (x) No ( ) - If yes, list curricula; use separate sheet.

Is this course a prerequisite for other courses? Yes (x) No ( ) - If yes, list courses; use separate sheet.

Is this course on the general education list? Yes (x) No ( )

Semester(s) normally offered: Fall (x) Spring ( ) Summer ( )

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

1780: Interior Design Technical Drawing (3) ESSu-V 1 hr. lecture, 4 hr. studio. Credit will not be given for this course and CM 1010 or LA 1162. Introduction to the graphic tools, techniques and conventions designers use to communicate architectural ideas; an immersion in the graphic language of drawing.

PROPOSED COURSE DESCRIPTION: Include course number, course number, title, etc., exactly as you wish it to appear in the General Catalog.

1780: Interior Design Technical Drawing (3) ESSu-V Prereq.: Controlled admission to program in Interior design at first year entry level or permission of department. 1 hr. lecture, 4 hr. studio. Introduction to the graphic tools, techniques and conventions designers use to communicate architectural ideas; an immersion in the graphic language of drawing.

JUSTIFICATION/EXPLANATION: Use separate sheet.

NOTE: IF COURSE IS CURRENTLY CROSS-LISTED, OR IS TO BE CROSS-LISTED, INCLUDE THE COURSE CATALOG DESCRIPTIONS FOR BOTH DEPARTMENTS, AS WELL AS THE SIGNATURES OF ALL CHAIRS AND DEANS CONCERNED.

EFFECTIVE DATE: Fall (x) Spring ( ) Summer ( ) Year 2005 (15/2006)

APPROVALS:

Department Faculty Approval Date 12/16/2004

Department Chair's Signature

College Faculty Approval Date 12/17/04

College Dean's Approval

Graduate Dean's Signature (Date)

Chair, FS C & C Committee 1-19-05

Academic Affairs Approval (Date)

PLEASE SUBMIT 15 COPIES OF EACH REQUEST
ID 1780 / 001
Spring 2011 Course Syllabus

Course Time: Sec. 001, 8:10 am - 10:30 am on T, TH
Section / Room: Section 001 - Room 425 Design Building
Instructor: Matthew Edmonds, Professional-In-Residence
Office: Room 428 Design Building
Office Hours: by appointment
E-Mail: edmonds@lsu.edu

CATALOG DESCRIPTION:

1780: Interior Design Technical Drawing (3) FSSu-V Prereq.: Controlled admission to program in interior design at first year entry level or permission of department. 1 hr. lecture, 4 hr. studio. Introduction to the graphic tools, techniques and conventions designers use to communicate architectural ideas, an immersion in the graphic language of drawing.

INTRODUCTION:

This course will be devoted to exercises which help you develop basic drafting skills and will include: equipment use, line quality and weight, lettering, geometric construction, sheet layout, measurement, dimensioning, etc.

OBJECTIVES:

- Develop an introductory knowledge of the language of graphics.
- Learn how to use the proper drafting equipment.
- Learn how to communicate information to design professionals using standard drafting techniques.

TEXTBOOKS:

...Reading and reference material will be assigned as topics are identified and as semester develops.

Required:
- The ABC's of Architecture and Interior design Drafting, Tony Cock/ Robin Prater, ISBN# 0-13-086637-7

Recommended:
- Lettering for Architects and Designers (second edition), Martha Sutherland, Published by Wiley ISBN # 0-471-28955-8

Other reading material on reserve in the Design Resource Center (DRC) may be introduced throughout the semester.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Work (class participation, exercises, assignments)</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Final Project</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

STUDENT EVALUATION and GRADING CRITERIA:

University definition of letter grades can be found in the LSU General Catalog. This departmental rubric may be helpful:

A = Distinguished Mastery of the course material: Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.

B = Good Mastery of course material: Process reflects thorough understanding of issues. Design elements and principles are integrated into clear and creative application. Presentation is skillful and well executed.

C = Acceptable Mastery of course material: Process reflects satisfactory understanding of major issues. The design is acceptable but lacks clarity or depth. The presentation is adequate but may be absent of convincing organization and graphic skills.

D = Minimally Acceptable achievement for credit but not acceptable in major courses: The process does not indicate acceptable development of fundamental knowledge. The design is incomplete or poorly resolved. The presentation is unconvinving or without coherence. Performance is generally lacking.

F = Failing. Work is substantially incomplete or unresolved. The student's work indicates a failure in comprehension, development and presentation of the subject matter.

Please note in your General Catalog that a grade of "D" is unacceptable in ID major courses. ID students must repeat those courses in which they receive a grade of "D".

Students will be evaluated on a series of projects and assignments accomplished in the studio or as out of class experiences.
Length, complexity and involvement of projects will determine their weight as part of the grading scale, i.e., a two (2) hour “sketch problem” will have less impact on student score than a four (4) week design effort. Projects will be weighted and students will be advised of project “value” as the semester develops.

It is vital to a student’s success to make regular progress with his/her assignments/tasks. Daily preparation will result in projects that are more thoroughly conceived, developed and have had the benefit of regular feedback. Work in progress will be reviewed by your instructor during studio periods. Progress and improvement throughout the semester will be evaluated and incorporated into your individual project grades and final course grade. A major goal of this course is the development of your professional discipline and responsibility. The student must independently schedule reasonable time for the completion of project requirements. Late projects will be penalized.

Due to the studio/case study nature of this course, project evaluation will be communicated through a combination of methods depending on the exercise or project. Individual daily desk critiques will provide the student with ongoing feedback. More formal reviews by instructors, students and/or guests will provide a summary evaluation. Written comments may supplement evaluation if necessary. Please take these comments and evaluations in the spirit in which they are given... As ways to improve and grow as a designer.

ATTENDANCE:
Roll will be recorded in studio. Class attendance is mandatory for the entire scheduled class period. Three (3) unexcused absences will result in attendance probation through the Dean’s Office. Standard University Policy concerning attendance will apply and can be found in the LSU General Catalog.

You will be expected to be on time, to come to class fully prepared (with necessary equipment/materials) and to remain in class the full scheduled time unless otherwise dismissed. If for any reason you are unable to attend class, notify the instructor in advance. It is the student’s responsibility to secure handouts, notes or other information missed due an absence from class.

EXCUSED ABSENCES:
For any absence(s) that a student hopes to be excused, the student must write a letter requesting consideration of such to his/her professor. This letter must:
- Include an explanation of the absence
- Justify the absence as excused in accordance with the published LSU excused absence policy published in the student handbook and/or catalog. Specific related policy (policies) must be quoted
- Be dated and submitted to the faculty within one class meeting after the absence.
- Be accompanied by all support documentation which must show a specific date that is consistent with the absence and be signed by an authorized individual
- Prescriptions, and any form undated or unsigned by the issuer do not meet the requirements of support documentation
- Be submitted in an envelope with the students name, course, ID number, and dates of absence written on the outside

Upon receipt of this letter the faculty will determine if the justification for the absence meets the universities requirements. The student is responsible for making up or turning in any work that was missed. An extension of a project due date will typically only be extended the length of the excused absence.

PLAGIARISM
LSU Code of Conduct regarding Plagiarism will be enforced. "Plagiarism" is defined as the unacknowledged inclusion of someone else's words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.) published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism.

FACILITIES:
The designated location for this course is listed on the syllabus. Unless otherwise notified, class will be held in this space. Every student will have his/her own assigned workstation and will be held responsible for its maintenance. Loss or damage to the workstation will result in a repair or replacement fine. This space will be shared by many students, so it is important that everyone respects each other’s work area. To ensure a pleasant and functional work environment, deposit trash and litter in the receptacles provided, not on the floor! Any food or drink leftovers and/or containers must be disposed of immediately after use. Music systems are only permitted with headsets during studio hours. The use of TV's in the studio is not permitted. Please use considerate etiquette with cellular phones when in the studio.

You may provide your own task lighting and/or drafting chair. No storage other than your immediate workstation is available. You may want to bring a portable storage container or locker for your personal use.

The Design Building is "Smoke Free" and "No Spray Zone”. There is NO spraying of paints, adhesives or fixatives. If you must smoke or spray, do so at least 25' away from the building — not in the stairwells or on the balconies.

SAFETY and SECURITY
Be mindful of the safety and security of personal items and yourselves at all times.
- Keep studio doors locked when working after hours, and when no one is in studio during the day.
- It is strongly recommended that you do not work in the studio or travel around campus after dark alone.
- Campus Transit provides shuttle service after dark. Hours of operation are 5:30–2:00 a.m., 578-5555. Use it!
Security, particularly theft, is an ongoing problem. The studio is provided with a keypad lock and the combination will be announced in class. It will be your responsibility to learn the access code and not reveal it to anyone outside this class. Always return keypad to the lock box.

- The door between studios should be closed at all times except when the room is occupied. Never leave your studio unattended, even for a brief time, without locking all doors! Always keep valuables out of sight and secured.
- Call Campus Police immediately to report any strange activity or individuals who do not belong in the building.
- Report any theft immediately either to the Campus Police and the Interior Design Office, room 402.

LSU OFFICE OF DISABILITY SERVICES
To request academic accommodations due to a disability, please contact the disabled student services office at 578-5919. If you have a letter from their office indicating that you have a disability which requires academic accommodations, please present the letter to the instructor in advance of the semester start to allow timely arrangements.

END OF SEMESTER CLEANOUT
Storage in studios of student-owned materials and supplies is not permitted between semesters. It is the responsibility of the student to secure and protect that which is of personal value in studios and classrooms while school is in session. At the end of each semester, it is the responsibility of each student to remove all personal belongings no later than the Monday morning following commencement, after which time the studios are cleaned out.

NOTE: The instructor reserves the right to alter the sequence, scope and content of the course to permit the introduction of new innovative material or when current topics/guests can measurably add to the student’s understanding of relevant issues. This will be done when necessary and according to the consideration judgment of the instructor.

EQUIPMENT AND SUPPLIES:
You should have all of the following basic equipment and supplies at your disposal at your workstation during every scheduled class meeting:

- One sheet smooth mat board
- T square or parallel bar (36”)
  - I suggest the wood t-square with the acrylic edges
- Triangle 30–60 (10”–14” plastic)
- Triangle 45 (10” plastic)
- Architect scale (12”)
- Engineer scale (12”)
- 3 lead holders. NO MECHANICAL PENCILS
- Drawing leads (2 each: 9H, 6H, 4H, 2H, F, & HB, B, B2) – make sure your lead fits your lead holder!!!
- Lead pointer (sharpeners)
- Erasing shield
- Erasers (white)
- Drafting dots
- Drafting powder (Scum-ex or similar)
- Dusting brush
- Masking tape (to tape down mat board)
- Paper 11”x17” vellum, drafting paper
- Box or tackle box to carry equipment
- Small roll 18” Canary paper (trash)
- Circle template (1/4 – 2” approx.)
- Ames lettering guide
- Other materials may be specified as required by exercises.
Request for CHANGING an Existing Course

Department: Philosophy and Religious Studies
College: Humanities & Social Sciences

Course Rubric and #: PHIL 2053
Date: 2/1/13

Present Course Description

Title: HONORS: History of Ancient and Medieval Philosophy

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable):

Graduate Credit? Yes: X No: 

Credit will not be given for this course and:

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

LEC 3 lab/sem rec

Total Weekly Contact Hours: 3

Grading System: Letter Grade X Pass/Fail

Course Description:

2053 HONORS: History of Ancient and Medieval Philosophy (3) Prereq.: one course in philosophy or permission of instructor. Same as PHIL 2033 with a special honors emphasis for qualified students. Credit will not be given for this course and PHIL 2033. Supervised reading, discussion, research, and writing.

Proposed Course Description

Title: HONORS: History of Ancient and Medieval Philosophy

Short Title: HNRS ANC & MED PHIL

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable):

Graduate Credit? Yes: X No: 

Credit will not be given for this course and: PHIL 2033

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

LEC 3 lab/sem rec

Total Weekly Contact Hours: 3

Grading System: Letter Grade X Pass/Fail

Course Description:

2053 HONORS: History of Ancient and Medieval Philosophy (3) Prereq.: one general education course in philosophy or permission of instructor. Same as PHIL 2033 with a special honors emphasis for qualified students. Credit will not be given for this course and PHIL 2033. Supervised reading, discussion, research, and writing.

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 ( X ) No ( )

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:

Department Faculty Approval Date 2/1/13

Department Chair's Signature

College Faculty Approval Date 2/20/13

College Dean's Signature

Graduate Dean's Signature

College Contact: (Please print name.)

College Contact E-mail:

Chair, FS C & C Committee

Academic Affairs Approval

(Date)
Form C addendum for PHIL 2053

Curriculum

PHIL 2053 is part of the Philosophy major curriculum and counts toward the Philosophy minor.

Justification/Explanation

The current prerequisite for PHIL 2053 violates criterion number 2 on Criteria for Listing a Course as General Education. The proposed change corrects this.