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

Department: Division of Computer Science & Engineering
College: Engineering
Name of Curriculum/Major: Computer Science
Type of Degree: B.S.
Date: 10/1/12

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.

( ) 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: 120</td>
<td>Total semester hours in proposed curriculum: 120</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: Sept 24, 2012
Department Chair’s Signature: [Signature]
Department Chair’s Date: 10-3-2012

College Faculty Approval Date: 11/5/12
College Dean’s Signature: [Signature]
College Dean’s Date: 10/22/12

Chair, FS C & C Committee: [Signature]
Chair, FS C & C Committee Date: 11/12/12

Academic Affairs Approval: [Signature]
Academic Affairs Date: 11/14/12

College Contact: ____________________________
(Please print name.)

College Contact E-mail: ________________________
# 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>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department) MATH 1550</td>
<td>3</td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>(At least 3 hours credit must be from a MATH course.)</td>
<td>General Education analytical reasoning course MATH 1552</td>
<td>3</td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>General Education arts course</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course: <em>English or Honors course at the 2000-level or above</em></td>
<td>3</td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>General Education humanities course <em>Communication Studies course (CMST)</em></td>
<td>3</td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</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</td>
<td>3</td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>(At least three hours at or above the 2000-level.)</td>
<td>General Education social science course (2000-level or above)</td>
<td>3</td>
<td>(X) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
CHANGES:
1. Change 1 of 2 required General Education (GE) Humanities ENGL literature requirement to any GE humanities requirement.
2. Drop the foreign language sequence requirement (6 hours)
3. Add 6 hours of approved technology electives: 3 hours from Group A and 3 hours from either Group A or Group B.
4. Change CSC 1350 and 1351 from 3 hours credit each to 4 hours credit by adding a lab component to each for a total of 6 hours credit for the introductory sequence.
5. Relax the requirement that all computer science (CSC), all mathematics, all science, all restricted option or concentration coursework require a “C” grade or above. The proposed policy is consistent with other Divisions/Departments in the College of Engineering and is complementary to the College of Engineering requirement that a 2.0 average must be earned on all courses attempted in the major department.
6. Miscellaneous:
   a. The title of the sponsoring unit has changed from “Department” to “Division”.
   b. Computer Science & Engineering Division building and office has changed.
   c. The explicit list of courses for which Computer Science (CS) majors will not be given credit has been updated.
   d. Footnotes have been updated.
   e. Wording has been changed to follow University recommendations across all curricula for the GE requirements.
   f. Drop EE 3140 as an alternative for IE 3302 and add EE 3150. EE 3140 has been deleted from the catalog and EE 3150 has been recently added.

JUSTIFICATION

(1) Dropping ENGL Literature from the GE Humanities Requirements:

Background
In the current catalog (2012-2013), our majors must have 17 credit hours of GE Humanities coursework:
   1. (8 hrs) A sequence in a foreign language
   2. (3 hrs) CMST on the General Education Humanities
   3. (6 hrs) ENGL literature or CLST or Honors (2 courses)

Including the 2 required ENGL composition courses (ENGL 1001 and 2000), computer science majors are currently required to have 12 hours ENGL coursework, representing 10% of the total hours in the curriculum. CS majors have no choice in the selection of GE humanities credits. For many years, the CS curriculum has required 2 course credits (6 hours) from the following list where all courses are on the GE humanities list:

LITERATURE REQUIREMENT - SELECT 2 COURSES FROM LIST
ENGL2024 or ENGL2025 or ENGL2027 or ENGL2029 or
ENGL2123 or ENGL2148 or ENGL2201 or ENGL2202 or
ENGL2220 or ENGL2270 or ENGL2300 or ENGL2593 or
ENGL2673 or ENGL2674 or ENGL2823 or ENGL2824 or
HNRS2000 or HNRS2002 or HNRS2004 or HNRS2012 or
HNRS2013 or HNRS2202 or HNRS2204 or HNRS3001 or
HNRS3003 or HNRS3030 or HNRS3031 or CPLT2201 or
CPLT2202.

An outcome of the program is to “demonstrate proficient oral and written communication skills” so the faculty continue to support in the proposed 2013-2014 curriculum the CMST requirement and at least 1 literature course from the GE humanities sub-list above. With the proposed changes for the 2013-2014 catalog, a CS major will meet the GE humanities by:
   1. CMST 1061 or 2040 or 2060
   2. ENGL literature or HNRS or CPLT at the 2000-level or above
   3. Any choice (3 hrs) from the LSU GE Humanities list
The justifications for dropping 3 hours of required English literature are:

1. In the Computer Science and 2nd discipline concentration student have no free approved elective credits in which to have history, philosophy, religious studies, etc. credits applied. There are remaining free approved electives in the Software Engineering concentration and Distributed Systems & Networking concentration, but students pursuing those concentrations will more likely use the free electives for minor credits (Math, Information Technology management, Avatar Digital Media).

2. We have had difficulty in communicating to the State community colleges that our curriculum is specific toward the GE Humanities. With credits earned in history (etc.) at other colleges or via AP credits, students are forced after transferring to LSU-CS to take additional coursework hindering their time to graduation.

3. In the current curriculum proposal, we are dropping the foreign language requirement (2-course sequence) partially to enable other curriculum changes. By omitting 1 specific literature requirement, students may utilize the flexibility to select foreign language credits to meet the GE Humanities requirements.

4. The Computer Science Department, housed in the College of Science, was dissolved July 1, 2012. The School of Electrical Engineering and Computer Science was formed by merging the previous departments of Electrical & Computer Engineering and Computer Science. The School is composed of 2 divisions including our unit, the Division of Computer Science and Engineering. The Electrical Engineering and Computer Engineering curricula are not specific concerning the GE Humanities. By making our GE Humanities more broad, we are facilitating the application of credits for dual majors and students changing majors from the engineering curriculum to Computer Science (and vice versa).

(2) Dropping Foreign Language Requirement / Adding Technology Related Electives:

For partly the same reason (as #4 above), we are proposing dropping the foreign language sequence requirement (6 total hours) and converting 6 of those hours to technical electives. Currently our majors must have 43 hours of computer science or only ~36% of the total curriculum. Our field (at the undergraduate level) is broad and we are constrained by the restriction of 120 hours in the curriculum and hindered in incorporating the coursework indicative of growth in the field as well as engineering, the sciences and digital centric areas. For the 2013-2014 catalog we are proposing the addition of 2 approved technology electives (3 hours each) with one course from Group A and a second course from either Group A or Group B. Group B initially contains all courses from the AVATAR Digital Media minor - Art Track approved electives. The AVATAR Digital Media minor - Tech Track approved electives are implicitly included in Group A.

**Group A:**
(2000 level and above only)

- Computer Science CSC 2++
- Engineering: BE 2++, CHE 2++, CE 2++, CM 2+++, EE 2++, ENGR 2+++, EVEG 2+++, IE 2++, ME 2++, PETE 2++
- Environmental Management Systems EMS 2++
- Environmental Sciences ENV 2++
- Oceanography and Coastal Science OCS 2++
- Mathematics: MATH 2++
- Economics: ECON 2++
- Finance: FIN 2++
- Science: ASTR 2++, BIOL 2++, CHEM 2++, GEOG 2++, GEOL 2++, PHYS 2++
- ISDS 3100, 3105, or 3120 or above

**Group B:**

- ART 2050 Digital Arts I
- ART 2055 Digital Arts II
- ART 2551 Typography for Visual Communications
- ART 4020 Special Topics
- ART 4050 Digital Arts III
- ART 4055 Digital Arts IV
- ART 4550 Digital Imaging for Visual Communications
- ART 4560 Interactive Media for Visual Communications

ARTH 4465 Survey of Contemporary Art
ARTH 4468 Issues in Contemporary Art
ARTH 4480 Video Art and Theory
(continued next page)
ARTh 4482 Digital Art History
ARTh 4484 New Media Art and Theory

MC 4015 Advanced Visual Communication and Multimedia Web Design
MC 4260 Long-Format Video Production
MC 4270 News Production for the Internet

MUS 3745 Intro to Computer Music
MUS 4745 Computer Music
MUS 4746 Seminar in Experimental Music and Digital Media
MUS 4747 Music, Technology, and Society

ENGL 2009 Beginning Screenwriting Workshop
ENGL 2231 Reading Film as Literature
ENGL 4000 Special Topics - Writing for Interactive Narrative
ENGL 4009 Advanced Screenwriting Workshop
ENGL 7109* Forms of Screenwriting

We anticipate that the increase in enrollment in any course from the above lists will be negligible as a consequence of the addition of 2 tech electives (6 hours) in our computer science curricula.

(3) **Adding Laboratory Component to CSC 1350 and 1351:**
CSC 1350 Computer Science I for Majors and 1351 Computer Science II for Majors are required in the CS curriculum. We have observed that the greatest numbers of students change majors after these courses, particularly CSC 1350. Understandably some students find other majors more suitable but a sizeable number are frustrated with rudimentary issues such as logging onto the system, using a command-line operating system, learning and applying the syntax and semantic rules of the Java language. Quite a few students enter the program without having programmed using a high-level programming language. We have discovered in our CSC 1240 and 2533 classes, that students appreciate the computing lab environment where there is ready help and where students are forced to begin assignment early. In the CSC 1350 class, we plan for more assignments that are simpler in the number of objectives and build more slowly on concepts presented earlier and completed in the time allotted for the lab. We expect that the addition of lab credits will improve retention in the CS undergraduate program.

We intend that the CSC 1350 and 1351 laboratory sections will be taught by graduate students in the CS doctoral program and will be supervised by full-time CS faculty. Current CS/E Division laboratory space (Coates 168), College of Engineering computer laboratories, and University laboratories (Middleton Hall and elsewhere) will be adequate. We anticipate 2 laboratory sections of CSC 1350 with 40-50 in each section and 1 laboratory section of CSC 1351 with 50-60 computer stations.
Anna and Lisa,
I have addressed your concerns below.

1. Within the CSC Curriculum proposal, I see that item number three
   > under the catalog information has changed, yet this was not documented
   > in the justification statement. The Committee will want to know even
   > if it is a simple reasoning.

Under the current catalog, computer science majors may substitute MATH 3355 or EE 3140 or
EXST 4050 for IE 3302 Statistics requirement in all concentrations for the degree. The
proposed added comment, "for IE 3302" explicitly states where the substitution is to be
applied. Any one of the list adequately meets our ABET requirements and our curriculum
guidelines for statistics and/or probability. In the proposed change, EE 3140 is being
replaced by EE 3150 at the instigation of the EE department.

2. CSC 1350 and 1351- Within the syllabi, the first page states the
   > prerequisites and restricted credit courses. I noticed that this is
   > out-of-date. Some of the listed courses have long been cancelled. I
   > will just need new pages for both syllabi.

Attached are the updated syllabi for CSC 1350 and 1351.

Thank you for the opportunity to correct these concerns promptly.
Coretta
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructorial Coordinator and Instructor School of Electrical Engineering and
Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170

On Tue, 23 Oct 2012 14:17:05 -0500, Lisa Fontenot wrote
> Please address these concerns. Thanks!
>
> -------- Original Message --------
> Subject: RE: forms
> Date: Tue, 23 Oct 2012 19:00:30 +0000
> From: Anna M Castrillo <acastril@lsu.edu>
> To: Lisa Fontenot <lisaf@eng.lsu.edu>
>
> Lisa,
>
> I have reviewed the CSC proposals just now. There were only three
> concerns I have:
>
> 1. Within the CSC Curriculum proposal, I see that item number three
     under the catalog information has changed, yet this was not
     documented in the justification statement. The Committee will want
to know even if it is a simple reasoning.

2. CSC 1350 and 1351. Within the syllabi, the first page states the prerequisites and restricted credit courses. I noticed that this is out-of-date. Some of the listed courses have long been cancelled. I will just need new pages for both syllabi.

Sincerely,

Anna Castrillo

Coordinator

Office of the University Registrar

Louisiana State University

112 Thomas Boyd Hall

Phone: (225) 578-4111

Fax: (225) 578-5991

LSU.JPG
Present Curriculum

DEPARTMENT OF COMPUTER SCIENCE

OFFICE: 298 Coates Hall
TELEPHONE: 225/578-1495
FAX: 225/578-1465
WEBSITE: www.cse.lsu.edu

The mission of the program is to instill in the student theoretical and applied practical skills needed to solve challenging problems using a computer. Graduates of the program use such concepts as abstraction and complexity analysis to solve innovative problems or to orchestrate evolutionary change as applied to the development of software. The program provides a strong foundation such that students can build on their skill-sets as the field rapidly evolves.

The program objectives for the B.S. degree candidate in Computer Science are:

- To provide students with basic knowledge, both theoretical and applied, in core areas of computer science.
- To enable students to develop skills in system and software design and to be able to apply these skills to solve diverse problems.
- To train students to become proficient in implementing algorithms in a variety of programming languages.
- To enable students to develop skills for working as part of a team on assignments or research projects.
- To enable students to present their work effectively in oral and written form.
- To provide students with an awareness of ethical issues and the global impacts of computing technologies on society.
- To prepare students for lifelong study including graduate study and/or successful professional careers.

Proposed Curriculum

DEPARTMENT DIVISION OF COMPUTER SCIENCE & ENGINEERING

OFFICE: 298 Coates Hall
OFFICE: 3127 Patrick F. Taylor
TELEPHONE: 225/578-1495
FAX: 225/578-1465
WEBSITE: www.cse.lsu.edu

The mission of the program is to instill in the student theoretical and applied practical skills needed to solve challenging problems using a computer. Graduates of the program use such concepts as abstraction and complexity analysis to solve innovative problems or to orchestrate evolutionary change as applied to the development of software. The program provides a strong foundation such that students can build on their skill-sets as the field rapidly evolves.

The program objectives for the B.S. degree candidate in Computer Science are:

- To provide students with basic knowledge, both theoretical and applied, in core areas of computer science.
- To enable students to develop skills in system and software design and to be able to apply these skills to solve diverse problems.
- To train students to become proficient in implementing algorithms in a variety of programming languages.
- To enable students to develop skills for working as part of a team on assignments or research projects.
- To enable students to present their work effectively in oral and written form.
- To provide students with an awareness of ethical issues and the global impacts of computing technologies on society.
- To prepare students for lifelong study including graduate study and/or successful professional careers.
**Present Curriculum**

Upon graduation, graduates should be able to:

- Use their knowledge in core and emerging areas in computer science to solve diverse computational problems.
- Use their knowledge of systems and software design to formulate a solution that meets the design requirements and specifications for diverse applications.
- Demonstrate proficiency in implementing algorithms in at least one higher-level programming language.
- Work effectively in a team environment.
- Demonstrate proficient oral and written communication skills.
- Demonstrate an understanding of ethical issues and issues relating to the impacts of computing technologies on society.
- Understand the importance of continual study in the field, and find employment with a business/and or research organization or acceptance into graduate school for further academic pursuits.

The undergraduate computer science curriculum is structured around basic courses in computer science and mathematics and is accredited by the Computing Accreditation Commission of ABET, [http://www.abet.org](http://www.abet.org). The curriculum is designed to allow a flexible plan of study via the mandatory selection of one of three concentrations: *distributed systems and networking, software engineering, and computer science and a second discipline*. A concentration should be declared at the beginning of the sophomore year. If the second discipline concentration is selected, an approval form must be completed and approved by the department and the dean’s office.

Computer Science students are cautioned to verify course descriptions in the catalog noting where duplication of course credits may be prohibited. Additionally, computer science students will not receive degree credit for the following courses: CSC 4602; ELRC 4006; EXST 2201; ISDS 2000, 2001, 2010, 2011, 3670, 3075, 3107; PHYS 1100; PSYC 2014, 4111; and SOCL 2201.

**Proposed Curriculum**

Upon graduation, graduates should be able to:

- Use their knowledge in core and emerging areas in computer science to solve diverse computational problems.
- Use their knowledge of systems and software design to formulate a solution that meets the design requirements and specifications for diverse applications.
- Demonstrate proficiency in implementing algorithms in at least one higher-level programming language.
- Work effectively in a team environment.
- Demonstrate proficient oral and written communication skills.
- Demonstrate an understanding of ethical issues and issues relating to the impacts of computing technologies on society.
- Understand the importance of continual study in the field, and find employment with a business/and or research organization or acceptance into graduate school for further academic pursuits.

The undergraduate computer science curriculum is structured around basic courses in computer science and mathematics and is accredited by the Computing Accreditation Commission of ABET, [http://www.abet.org](http://www.abet.org). The curriculum is designed to allow a flexible plan of study via the mandatory selection of one of three concentrations: *distributed systems and networking, software engineering, and computer science and a second discipline*. A concentration should be declared at the beginning of the sophomore year. If the second discipline concentration is selected, an approval form must be completed and approved by the department and the dean’s office.

Computer Science students are cautioned to verify course descriptions in the catalog noting where duplication of course credits may be prohibited. Additionally, computer science students will not receive degree credit for the following courses: CSC 4602; ELRC 4006; EXST 2201; ISDS 2000, 2001, 2010, 2011, 3070, 3075, 3107; PHYS 1100; PSYC 2014, 4111; and SOCL 2201.
Present Curriculum
CURRICULUM IN COMPUTER SCIENCE
TOTAL SEM. HRS. *120

1. See college list of approved general education natural sciences.

2. If a ten-hour foreign language sequence is taken, the extra 2 hours will be counted toward approved electives.

3. Students who have completed the prerequisites may substitute MATH 3355 or EE 340 or EXST 4050.

4. The computer science senior elective (three semester hours) must be an approved 4000-level computer science course.

Proposed Curriculum
CURRICULUM IN COMPUTER SCIENCE
TOTAL SEM. HRS. *120

A grade of “C” or better is required in all CSC prerequisite courses; CSC 1200, 4101, 4103 and 4330; MATH 1550 and 1552; BIOL 1001 or 1201 and all science prerequisite courses including laboratory courses.

1. See college list of approved general education natural sciences.

2. Three hours of elective credits must be selected from Group A and three hours of elective credits selected from Group A or Group B.

2. If a ten-hour foreign language sequence is taken, the extra 2 hours will be counted toward approved electives.

3. Students who have completed the prerequisites may substitute MATH 3355 or EE 3440 3150 or EXST 4050 for IE 3302.

4. The computer science senior elective (three semester hours) must be an approved 4000-level computer science course.
### Present Curriculum

#### Freshman Year
- Computer science 1206, 1350, 1351
- English 1001
- English or Honors course at the 2000-level or above on the general education humanities list
- Mathematics 1550, 1552
- Biological or physical sciences sequence
- General education humanities communication studies course

#### Sophomore Year
- Computer science 2259, 3102, 3380
- Computer science elective 2000-level or above or computer science area requirement
- English or Honors course at the 2000-level or above on the general education humanities list
- English 2000
- Mathematics 2090
- General education biological or physical sciences sequence with lab
- General education social sciences course

#### Junior Year
- Computer science 2262, 3501, 4101
- Computer science elective 3000-level or above or computer science area requirement
- Foreign language courses
- Industrial Engineering 3302
- General education social sciences course at the sophomore level or above
- Approved electives or area requirements

#### Senior Year
- Computer science 4103, 4330
- Computer science elective 3000-level or above or computer science area requirement
- Approved electives or area requirements
- General education arts course

### Proposed Curriculum

#### Freshman Year
- Computer science 1200, 1350, 1351
- English 4007
- English 1001 or 1004
- English or Honors course at the 2000-level or above on the general education humanities list
- Mathematics 1550, 1552
- Biological or physical sciences sequence
- General education humanities communication studies course

#### Sophomore Year
- Computer science 2259, 3102, 3380
- Computer science elective 2000-level or above or computer science area requirement
- General education humanities course
- English or Honors course at the 2000-level or above on the general education humanities list
- English 2000
- Mathematics 2090
- General education biological or physical sciences sequence with lab
- General education social sciences course

#### Junior Year
- Computer science 2262, 3501, 4101
- Computer science elective 3000-level or above or computer science area requirement
- Approved technical electives
- Foreign language courses
- Industrial Engineering 3302
- General education social sciences course (2000-level or above)
- Approved electives or area requirements

#### Senior Year
- Computer science 4103, 4330
- Computer science elective 3000-level or above or computer science area requirement
- Approved electives or area requirements
- General education arts course
Date: Fri, 28 Sep 2012 20:29:28 +0000
From: English Department <english@lsu.edu>
To: Coretta Douglas <douglas@csc.lsu.edu>
CC: "Karki, Bijaya" <karki@csc.lsu.edu>, "Shah, Rahul" <rahul@csc ....
Subject: RE: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Thanks for the explanations. We have no objections.

Rick Moreland
Chair of English
Louisiana State University
Baton Rouge, LA 70803-5001
english@lsu.edu
225-578-0809

From: Coretta Douglas [mailto:douglas@csc.lsu.edu]
Sent: Friday, September 28, 2012 12:48 PM
To: English Department
Cc: Karki, Bijaya; Shah, Rahul
Subject: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Hello Dr. Moreland,
Thank you for your quick response and your questions are relevant.

> Do we understand the new requirements correctly to mean that one course will be required from each of lines 1, 2, and 3 below?

You are correct. With the proposed changes for the 2013-2014 catalog, a computer Science major will have at least 1 ENGL literature (or CLST or Honors) 3 hr credit course on the degree audit. The credit(s) will be used toward meeting the LSU General Education (GE) Humanities requirements. Proposed required General Education Humanities requirements:
1. CMST 1061 or 2040 or 2060
2. ENGL literature or HNRS or CPLT - 2+++ 
3. Any choice from the LSU General Education Humanities list

> Could you please send us a brief statement or summary of your justification for these changes?

In the current catalog, our majors must have 17 credits in General Education Humanities coursework
1. (8 hrs) A sequence in a foreign language
2. (3 hrs) CMST on the General Education Humanities
3. (6 hrs) ENGL literature or CLST or Honors (2 courses)

Including the 2 required ENGL composition courses (ENGL 1001 and 2000), our majors are currently required to enroll in 12 hours ENGL coursework, representing 10% of the total hours in the curriculum.

One of our CSC program objectives is “to enable students to present their work effectively in oral and written form...”. The faculty have decided that the CMST and ENGL literature requirements are important in the CSC program toward meeting that objective.

Students have no opportunity to select a History, Philosophy or Religious Studies and have it count toward the degree for the 2nd Discipline concentration; there are no longer any free approved electives in that concentration. In reducing to 120 hours, the free electives have been eliminated in that concentration. There are remaining free approved electives in the Software Engineering concentration and Distributed Systems and Networking Concentrations, but those students will more likely use the free electives for minor credits (Math, Information Technology management, Avatar Digital Media).

We have had difficulty in communicating to the State community colleges that our curriculum is specific toward the GE Humanities. With credits earned in History/etc. at other colleges or via AP credits, students are forced after transferring to LSU-CSC to take additional coursework hindering their time to graduation.

The Computer Science Department, housed in the College of Science, was dissolved July 1, 2012. The School of Electrical Engineering and Computer Science was formed by merging the previous departments of Electrical & Computer Engineering and Computer Science. The School is composed of 2 divisions including our unit, the Division of Computer Science and Engineering. The Electrical Engineering and Computer Engineering curricula are not specific concerning the GE Humanities. By making our GE Humanities more broad, we are facilitating the application of credits for dual majors and students changing from EE and ECE to Computer Science. For partly the same reason, we are proposing dropping the foreign language requirement and converting 6 of those hours to technical electives. Currently our majors must have 43 hours of computer science or only ~36% of the total curriculum. Our field (at the undergraduate level) is very broad and we are constrained by the growth in the field and the restriction of 120 hours in the curriculum.

> Could you explain briefly how you figured the estimated 25-40 student reduction in demand?

For the past two years we have had about an average of 150 Freshman and Sophomore majors (including the Freshman College).

We have admitted a large percentage who change majors after the first programming course. Students often change majors in the 2nd or 3rd semesters depending on their initial MATH placement. It is advised students enroll in an ENGL every semester beginning with ENGL 1001 until the 12 hours of ENGL are completed - but some do not. Those numbers may be spaced across 3 semesters as:

(1)(2)(3)

Beginning ENGL1001 50 30 25-40
Begin ENGL Lit 30 20 X

80 50 25-40 = 155 - 170 total Freshman and Sophomore CSC majors

Estimating about 80 entering Freshman where 30 will have credit in ENGL 1001, there will be about 30 taking their first ENGL lit in the first semester Freshman year. Of that 80, 50 will begin with ENGL 1001 and then about 30 will enroll in the 2st literature the 2nd semester. Numbers of students in the Honors program are not considered. Considering some will change majors after
the first semester, there will be about 50 taking English literature classes who are 2nd semester students, until students in the 3rd semester taking the 2nd English literature will be about 25-40 again depending on the drop rates. Not all students will enroll in the 2nd literature in the order suggested. The low number 25 is conservative and may indicate that some majors elect to continue to enroll in ENGL literature classes; they are a favorite of students. The high 40 is based on our continued increasing number of majors including transfer students. Agreeably, the estimate may not be a very accurate.

Please let us know if you would like further clarification.
Coretta

Coretta Douglas, Ph.D. Computer Science
Undergraduate/Institutional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170

On Wed, 26 Sep 2012 23:40:53 +0000, English Department wrote
> Dear Dr. Douglas,
> > Thanks for sending this notification. We do have a few questions that would help us understand these changes.
> > Do we understand the new requirements correctly to mean that one course will be required from each of lines 1, 2, and 3 below?
> > Could you please send us a brief statement or summary of your justification for these changes?
> > Could you explain briefly how you figured the estimated 25-40 student reduction in demand?
> >
> > Thank you,
> >
> > Rick Moreland
> > Chair of English
> > Louisiana State University
> > Baton Rouge, LA 70803-5001
> > english@lsu.edu
> > 225-578-0809
> >
> > ------- Forwarded message -------
> > From: Coretta Douglas <douglas@csc.lsu.edu>
> > Date: Tue, Sep 25, 2012 at 2:40 PM
> > Subject: CSC/E: Notification of Curriculum Changes. REPLY NEEDED
> > To: anholmes@lsu.edu, enmore@lsu.edu, mbland@lsu.edu
> > Cc: "Karki, Bijaya" <karki@csc.lsu.edu>, "Shah, Rahul" <rahul@csc.lsu.edu>
> >
> > Attention:
> > English Chairman Richard Moreland
> > Honors College Associate Dean, Honors College Anne Summer Holmes
> > Honors College Assistant Dean Honors College Michael Vincent Blandino
> >
> > The Computer Science and Engineering Division of the School of Electrical and
> > Computer Engineering has approved changes to the computer science curriculum
> > for the Fall 2013/ Spring 2014 catalog. Your reply to this email notification
is important.

For many years, the computer science curriculum has required 2 course credits
from the following list:

LITERATURE REQUIREMENT - SELECT 2 COURSES FROM LIST
- ENGL2024 or ENGL2025 or ENGL2027 or ENGL2029 or
- ENGL2123 or ENGL2148 or ENGL2201 or ENGL2202 or
- ENGL2220 or ENGL2270 or ENGL2300 or ENGL2593 or
- ENGL2573 or ENGL2674 or ENGL2823 or ENGL2824 or
- HNRS2000 or HNRS2002 or HNRS2004 or HNRS2012 or
- HNRS2013 or HNRS2202 or HNRS2204 or HNRS3001 or
- HNRS3003 or HNRS3030 or HNRS3031 or CPLT2201 or
- CPLT2202.

We are now proposing that students be required to have credit in only 1 course
from the above list and not 2 courses. The new curriculum requirements for
meeting the LSU General Education Humanities will be:
1. CMST 1061 or 2040 or 2060
2. ENGL literature or HNRS or CPLT from the list above
3. Any choice from the LSU General Education Humanities list.

Simultaneously, the dropping of the requirement of a foreign language sequence
is being proposed.

Estimating the reduction in enrollment for a single semester is difficult. The
problem is compounded in that some students may elect to take a 2nd English
literature after the curriculum change. Honors students may continue to select
the HNRS electives, A portion of our majors have the earned credits from
transfer or AP scores. Based on our enrollment data and the computer science
curriculum flowcharts, we expect that there will be a drop in enrollment from
about 25-40 students per semester distributed across classes in the courses
listed above.

Sincerely,
Coretta Douglas
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
**Computer Science and Engineering **
Patrick Taylor #3170
Dear Doctor Douglas,

This is to acknowledge your email message. I would also like to add though that I respectfully disagree with this decision. It will make our students even less competitive on a global scale. But that's just my personal opinion.

Sincerely

Dr. Paolo Chirumbolo
Assistant Professor
Section Head, Italian
Louisiana State University
Dept. of Foreign Languages
328 Hodges Hall
225-578-6779

From: Coretta Douglas (mailto:douglas@csc.lsu.edu)
Sent: Tue 9/25/2012 3:07 PM
To: John D Pizer; Mark S Wagner; Paolo Chirumbolo; Qiancheng Li; Christian Fernandez-Palacios; Emily E Babinski; Thomas J DiNapoli; Greg Stone; Todd M Jacob
Cc: Karki, Bijaya; Shah, Rahul
Subject: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Attention:
Foreign Languages & Literatures Chairman  John Pizer
Arabic Program Head  Mark Wagner
Italian Program Head  Paolo Chirumbolo
Chinese Program Head  Qiancheng Li
Spanish/Hispanic Studies Program Head  Christian Fernandez
Classics Program Head  Emily Babinski
German Program Head  Thomas DiNapoli
French Studies Chairman  Greg Stone
French Studies Assistant to Chairman  Todd Jacob

The Computer Science and Engineering Division of the School of Electrical and Computer Engineering has approved changes to the computer science curriculum for the Fall 2013/ Spring 2014 catalog. Your reply to this email notification is important.

Monday, Sept 24, 2012, the faculty approved dropping the requirement of a foreign language sequence for computer science majors. In conjunction with this change, the curriculum will no longer require 2 ENGL literature course credits and will instead require only 1 course (3 hrs credit)

The University General Education Humanities will be met in the proposed curriculum by:
(1) CMST 1061 or 2040 or 2060
(2) ENGL 2000+ or CPLT 2201 or CPLT 2202 or HNRS 2000+
(3) any 3 hour course on the LSU General Education Humanities list

Estimating the reduction in enrollment for a single semester is difficult. The problem is compounded in that some students may elect to enroll in a foreign language course even after the curriculum change. A portion of our majors have the earned credits from transfer or AP scores or credit tests.

Based on our enrollment data and the computer science curriculum flowcharts, we expect that there will be a drop in enrollment from about 20-35 students per semester distributed across classes in the foreign language courses offered.

Sincerely,
Coretta Douglas
Coretta Douglas, Ph.D., Computer Science
Undergraduate/Instructor Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170
Date: Wed, 26 Sep 2012 09:30:20 -0500
From: "Qiancheng Li" <qianc1@lsu.edu>
To: "Paolo Chirumbolo" <chirumbo@lsu.edu>, "Coretta Douglas" <dou ..... 
CC: "Karki, Bijaya" <karki@csc.lsu.edu>, "Shah, Rahul" <rahul@csc ..... 
Subject: RE: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Dear Dr. Douglas,

This is to acknowledge the receipt of your email message.

I also respectfully dissent.

Sincerely,

Qiancheng Li

-------------------
Qiancheng Li, Ph.D.
Associate Professor
Department of Foreign Languages and Literatures
316 Hodges Hall
Louisiana State University
Baton Rouge, LA 70803
(225) 578-6616 (Office)
(225) 578-5074 (Fax)

-----Original Message-----
From: Paolo Chirumbolo
Sent: Wed 9/26/2012 9:18 AM
To: Coretta Douglas; John D Pizer; Mark S Wagner; Qiancheng Li; Christian Fernandez-Palacios; Emily E Batiniski; Thomas J DiNapoli; Greg Stone; Todd M Jacob
Cc: Karki, Bijaya; Shah, Rahul
Subject: RE: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Dear Doctor Douglas,

This is to acknowledge your email message. I would also like to add though that I respectfully disagree with this decision. It will make our students even less competitive on a global scale. But that’s just my personal opinion.

Sincerely

Dr. Paolo Chirumbolo
Assistant Professor
Section Head, Italian
Louisiana State University
Dept of Foreign Languages
328 Hodges Hall
225-578-6779

---

From: Coretta Douglas [mailto:douglas@csc.lsu.edu]
Sent: Tue 9/25/2012 3:07 PM
To: John D Pizer; Mark S Wagner; Paolo Chirumbolo; Qiancheng Li; Christian Fernandez-Palacios; Emily E Batiniski; Thomas J DiNapoli; Greg Stone; Todd M Jacob
Cc: Karki, Bijaya; Shah, Rahul
Subject: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Attention:
Foreign Languages & Literatures Chairman   John Pizer
Arabic Program Head     Mark Wagner
Italian Program Head     Paolo Chirumbolo
Chinese Program Head     Qiancheng Li
Spanish/Hispanic Studies Program Head Christian Fernandez
Classics Program Head    Emily Batinski
German Program Head     Thomas DiNapoli
French Studies Chairman  Greg Stone
French Studies Assistant to Chairman  Todd Jacob

The Computer Science and Engineering Division of the School of Electrical and Computer Engineering has approved changes to the computer science curriculum for the Fall 2013/ Spring 2014 catalog. Your reply to this email notification is important.

Monday, Sept 24, 2012; the faculty approved dropping the requirement of a foreign language sequence for computer science majors. In conjunction with this change, the curriculum will no longer require 2 ENGL literature course credits and will instead require only 1 course (3 hrs credit).

The University General Education Humanities will be met in the proposed curriculum by:
(1) CMST 1061 or 2040 or 2060
(2) ENGL 2000+ or CPLT 2201 or CPLT 2202 or HNRS 2000+
(3) any 3 hour course on the LSU General Education Humanities list

Estimating the reduction in enrollment for a single semester is difficult. The problem is compounded in that some students may elect to enroll in a foreign language course even after the curriculum change. A portion of our majors have the earned credits from transfer or AP scores or credit tests.

Based on our enrollment data and the computer science curriculum flowcharts, we expect that there will be a drop in enrollment from about 20-35 students per semester distributed across classes in the foreign language courses offered.

Sincerely,
Coretta Douglas
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Institutional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170
Date: Tue, 25 Sep 2012 20:54:35 -0500
From: "Thomas J DiNapoli" <dinapoli@csc.lsu.edu>
To: "Coretta Douglas" <douglas@csc.lsu.edu>, "John D Pizer" <pizer ..... 
CC: "Karki, Bijaya" <karki@csc.lsu.edu>, "Shah, Rahul" <rahul@csc ..... 
Subject: RE: CSC/E: Notification of Curriculum Changes REPLy NEEDED

Dear Dr. Douglas,

Speaking solely for myself, the decision recently approved by your faculty to reduce the foreign language sequence for computer science majors is sadly another step towards the dumbing down of university curricula across the board; simply put it is stupid, narrow-minded, and incredibly short-sighted. The result I believe will be an LSU degree worth less, earned by students who might well be more literate in their own field, but who'll know and appreciate much less. The wider world their skills and expertise are expected to benefit. Maybe the bliss they'll enjoy with their degree will make it all worthwhile for them.

Sincerely,
Tom DiNapoli

-----Original Message-----
From: Coretta Douglas [mailto:douglas@csc.lsu.edu]
Sent: Tue 9/25/2012 3:07 PM
To: John D Pizer; Mark S Wagner; Paolo Chirumolo; Qiancheng Li; Christian Fernandez-Palacios; Emily E Batinski; Thomas J DiNapoli; Greg Stone; Todd M Jacob
Cc: Karki, Bijaya; Shah; Rahul
Subject: CSC/E: Notification of Curriculum Changes REPLy NEEDED

Attention:
Foreign Languages & Literatures Chairman  John Pizer
Arabic Program Head  Mark Wagner
Italian Program Head  Paolo Chirumolo
Chinese Program Head Qiancheng Li
Spanish/Hispanic Studies Program Head  Christian Fernandez
Classics Program Head Emily Batinski
German Program Head Thomas DiNapoli
French Studies Chairman Greg Stone
French Studies Assistant to Chairman Todd Jacob

The Computer Science and Engineering Division of the School of Electrical and Computer Engineering has approved changes to the computer science curriculum for the Fall 2013/ Spring 2014 catalog. Your reply to this email notification is important.

Monday, Sept 24, 2012, the faculty approved dropping the requirement of a foreign language sequence for computer science majors. In conjunction with this change, the curriculum will no longer require 2 ENGL literature course credits and will instead require only 1 course (3 hrs credit).

The University General Education Humanities will be met in the proposed curriculum by:
(1) CMST 1051 or 2040 or 2060
(2) ENGL 2000+ or CPLT 2201 or CPLT 2202 or HNRS 2000+
(3) any 3 hour course on the LSU General Education Humanities list

Estimating the reduction in enrollment for a single semester is difficult. The problem is compounded in that some students may elect to enroll in a foreign language course even after the curriculum change. A portion of our majors have the earned credits from transfer or AP scores or credit tests.
Based on our enrollment data and the computer science curriculum flowcharts, we expect that there will be a drop in enrollment from about 20-35 students per semester distributed across classes in the foreign language courses offered.

Sincerely,

Coretta Douglas
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170
Date: Tue, 25 Sep 2012 15:16:57 -0500  
From: "Christian Fernandez-Palacios" <cferna2@lsu.edu>  
To: "Coretta Douglas" <douglas@csc.lsu.edu>, "John D Pizer" <pize .....  
CC: "Karki, Bijaya" <karki@csc.lsu.edu>, "Shah, Rahul" <rahul@csc .....  
Subject: RE: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Dear Doctor Douglaa,

This is to acknowledge your email message.

Dr. Christian Fernandez
Director of Hispanic Studies & Associate Chair
Department of Foreign Languages & Literatures
Louisiana State University
Baton Rouge, LA 70803

_____________________________________________________________________
Office: Hodges Hall 346
Phone: 225-578-5176
Email: cferna2@lsu.edu
Office Hours: M-W, 10:00-12:00 Noon; TH: 2:00-4:00 pm.
Edit. Board of Revista de Critica Literaria Latinoamericana
(http://ase.tufts.edu/rcl/lang/rcl.htm)

-----Original Message-----
From: Coretta Douglas [mailto:douglas@csc.lsu.edu]
Sent: Tue 9/25/2012 3:07 PM
To: John D Pizer; Mark S Wagner; Paolo Chirumbolo; Qiancheng Li; Christian Fernandez-Palacios; Emily E Batiniski; Thomas J DiNapoli; Greg Stone; Todd M Jacob
Cc: Karki, Bijaya; Shah, Rahul
Subject: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Attention:
Foreign Languages & Literatures Chairman John Pizer
Arabic Program Head Mark Wagner
Italian Program Head Paolo Chirumbolo
Chinese Program Head Qiancheng Li
Spanish/Hispanic Studies Program Head Christian Fernandez
Classics Program Head Emily Batiniski
German Program Head Thomas DiNapoli
French Studies Chairman Greg Stone
French Studies Assistant to Chairman Todd Jacob

The Computer Science and Engineering Division of the School of Electrical and Computer Engineering has approved changes to the computer science curriculum for the Fall 2013/Spring 2014 catalog. Your reply to this email notification is important.

Monday, Sept 24, 2012, the faculty approved dropping the requirement of a foreign language sequence for computer science majors. In conjunction with this change, the curriculum will no longer require 2 ENGL literature course credits and will instead require only 1 course (3 hrs credit).

The University General Education Humanities will be met in the proposed curriculum by:
(1) CMST 1061 or 2040 or 2060
(2) ENGL 2000+ or CPLT 2201 or CPLT 2202 or HNRS 2000+
(3) any 3 hour course on the LSU General Education Humanities list

Estimating the reduction in enrollment for a single semester is difficult. The problem is compounded in that some students may elect to enroll in a foreign language course even after the curriculum change. A portion of our majors have the earned credits from transfer or AP scores or credit tests.

Based on our enrollment data and the computer science curriculum flowcharts, we expect that there will be a drop in enrollment from about 20-35 students per semester distributed across classes in the foreign language courses offered.

Sincerely,
Coretta Douglas
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructional Coordinator and instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170
Date: Tue, 25 Sep 2012 15:32:00 -0500
From: "Emily E Batinski" <slbati@lsu.edu>
To: "Coretta Douglas" <douglas@csc.lsu.edu>
Subject: RE: CSC/E: Notification of Curriculum Changes REPLY NEEDED

I received your notification.

Emily Batinski  
Foreign Languages and Literatures  
Louisiana State University

-----Original Message-----
From: Coretta Douglas [mailto:douglas@csc.lsu.edu]  
Sent: Tuesday, September 25, 2012 3:07 PM  
To: John D Pizer; Mark S Wagner; Paolo Chirumbolo; Qiancheng Li;  
Christian Fernandez-Palacios; Emily E Batinski; Thomas J DiNapoli; Greg  
Stone; Todd M Jacob  
Cc: Karki, Bijaya; Shah, Rahul  
Subject: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Attention:  
Foreign Languages & Literatures Chairman John Pizer  
Arabic Program Head Mark Wagner  
Italian Program Head Paolo Chirumbolo  
Chinese Program Head Qiancheng Li  
Spanish/Hispanic Studies Program Head Christian Fernandez  
Classics Program Head Emily Batinski  
German Program Head Thomas DiNapoli  
French Studies Chairman Greg Stone  
French Studies Assistant to Chairman Todd Jacob

The Computer Science and Engineering Division of the School of  
Electrical and Computer Engineering has approved changes to the computer  
science curriculum for the Fall 2013/ Spring 2014 catalog. Your reply to  
this email notification is important.

Monday, Sept 24, 2012, the faculty approved dropping the requirement of a  
foreign language sequence for computer science majors. In conjunction with this change, the curriculum will no longer require 2 ENGL  
literature course  
credits and will instead require only 1 course (3 hrs credit).

The University General Education Humanities will be met in the proposed  
curriculum by:
(1) CMST 1061 or 2040 or 2060  
(2) ENGL 2000+ or CPLT 2201 or CPLT 2202 or HNRS 2000+  
(3) any 3 hour course on the LSU General Education Humanities list

Estimating the reduction in enrollment for a single semester is  
difficult. The problem is compounded in that some students may elect to enroll in a foreign language course even after the curriculum change. A portion of our majors have the earned credits from transfer or AP scores or credit tests.
Based on our enrollment data and the computer science curriculum flowcharts, we expect that there will be a drop in enrollment from about 20-35 students per semester distributed across classes in the foreign language courses offered.

Sincerely,
Coretta Douglas
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructional Coordinator and Instructor School of Electrical Engineering and Computer Science
**Computer Science and Engineering**
Patrick Taylor #3170
Date: Tue, 25 Sep 2012 19:55:30 +0000
From: Michael V Blandino <mblandin@lsu.edu>
To: Coretta Douglas <douglas@csc.lsu.edu>
Subject: RE: CSC/E: Notification of Curriculum Changes REPLY NEEDED

I have received this message. Thank you.

Michael Blandino
Assistant Dean
LSU Honors College
223 French House
Baton Rouge, LA 70803
(225) 578-8845

-----Original Message-----
From: Coretta Douglas<mailto:douglas@csc.lsu.edu>
Sent: Tuesday, September 25, 2012 2:40 PM
To: Ann S Holmes; Rick Moreland; Michael V Blandino
Cc: Karki, Bijaya; Shah, Rahul
Subject: CSC/E: Notification of Curriculum Changes REPLY NEEDED

Attention:
English Chairman Richard Moreland
Honors College Associate Dean Honors College Ann Summer Holmes
Honors College Assistant Dean Honors College Michael Vincent Blandino

The Computer Science and Engineering Division of the School of Electrical and Computer Engineering has approved changes to the computer science curriculum for the Fall 2013/ Spring 2014 catalog. Your reply to this email notification is important.

For many years, the computer science curriculum has required 2 course credits from the following list:

LITERATURE REQUIREMENT - SELECT 2 COURSES FROM LIST
ENGL2024 or ENGL2025 or ENGL2027 or ENGL2029 or
ENGL2123 or ENGL2148 or ENGL2201 or ENGL2202 or
ENGL2220 or ENGL2270 or ENGL2300 or ENGL2593 or
ENGL2673 or ENGL2674 or ENGL2823 or ENGL2824 or
HNRS2000 or HNRS2002 or HNRS2004 or HNRS2012 or
HNRS2013 or HNRS2202 or HNRS2204 or HNRS3001 or
HNRS3003 or HNRS3030 or HNRS3031 or CPLT2201 or
CPLT2202.

We are now proposing that students be required to have credit in only 1 course from the above list and not 2 courses. The new curriculum requirements for meeting the LSU General Education Humanities will be:
1. CMST 1061 or 2040 or 2060
2. ENGL literature or HNRS or CPLT from the list above 3. Any choice from the LSU General Education Humanities list

Simultaneously, the dropping of the requirement of a foreign language sequence is being proposed.

Estimating the reduction in enrollment for a single semester is difficult. The problem is compounded in that some students may elect to take a 2nd English literature after the curriculum change. Honors students may continue to select the HNRS electives. A portion of our majors have the earned credits from transfer or AP scores. Based on our enrollment data and the computer science curriculum flowcharts, we expect that there will be a drop in enrollment from about 25-40 students per semester distributed across classes in the courses listed above.
Sincerely,
Coretta Douglas
Coretta Douglas, Ph D. Computer Science
Undergraduate/Instructional Coordinator and Instructor School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170
Date: Mon, 1 Oct 2012 11:54:23 -0500
From: "Coretta Douglas" <douglas@csc.lsu.edu>
To: John W Lynn <jolynn@lsu.edu>
CC: "Shah, Rahul" <rahul@csc.lsu.edu>
Subject: Computer Science - Curriculum Changes

Hi John Lynn,

The faculty of the Division of Computer Science and Engineering has approved significant changes to the Computer Science curriculum. Among the changes, the foreign language requirement (8 hours) is being dropped and in its place to be added are:
(a.) 2 hours CSC lab credits associated with CSC 1350 and 1351
(b.) 6 hours tech-electives.

Students will select 3 hours credit from Group A or Group B and also select 3 hours credit from Group A only. The Group A list will include:

CSC 2***

Engineering:
BE 2***+, CHE 2***+, CE 2***+, CM 2***+, EE 2****, ENGR 2 ****, EVEG 2****, IE 2***, ME ***+, PETE 2****

Environmental Management Systems EMS 2***

Environmental Sciences ENVS 2 ***

Oceanography and Coastal Science 2 ***

Mathematics: MATH 2*****

Economics: ECON 2****

Finance: FIN+++

Science: ASTR 2 ***, BIOL 2****, CHEM 2***+, GEOG 2 ****, GEOL 2 ****, PHYS 2****

ISDS 31++

Estimating the enrollment in any one class is impossible and perhaps negligible, but would you please inform the College of Science Coursed and Curriculum Committee members.

Regards,
Coretta

Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructor Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170
Date: Mon. 1 Oct 2012 20:25:19 +0000
From: Laurene L Hutchinson <lutchi@lsu.edu>
To: Coretta Douglas <douglas@csc.lsu.edu>
Subject: RE: Computer Science - Curriculum Changes

Coretta,

Does this mean students would have to choose from an ISDS course starting with 31? You might want to add 3115 is not an option (as this is an operations management course and has prerequisites they would have to meet anyway). Also, CSC does not allow their students to take ISDS 3107. This only leaves 3100 and 3105. Just wanted you to know this.

And, thanks for letting me know. You did not need anything from me did you?

Laurene

From: Coretta Douglas [douglas@csc.lsu.edu]
Sent: Monday, October 01, 2012 11:58 AM
To: Laurene L Hutchinson
Subject: Computer Science - Curriculum Changes

Hi Laurene,
The faculty of the Division of Computer Science and Engineering has approved significant changes to the Computer Science curriculum. Among the changes, the foreign language requirement (8 hours) is being dropped and in its place to be added are:
(a) 2 hours CSC lab credits associated with CSC 1350 and 1351
(b) 6 hours tech-electives

Students will select 3 hours credit from Group A or Group B and also select 3 hours credit from Group A only.
The Group A list will include:

CSC 2****

Engineering:
BE 2***, CHE 2***, CE 2***, CM 2***, EE 2***, ENGR 2***, EVEG 2***, IE 2***, ME 2***, PETE 2***

Environmental Management Systems EMS 2***

Environmental Sciences ENVS 2***

Oceanography and Coastal Science 2***

Mathematics: MATH 2***

Economics: ECON 2***

Finance: FIN***

Science: ASTR 2***, BIOL 2***, CHEM 2***, GEOG 2***, GEOL 2***, PHYS 2***

ISDS 31**

Estimating the enrollment in any one class is impossible and perhaps negligible, but the change will facilitate schedules.
for students who pursue the minor in Information Technology Management.

Regards,
Coretta

Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170
Date: Mon, 1 Oct 2012 12:07:51 -0500
From: "Coretta Douglas" <douglas@csc.lsu.edu>
To: econ@lsu.edu
Subject: Computer Science - Curriculum Changes

Attention Department of Economics:
The faculty of the Division of Computer Science and Engineering has approved significant changes to the Computer Science curriculum. Among the changes, the foreign language requirement (6 hours) is being dropped and in its place to be added are:
(a.) 2 hours CSC lab credits associated with CSC 1350 and 1351
(b.) 6 hours tech-electives.
Students will select 3 hours credit from Group A or Group B and also select 3 hours credit from Group A only. The Group A list will include:

CSC 2+++  
Engineering:
BE 2++, CHE 2+++, CE 2+++, CM 2+++, EE 2+++, ENGR 2+++, EVEG 2+++, IE 2+++, ME 2+++,  
PETS 2+++  

Environmental Management Systems EMS 2+++  
Environmental Sciences ENVS 2+++  
Oceanography and Coastal Science 2+++  
Mathematics: MATH 2+++  
Economics: EGON 2+++  
Finance: FIN+++  
Science: ASTR 2+++, BIOL 2+++, CHEM 2+++, GEOG 2+++, GEOL 2+++, PHYS 2+++  
ISDS 31++

Estimating the enrollment in any one class is impossible and perhaps negligible, but the faculty welcomes any comments regarding the inclusion of Economics 2+++ on the list.

Sincerely,
Coretta

Coretta Douglas, Ph.D. Computer Science  
Undergraduate/Instructional Coordinator and Instructor  
School of Electrical Engineering and Computer Science  
** Computer Science and Engineering **  
Patrick Taylor #3170
Date: Mon, 1 Oct 2012 12:09:22 -0500
From: "Coretta Douglas" <douglas@csc.lsu.edu>
To: finance@lsu.edu
Subject: Computer Science - Curriculum Changes

Attention Department of Finance:

The faculty of the Division of Computer Science and Engineering has approved significant changes to the Computer Science curriculum. Among the changes, the foreign language requirement (8 hours) is being dropped and in its place to be added are:

(a.) 2 hours CSC lab credits associated with CSC 1350 and 1351
(b.) 6 hours tech-electives.

Students will select 3 hours credit from Group A or Group B and also select 3 hours credit from Group A only.

The Group A list will include:

CSC 2+++  

Engineering:
BE 2+++, CHE 2+++, CE 2+++, CM 2+++, EE 2+++, ENGR 2+++, EVEG 2+++, IE 2+++, ME 2+++, PETE 2+++  

Environmental Management Systems EMS 2+++  
Environmental Sciences ENVS 2+++  
Oceanography and Coastal Science 2+++  
Mathematics: MATH 2+++  
Economics: ECON 2+++  
Finance: FIN+++  
Science: ASTR 2+++ , BIOL 2+++ , CHEM 2+++ , GEOG 2+++ , GEOL 2+++ , PHYS 2+++  
ISDS 31++

Estimating the enrollment in any one class is impossible and perhaps negligible, but the faculty welcomes any comments regarding the inclusion of Finance 2+++ on the list.

Sincerely,

Coretta

Coretta Douglas, Ph.D. Computer Science  
Undergraduate/Instructor and Instructor  
School of Electrical Engineering and Computer Science  
** Computer Science and Engineering **  
Patrick Taylor #3170
Thank you for your information. Art History, esp. my courses in contemporary and new media are, are happy to absorb any and all students from Computer Science.

Susan Elizabeth Ryan, Ph.D.
Professor of Art History
Emogene Pliner Professor of Art
LSU School of Art

On Nov 1, 2012, at 5:38 PM, Coretta Douglas wrote:

< CSC Form D.pdf>
Anna M Castrillo

From: Rod Parker [sadir@lsu.edu]
Sent: Thursday, November 08, 2012 2:39 PM
To: Coretta Douglas
Cc: Anna M Castrillo; School of Art; Bijaya Karki; Darius A Spieth; Frederick W Ostrenko; Lea Anne Couvillion; Frederick Ortner; Susan E Ryan; Fontenot, Lisa
Subject: Re: CSC/E: REPLY NEEDED Notification of Curriculum Changes

Categories: URGENT

Coretta.

Apologies if I wasn’t clear. ART 4020 should stay on the list but it should be listed as: ART 4020: Special Topics (not 4020: Art & Activism)

@

Rod Parker
Director LSU School of Art
123 Art Building
Louisiana State University
Baton Rouge, LA 70803
225 578.5411 tel
225 578.5424 fax
sadir@lsu.edu

On Nov 8, 2012, at 9:12 AM, Coretta Douglas <douglas@cse lsu edu> wrote:

Dr. Parker,

I appreciate your response and your suggestions.
ART 4020 will be deleted from the list of elective offerings for our CS curriculum Group B. We will include during student advisement of the changes ahead for the ART courses applicable to the AVATAR Digital Media minor.

I have copied this email also to:
(1) Lea Anne Couvillion whom (you probably know) is the Administrator of the AVATAR Digital Media minor which resides with the CCT.
(2) Lisa Fontenot, College of Engineering(COE) Counselor and COE Academic Matters Coordinator.

Regards,
Coretta
Coretta Douglas, Ph.D. Computer Science
Undergraduate Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor 43170

On Wed, 7 Nov 2012 18:04:19 -0600, Rod Parker wrote
> Coretta, Anna
> 
> No problem with these curriculum changes in CSC from the perspective of the School of Art.
> 
> I would, however suggest one editorial change: delete "Art & Activism" from ART 4020 on the list. ART 4020 is a special studies class and topics change regularly.
Also, I just wanted to make you aware of impending, but not yet approved changes to the curriculum in Digital Art. Some of the courses on the internal advising list are in the process of being replaced with new courses. If and when they are approved, some of the ARTS track courses on the advising sheet will not be offered as often. Since these elective courses don't appear to be listed in the CSC catalog section, I don't believe this affects this request but if you're preparing internal advising documents to go along with your curriculum changes you may want to include the new proposed replacement course numbers in Digital Art.

<table>
<thead>
<tr>
<th>Existing Course</th>
<th>Proposed Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2055 Digital II</td>
<td>ART 2220 Moving Image</td>
</tr>
<tr>
<td>ART 4050 Digital III</td>
<td>ART 2230 Virtual Space</td>
</tr>
<tr>
<td>ART 4055 Digital IV</td>
<td>ART 4230 Virtual Space and Motion</td>
</tr>
<tr>
<td>ART 4560 Interactive Media for Vis. Com.</td>
<td>ART 2210 Creative Coding</td>
</tr>
</tbody>
</table>

---

> On Nov 1, 2012, at 5:38 PM, Coretta Douglas <douglas@csc.lsu.edu> wrote:

Attention:
> Professor Red Parker - Director School of Art
> Professor Susan Ryan - Art History
> Professor Darius Spieth - Art History
> Professor Derick Ostrenko - Digital Art
> Professor Lynne Baggett - Graphic Design
> Professor Rick Ortner - Painting and Drawing

The Computer Science and Engineering Division of the School of Electrical and Computer Engineering has approved changes to the computer science curriculum for the Fall 2013/ Spring 2014 catalog. Your reply to this email notification is important. See attached curriculum change packet.

We are proposing adding two required "tech" electives, 3 hours each for a total of 6 hours to our curriculum.

The tech electives will be met by:
> (1) 3 hours credit in Group A electives
> (2) 3 hours credit in either Group A or Group B electives.

Group A is composed of credits from science, technology, engineering, or mathematics (STEM) classes.
Group B is composed of credits from the arts list from the AVATAR Digital Media minor.

Refer to the curriculum packet attached for a complete list of pre-approved course credits for the Group A and Group B courses.

Estimating the enrollment increase in any one class from Group B is impossible to determine and perhaps negligible. At this time, we cannot estimate the numbers of students who will select Group B instead of Group A for the 2nd tech required course. And from that set of students, determining an estimate of how many may select any one ART or ARTH course over the others is impossible.

The change will facilitate computer science majors pursuing the AVATAR Digital Media minor. We are encouraging students to select electives outside of computer science that may broaden their understanding of how technology is used in diverse areas outside the typical scientific areas.

Your acknowledgment of this email and your comments are welcome.

Sincerely,
Coreta Douglas
Coreta Douglas. Ph.D. Computer Science
Undergraduate Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170

CSC Form D.pdf
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE CONCENTRATION

Department
French Studies

College
Humanities & Social Sciences

Date 11/7/11

Name of Concentration
French and Francophone Cultural Studies

Name of Curriculum/Major
French

Type of Degree
B.A.

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

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

ACTION (check appropriate box):

( ) ADDING

(X) CHANGING: List the entire catalog description of the new concentration. Use plain sheets and attach, if necessary.

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

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

CONCENTRATION

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current concentration:</td>
<td>24 hrs</td>
</tr>
</tbody>
</table>

French and Francophone Cultural Studies

**Required courses (24hrs.):** Complete three courses selected from the following: FREN 3090, 3280, 4000, 4001, 4005, 4014, 4015, 4016, 4031, 4041, 4050, 4051, 4060, 4064, 4665, 4070, 4080, 4100, 4915; complete three courses selected from the following: ANTH 4051, 4053, 4470, ARTH 4450 or 4451, GEOG 4655, POLI 4074, 4078; complete two courses selected from the following: HIST 4045, 4024, 4022, 4112, 4113, 4130.

Upon approval of the department, other courses relevant to French and Francophone cultural studies may be accepted for this concentration.

**Total semester hours in proposed concentration: | 24 hrs |

French and Francophone Cultural Studies

**Required courses (24hrs.):** Complete FREN 3076 and two courses from the following: FREN 3090, 3260, 3280, 4000, 4001, 4005, 4014, 4015, 4031, 4041, 4050, 4051, 4060, 4070, 4080, 4100, 4915; complete three courses selected from the following: ANTH 4051, 4053, 4470, ARTH 4450 or 4451, GEOG 4655, POLI 4074, 4075, 4076, 4078; complete two courses selected from the following: HIST 4022, 4073, 4081, 4084, 4085, 4112, 4113, 4130.

Upon approval of the department, other courses relevant to French and Francophone cultural studies may be accepted for this concentration.

APPROVALS:

Department Faculty Approval Date 9/07/12

Department Chair's Signature 10/24/12

College Faculty Approval Date 10-24-12

College Dean's Signature 10/31/12

Chair, FS C & C Committee 11/6/12

Academic Affairs Approval 11/10/12
FREN 3076, Introduction to Francophone Cultures, was added to the list of French Studies courses after the creation of the concentration in French and Francophone Cultural Studies. A course on global Francophone cultures would be essential in this program of study. Moreover, the addition of FREN 3260 and POLI 4075 and 4076 as well as HIST 4073, 4081, 4084, 4085, and 4200 would expand the offerings to students choosing this particular concentration. The faculty of French Studies unanimously voted to support this addition. The departments of Political Science and History also support these additions.

FREN 4016, 4064 and 4065, ANTH 4064, GEOG 4055, HIST 4015, and 4021 have been cancelled due to ten year inactivity.
Becky (and Jack),

Political Science has no objection to our courses being added to the concentrations you mention, and in fact we’re pleased by the interest and hope the students are by the courses.

Jim

James A. Stoner, Jr., Chair
Department of Political Science
248 Stubbs Hall
Louisiana State University
Baton Rouge, LA 70803-5433 USA
office: 225.578.2538
cell: 504.232.4399
poston@lsu.edu
http://www.lsu.edu/JamesStoner

On 6/1/12 11:12 AM, “Rebecca E. Caire” <rcaire@lsu.edu> wrote:

Hi Dr. Stoner

I am working with Dr. Yeager in French Studies on some of his course proposals/concentrations and I am writing to you regarding Political Science coursework that they would like to officially add to their concentrations. Specifically, they would like to add:


Would you have any objections to these additions? Please let me know at your earliest opportunity.

Thanks very much,

Becky

Rebecca Caire, Assistant Dean
College of Humanities & Social Sciences
Louisiana State University
119 Hodges Hall
Baton Rouge, LA 70803
Phone: (225) 578-3141
Jack Yeager

From: Rebecca E Caire [rcaire@lsu.edu]
Sent: Friday, June 01, 2012 1:13 PM
To: Jack Yeager
Subject: FW: History coursework

Jack-

Please see below for the History approval.

Thanks,
Becky

Rebecca Caire, Assistant Dean
College of Humanities & Social Sciences
Louisiana State University
119 Hodges Hall
Baton Rouge, LA 70803
Phone: (225) 578-3141
Fax: (225) 578-6447
rcaire@lsu.edu

---

From: Victor L Stater [mailto:victor@lsu.edu]
Sent: Friday, June 01, 2012 1:16 PM
To: Rebecca E Caire
Subject: RE: History coursework

Hi Becky,

We would have no objection to the inclusion of those courses. I would add, though, that HIST 4200 hasn't been taught in some time, though it might be offered again once our new Af-Am historian arrives.

Thanks,

Victor

---

From: Rebecca E Caire [mailto:rcaire@lsu.edu]
Sent: Friday, June 01, 2012 11:20 AM
To: Victor L Stater
Cc: Jack Yeager
Subject: History coursework

Hi Dr. Stater,

I am working with Dr. Yeager in French Studies on some of his course proposals/ concentrations and I am writing to you regarding History coursework that they would like to officially add to their concentrations. Specifically, they would like to add:

Would you have any objections to these additions? Please let me know at your earliest opportunity.

Thanks very much,

Becky

Rebecca Caire, Assistant Dean
College of Humanities & Social Sciences
Louisiana State University
119 Hodges Hall
Baton Rouge, LA 70803
Phone: (225) 578-3141
Fax: (225) 578-6447
rcaire@lsu.edu
22 October 2012

To:
Committee on Courses and Curriculum
Lawrence J. Rouse, Chair

From:
The LSU Honors College
Nancy Clark, Dean

Re: 3000-level HNRS courses

Dear members of the committee:

The Honors College currently has three Gen-Ed courses at the 3000 level: HNRS 3030 Humanities Colloquium, HNRS 3031 American Studies, and HNRS 3033 Social Science Colloquium. With respect to the global changes in General Education at the 3000 level (i.e. that there will no longer be any 3000-level Gen-Ed courses), we have determined that the best learning situation for our students would be to “move” two of these courses (3030 and 3033) to the 2000 level. In essence, we find ourselves in agreement with the committee that those courses retaining General Education credit belong at the 2000 rather than 3000 level, and we submit these proposals in order to comply with this new policy.

In addition, we have determined that one of the affected classes, HNRS 3031, is more appropriate at the 3000 level. Therefore, we will retain the course, but recognize that it will lose Gen-Ed credit. We are planning to change the title to reflect the broad subject matter that has been taught through this course in recent years. Due to its new title and implied scope, and to distinguish it from its predecessor (which formerly earned students Gen-Ed credit), this course will become a new course altogether, HNRS 3025. (At the same time, we will also seek to change the title of an additional non-Gen-Ed course at the 3000 level, HNRS 3035, so that the relationship between these two courses will become clearer to students).

As a result of this reorganization, the Honors curriculum will achieve a two-tiered symmetrical arrangement: All courses with the designation “Colloquium” will reside at the 2000 level; and 3000-level special topics seminars will contain “Advanced Seminar” in their respective titles. This two-tiered approach will further distinguish the HNRS General Education courses from the more specific, upper-level seminars. It is our hope that this will aid both student and faculty in navigating the HNRS curricular path.

Therefore, in light of the above, and under advisement of your committee chair, we are submitting three “Drops,” three “Adds,” and one “Change” to accomplish this reorganization. The overall structure of our intended revision is illustrated in the attached graphic.

Please contact William Osborne at wosbor1@lsu.edu with any questions you might have. Thank you in advance for considering these proposals.
**DROP**

3030 Humanities Colloquium (3) May be taken for a max. of 6 hrs. of credit. Selected themes and materials in literature, philosophy, history and art.

3033 Social Science Colloquium (3) May be taken for a max. of 6 hrs. of credit when topics vary. Topics of significance from the standpoint of various social sciences.

3031 American Studies (3) May be taken for a max. of 6 hrs. of credit when topics vary. Selected topics in American civilization.

**ADD**

2030 Humanities Colloquium (3) May be taken for a max. of 6 hrs. of credit. Selected themes and materials in literature, philosophy, history and art.

2033 Social Science Colloquium (3) May be taken for a max. of 6 hrs. of credit when topics vary. Topics of significance from the standpoint of various social sciences.

3025 Advanced Seminar in Social Science and Humanities (3) May be taken for a max. of 6 hrs. of credit when topics vary. Advanced topics of significance from the social sciences and humanities.

---

**CHANGE (from...)**

3035 Natural Science Colloquium (3) Prereq.: completion of one-year course in a physical science and one-year course in a biological science, or consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Selected topics illustrative of developing concepts of the natural and physical universe and of living organisms.

**CHANGE (to...)**

3035 Advanced Seminar in Natural Science (3) Prereq.: completion of one-year course in a physical science and one-year course in a biological science, or consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Selected topics illustrative of developing concepts of the natural and physical universe and of living organisms.
Justification

DROP: HNRS 3030, 3031, 3033
ADD: HNRS 2030, 2033, 3025
CHANGE: HNRS 3035

Summary:

In this proposal the Honors College is seeking to 1) bring existing courses in compliance with General Education policy, and 2) create symmetry in the course offerings by aligning terminology with course level (i.e., grouping courses of the same type at the same level with shared designations).

To accomplish 1: three courses will be dropped, and three new courses will be added.

To accomplish 2: two of the new courses will retain the titles of “colloquium” at the 2000 level (where one other colloquium already exists); additionally, one of the new courses, and one existing course, will both now contain “advanced seminar” in their course titles.

Please see the attached diagram for an illustration of these changes.

In Detail:

The Honors College intends for two of its HNRS courses – HNRS 3030 and HNRS 3033 — to “move” to the 2000 level (as HNRS 2030 and HNRS 2033), retaining their course titles, descriptions, etc. The subject matter offered in these special topics courses is appropriate for Honors students to take at the 2000 level, and the manner in which sections are to be offered will be consistent with other 2000-level HNRS courses. In short, these two courses will remain largely the same with the exception of their numeric designation, and the Honors Board, the body that approves special topics course offerings in the College, will ensure that course content is appropriate for Honors students to take at the 2000 level. Attached syllabi illustrate the sorts of courses offered under these designations.

However, we also recognize the importance of providing students with special topics Honors seminars at the 3000 level. Accordingly, we wish to retain the interdisciplinary (Social Science and Humanities) HNRS 3031, understanding that we will sacrifice its Gen-Ed credit in doing so. We would also like to rename this course, in order to better represent the types of courses that have been offered through it. (The existing title “American Studies” is a vestige of a previous Western Civilization curricular approach, since dismantled). The new title of “Advanced Seminar in Social Science and Humanities” better articulates the role that the course plays in the curriculum, and better reflects its interdisciplinary pedagogy. (Note: As Honors seminars are special topics, the special title will reflect the particular content, changing with each section). Under the counsel of the Courses and Curricula chair, we are recreating the course under a new number, as the title and course description change has been deemed significant enough change to merit our doing so. We have no objection to this outcome. The new number will be 3025.

Furthermore, with the grouping of the colloquia at the 2000-level, and the change of title of the 3000-level seminar that we are retaining/recreating, we would also like to complete the symmetry by altering the title of HNRS 3035, “Natural Science Colloquium.” We seek this minor change solely to make it parallel to the new 3025 title, and to distinguish it from the General Education colloquia that will be grouped together at the
2000 level. Changing “colloquium” to “advanced seminar” will provide the curriculum with two non-Gen-Ed special topics “advanced seminars,” both occupying a clear and useful curricular position at the 3000 level, as well as representing two distinct areas in the liberal arts tradition, which both courses have successfully done for many years.

In greater detail:

Since the committees involved have determined that General Education works best at the lower division levels, and since we are motivated to continue offering successful Gen-Ed courses in the same manner as we have provided students in the past, the Honors College has decided that it would be best to move two of the 3000-level Gen-Ed courses to the 2000 level (3030 and 3033). Multiple years of assessment of these special topics courses has demonstrated them both to be very effective in delivering General Education learning outcomes, and accordingly we would like to be able to continue this tradition of successful course offerings.

In order to clarify the curricular role of the third course (3031), and to remove the aforementioned vestige of a previous curricular aim, we seek to change its title. And to achieve symmetry of curriculum design, primarily for the sake of clarity (for students, faculty, and administrators), the College seeks as well to change the title of another course, 3035. Both of these will become non-General Education “advanced seminars.”

Grouping the “colloquia” courses

Another General Education “colloquium” course (Colloquium in the Arts, HNRS 2021) already exists at the 2000-level. In order to create curricular symmetry, we would like to group all Gen-Ed colloquia at the same level. This would involve moving the 3030 and 3033 courses to the 2000 level, but would also involve changing the name of a remaining (non-Gen-Ed) "colloquium course": HNRS 3035 Natural Science Colloquium (please see below). (3030 and 3033 will be renumbered 2030 and 2033).

Renaming 3031 and 3035

Moving 3030 and 3033 to the 2000 level would leave one remaining 3000-level Gen-Ed course, HNRS 3031 American Studies. By remaining at the 3000 level, this interdisciplinary course is consequentially to be removed from the General education program, leaving it as a non-Gen-Ed special topics 3000-level course. This will allow us to retain the curricular flexibility to offer certain courses (such as a popular law course) that clearly belong at the 3000 level.

We would also like to change the title of 3031, as its current title "American Studies" is a vestige from the earlier western civilization-based curriculum that has since been dismantled. We feel that "Advanced Seminar" would better capture its curricular usefulness. After discussion with the Courses and Curricula chair, we understand that there is a required number change on account of the title and description change. The new number will be 3025.

Meanwhile, to complete the "colloquia symmetry" referenced above, and to create curricular symmetry between the two 3000-level special topics seminars, we would change the name of 3035 to "Advanced Seminar in Natural Science." Again, in discussion with the Courses and Curricula committee chair, we understand that this minor change does not require a change of number.

Please see the attached diagram for an illustration of these changes.
Anna M Castrillo

From: Lawrence J Rouse  
Sent: Monday, November 05, 2012 3:12 PM  
To: Anna M Castrillo  
Subject: FW: HNRS courses at Courses and Curriculum

Anna,

I asked the Honors College about the "gatekeeper" for the courses up for consideration tomorrow. We can add this email to the package.

larry

From: William G Osborne  
Sent: Monday, November 05, 2012 2:54 PM  
To: Lawrence J Rouse  
Subject: Re: HNRS courses at Courses and Curriculum

Hi, Larry.

I'm happy to provide clarification for the committee.

The Honors College would of course never consent to a student earning credit for duplicated coursework. We refer to our professors to notify us if any student were to attempt to retake their special topics courses. This is a very workable policy for us for two basic reasons: the very unique nature of our course offerings, which necessitates that any topic that is repeated is taught by the same faculty member (only John Protevi is ever going to teach "Foucault and Biopower" for us, to take one example—and so therefore he is the best authority to determine if an Honors student were to attempt to retake his course); and, secondly, the small intimate roundtable format of HNRS seminars, which prevents a student in a seminar of 12 from either going unnoticed or "mailing it in" as he or she might be able to do in a large-format class. We are very confident that the unique and intimate nature of HNRS courses prevents any gaming of the system as it were, and we are confident that we can continue to rely on this policy. But since you've raised it as a concern—and since the majority of our courses are repeatable special topics courses of one sort or another—we've taken steps to formalize this policy with the following:

When faculty members are confirmed to offer a course topic a second time in a repeatable course, they shall be notified that they are responsible for comparing their roster with previous offerings of that topic and are to notify us if they find a student attempting to repeat the topic.

Thank you for helping us clarify our policy going forward. The College will continue to offer unique and challenging special topics courses while enforcing ethical academic conduct within them. I hope that this satisfies your and the committee's curiosity—please let me know if you need anything further.

Best/chip

William G. Osborne III  
MFA, MA  
Director of Curriculum Development & Assessment  
Honors College  
205 French House
From: Lawrence J Rouse <trouse@lsu.edu>
Date: Fri, 2 Nov 2012 13:30:57 -0500
To: William G Osborne <wosbor1@lsu.edu>
Subject: HNRS courses at Courses and Curriculum

Chip,

How are HNRS students checked to see that they don’t take the same topic twice in the Colloquia series? Who checks “when topics vary”? The committee will want an answer to those questions.

Larry
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE

Rubric & No.: HNRS 2033 Title: Social Science Colloquium

COURSE CREDIT
Graduate Credit: ___ YES ___ 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 6 credit hours.
Credit will not be given for this course and:

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)

Maximum enrollment per section: 20
(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)

2033 Social Science Colloquium (3) May be taken for a max. of 6 hrs. of credit when topics vary. Topics of significance from the standpoint of various social sciences.

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.)

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)

College Contact:

College Contact E-mail:

Academic Affairs Approval
HNRS 2033: Courts and Social Movements – Fall 2011

2033 Social Science Colloquium (3) May be taken for a max. of 6 hrs. of credit when topics vary. Topics of significance from the standpoint of various social sciences.

Professor Laura Moyer
Classroom: 210 French House
Class: T/Th 10:40-12:00

Office: 208B Stubbs Hall
Office hours: Mon. 1:30-2:30, Tues. 4:00 – 5:00
Email: LMOYER@LSU.EDU

Course Description and Objectives
Organized groups representing political minorities have often turned to the courts because of their difficulty achieving policy change through majoritarian branches of government.

In this course, students will examine case studies of different social movements through both legal and social scientific texts to explore the lessons and pitfalls of pursuing policy change through the courts. In doing so, they will be exposed to a range of important fields within political science and the social sciences more generally: social movements, democratic theory, judicial politics, and public policy.

This course meets the general education requirement for social science. Students who successfully complete this course will be able to demonstrate mastery of factual knowledge, connections among groups of people and the political environment, diversity of cultures, and appropriate use of reference sources.

CXC certification
This course is certified as a “Communication-Intensive Course” and meets all of the requirements explained on the CXC Web site: http://cxc.lsu.edu, including the following:

Emphases on formal and informal assignments in written and visual communication, class time spent on communication, 40% of the final grade based on communication projects, revisions after faculty feedback on 2 formal projects (one for each emphasis), and a student/faculty ratio of 35:1. Because it meets these requirements, students may count it toward “Distinguished Communicator” certification on LSU transcripts.

*Requirements for the Course (revised)

1. Participation: in-class discussion and writing (10 points)
Students are expected to attend class on time and for the duration of class, to be fully prepared for each class, and to engage with their classmates and instructor in a mature and respectful manner.

Please turn off phones and put away iPods, newspapers and other unrelated materials before class begins. Laptops may only be used with permission of the instructor.

The quality of participation will be evaluated through both in-class, spoken (3 points) and written contributions (7 points) to the seminar, which includes posting short comments or questions on the course blog. A-level participation involves regularly examining the implications of assigned readings, going beyond assigned readings, or analyzing alternative interpretations. Merely repeating or describing reading is “C” work, though the inability to do at least that when asked will result in lower grades. Unprofessionalism, unpreparedness, or disrespect for others may also result in lower grades.
All students are expected to read the items listed as “class readings” before attending class each day, focusing on any reading questions outlined by the instructor. Readings designated as “expert” are required only for that day’s subject matter expert (explained below), who must read both the “class readings” and their assigned expert reading.

2. Class blog

Rather than assigning ordinary response papers, students will contribute to the class blog in one of three roles: subject matter expert, blog responder, or commenter. (These are described in more detail below.) Each student must sign up for a free account with Blogger.com and join the course blog, Courts and Social Movements. All writing on the blog is expected to be formal writing; grammar, punctuation, spelling, and tone count the same way that they would for a research paper, and the code of academic honesty applies. When you are citing one of the course readings, please note the page number in parentheses.

Blog posts, responses, and comments will be graded on a check plus, check, check minus basis. A check plus indicates that the student communicates clearly and effectively (with strong writing mechanics), provides an insightful analysis on the readings, and is able to connect major themes in the course to new content (including bringing in outside work when appropriate). A check indicates that the student generally communicates clearly (but may have some minor technical issues with the writing), raises some analytical points (though may be more in summary mode), and generally connects relevant themes of the course to the material. A check minus indicates that the student has failed to demonstrate adequate comprehension of the material, shows little to no analysis, and/or is especially weak in communicating their ideas.

Subject matter expert blog posts (20 points)

Each student will choose or be assigned to one of the major subject areas of the course (black civil rights, women’s movement, gay rights, or the conservative legal movement). Students will then sign up for one of the “expert readings” in their section. **On the day before that class period, the subject matter expert must make a blog post about the expert reading by no later than 5 p.m.** (i.e., if the expert reading is listed for Thursday, the blog post must be up before 5 p.m. on Wednesday.) These posts should be about 4-6 paragraphs in length.

During class on the day that a student is the “subject matter expert,” he or she is responsible for the readings assigned to the rest of the class, plus the “expert” reading. Their blog post should include a short (1-2 paragraph) synopsis of the expert reading and a 2-4 paragraph critical analysis. (More specific guidelines can be found on Moodle.) Everyone will do one “practice” subject matter expert blog post during the first section of the course, which will be worth 5 points. The “real” blog post will count for 15 points.

*Reading responses to blog posts (10 points)*

On days that they are not the subject matter expert, students will also respond to blog posts by subject matter experts in their section of the course. These responses should be about 1 paragraph. Responders can take issue with any of the points raised or conclusions drawn in the blog post, and they can also pose other questions that the blogger could have addressed. They may also critique what other respondents have written. Do not duplicate previous comments. Responders do not have to read the expert reading but should make connections between the required reading and the subject matter expert’s blog post. Students will respond to all of the expert blog posts in their section when they are not the subject matter expert for the day. For instance, if there are 3 students in the “black civil rights” group, the two students who were not
subject matter experts for a particular class would respond to the blog posting by the one subject matter expert for the day.

*Comments on class blog (10 points)*
Students will periodically post short comments and discussion questions on the class blog related to the required readings for that day. Rather than doing so every day, students will be assigned to a particular section of the course for which they are responsible for commenting. (This assignment will be different than the section in which they are a “subject matter expert.”)

3. Group research design project (50 points)
Working in groups of 2-3, students will identify two issues from two different social movements and create a research design that explains the policy outcomes for each issue, linking back to themes and readings from the semester (in lieu of a cumulative exam). The research design will take the form of a 10-15 page paper (double-spaced) and a 10-minute PowerPoint presentation, both due during the final exam period. All group members must contribute equally to the writing of the paper and the delivery of the presentation. Throughout the semester, there will be practice mini-presentations to provide feedback on the development of the project. A draft of the paper will be due November 22 in hard copy in class for peer and instructor review; students must also log time practicing their presentations at Studio 151 in Coates Hall. The format for the research design paper can be found on Moodle, along with grading rubrics for the paper and presentation.

**Academic Honesty**
The Student Code of Conduct is strictly enforced for all work performed in this class. Please see www.ssa.lsu.edu for details. Every student is expected to be familiar with and abide by the University’s policy on academic honesty before performing any academic work. All suspected violations will be reported, and determinations of guilt or innocence will be made by the Office of Student Accountability.

**Grade Breakdown & Grading Policy (100 points total)**
The course is on a 100 point scale (90-100=A; 80-89=B; etc). There is no extra credit available for any student. Borderline grades at the end of the course will be decided based on the quality of participation. Grades will NOT be discussed over email; for confidentiality reasons, please make an appointment with me if you have a question. Work submitted late will be subject to grade penalties.

<table>
<thead>
<tr>
<th>In-class discussion &amp; writing: 10</th>
<th>Blog responses: 20</th>
<th>Final paper: 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject matter expert blog posts: 20</td>
<td>Final paper draft: 5</td>
<td>Final presentation: 20</td>
</tr>
</tbody>
</table>

**Required texts**
- Additional readings will be posted on Moodle. Some readings for subject matter experts are available only through the instructor.

**Fall 2011: Important dates**
- Drop period ends: Last day to add: Aug. 29/August 31
- Last day to withdraw: Nov. 4
- Final exam period: Wednesday, Dec. 7 (10:00 – noon)

**Reading Schedule (to be read PRIOR to coming to class) – subject to change**

**NOTE:** "Class reading" denotes required reading for all students; "expert readings" are assigned only to individual students and will not be read by the entire class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Aug. 23</td>
<td>Introduction to course &amp; subject expert assignments</td>
</tr>
</tbody>
</table>
| Thursday, Aug. 25 | I. Intro to Social Movements and Courts  
A. How we study social movements as politics  
Class reading  
- Tilly, *Social Movements* (chapter 1)  
- Research design reading [on Moodle]   |
| Tuesday, Aug. 30 | B. Understanding the American Judiciary  
Class reading (all posted on Moodle)  
*Students in the “Race” and “Conservative” sections will read these two*  
*Students in the “Gender” and “Gay rights” sections will read these two*  
- Scalia, “Originalism, The Lesser Evil”  
- Breyer, “Active Liberty” |
| Thursday, Sept. 1 | C. Theoretical Perspectives on Courts, Social Change, and the Protection of Rights  
In class: Examples of what a subject expert posting and response should look like  
Class reading  
- Rosenberg, *Hollow Hope* (chapter 1)  
- Epp, *Rights Revolution* (chapter 2, pp. 11-25)  
Expert reading:  
*Bowen, “Do Court Decisions Matter?” [on Moodle]  
*Canon and Johnson (excerpts), “A Model of the Implementation and Impact of Judicial Policies” [on Moodle] |
| Tuesday, Sept. 6 | Theoretical Perspectives (con’t)  
*Everyone does a practice blog post – print out and bring to class.*  
Class reading  
Spaeth, “The Attitudinal Model” [on Moodle] |
<p>| Thursday, Sept. 8 | D. The Legal Profession and Interest Groups |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Sept. 13</td>
<td><strong>Class reading</strong></td>
<td>“Rise of the liberal legal network” (ch. 2 from Steven Teles, <em>Rise of the Conservative Legal Movement</em>)</td>
</tr>
<tr>
<td>Tuesday, Sept. 20</td>
<td><strong>A. Cases (con't)</strong></td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Sweatt v. Painter</em></td>
</tr>
<tr>
<td>Thursday, Sept. 22</td>
<td><strong>B. Analyzing the Success of the Black Civil Rights Movement (con't)</strong></td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Long After Brown v. Board of Education, Sides Switch&quot; (Moodle)</td>
</tr>
<tr>
<td>Tuesday, Sept. 27</td>
<td><strong>Race, con't</strong></td>
<td>*Status updates on research project (mandatory)</td>
</tr>
<tr>
<td>Thursday, Sept. 29</td>
<td><strong>III. Gender: Feminism and the Women's Movement</strong></td>
<td>[Comments for required readings in this section by “Gay Rights” group]</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Class Reading</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday, Oct. 4</td>
<td>A. Equality Cases</td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Frontiero v. Richardson</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>U.S. v. Virginia</em></td>
</tr>
<tr>
<td>Thursday, Oct. 6</td>
<td>B. Abortion Cases</td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Roe v. Wade</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Planned Parenthood v. Casey</em></td>
</tr>
<tr>
<td>Tuesday, Oct. 11</td>
<td>C. Analyzing the Women's Movement</td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Rosenberg, Ch. 6, Hollow Hope (Chapter on “Abortion and Women’s Rights”)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Expert readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Luker, “World Views of the Activists” [Moodle]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Staggenburg, The Pro-Choice Movement, Ch. 6 “Defending Roe v. Wade” [Moodle]</td>
</tr>
<tr>
<td>Tuesday, Oct. 18</td>
<td>Analyzing the Women’s Movement (cont’</td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Theresa Fus. 2006. “Criminalizing marital rape: a comparison of judicial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and legislative approaches.” Vanderbilt Journal of Transnational Law. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Moodle]</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Expert readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Selected excerpts from Catharine MacKinnon, The Sexual Harassment of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working Women [see instructor]</td>
</tr>
<tr>
<td>Thursday, Oct. 13</td>
<td><em>NO CLASS: FALL BREAK</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Oct. 20</td>
<td>IV. Sexuality: the Gay Rights Movement</td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Bowers v. Hardwick</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Lawrence v. Texas</em></td>
</tr>
<tr>
<td>Tuesday, Oct. 25</td>
<td>Gay Rights Movement (cont’</td>
<td><strong>Class reading</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Susan Gluck Mezey, Gay Families and the Courts: the Quest for Equal Rights.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Moodle]</td>
</tr>
<tr>
<td>Thursday, Oct. 27</td>
<td>Gay Rights Movement (cont’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class reading</th>
<th>Expert readings</th>
</tr>
</thead>
</table>
| Tuesday, Nov. 1 | Gay Rights Movement (con't)  
                   | Class reading  
Rosenberg, Ch. 12, *Hollow Hope* (chapter on gay rights)  
groundswell.” *New York Times*. [Moodle]  
**Expert reading**  
Decision on LGBT rights.” [on Moodle]          |                                                                                  |
| Thursday, Nov. 3 | V. Conservative social movements in the courts  
[Comments for required readings in this section by “Race” group]  
A. Cases                                                                 | Class reading  
*Kelo v. New London*  
*Simmons-Harris v. Zelman*  
*United States v. Morrison*          |                                                                                  |
| Tuesday, Nov. 8 | Conservative social movements in the courts (con’t)  
Class reading  
Pacelle, “The Dynamics and Determinants of Agenda Change in the  
Rehnquist Court” [on Moodle]          | Expert readings  
*Bork, “The Case Against Political Judging” and “Hard Truths about the  
Culture Wars” from *A Time to Speak* (see instructor for book)          |                                                                                  |
| Thursday, Nov. 10 | Conservative social movements in the courts (con’t)  
Class reading  
Society.” (chapter 5)          | Expert readings  
*Brief filed by the Center for Individual Rights in *Gratz v. Bollinger*          |                                                                                  |
| Tuesday, Nov. 15 | Conservative social movements in the courts (con’t)  
Class reading          |                                                                                  |                                                                                  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Nov. 17</td>
<td>Status update, mini-presentation day (mandatory)</td>
</tr>
</tbody>
</table>
| Tuesday, Nov. 22    | *Paper draft due in class: HARD COPY ONLY* (All group members must attend)  
|                     | In-class discussion of papers                                       |
| Thursday, Nov. 24   | *NO CLASS: THANKSGIVING BREAK*                                      |
| Tuesday, Nov. 29    | VI. Conclusions                                                      |
|                     | Tilly. “The Futures of Social Movements.” (concluding chapter)       |
|                     | Expert readings                                                      |
| Thursday, Dec. 1    | Conclusions (con’t)                                                 |
|                     | Practice presentations – reflection on areas for improvement         |
| Wed., Dec. 7 (10:00 – noon) | Final papers DUE in hard copy                                      |
|                     | *Final exam period*                                                 |
|                     | Final presentations given                                           |
REQUEST FOR ADDITION of NEW COURSE

Department: Honors College

Date: 15 Oct'12

PROPOSED COURSE

Short Title: Humanities Colloquium

Rubric & No.: HNRS 2030

Title: Humanities Colloquium

COURSE CREDIT

Graduate Credit: YES x NO

Semester Hours of Credit: 3

(For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs. 6 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)

Lecture/Lab

Maximum enrollment per section: 20

USE ONLY

FORM A

Effective Date

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

2030 Humanities Colloquium (3) May be taken for a max. of 6 hrs. of credit. Selected themes and materials in literature, philosophy, history and art.

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

(AT ATTACH THE FOLLOWING TO YOUR PROPOSAL)

ATTACHMENTS

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

College Contact:

College Contact E-mail:

Academic Affairs Approval
1. SYLLABUS FOR HNRS 2030, A SPECIAL TOPICS COURSE IN THE
HUMANITIES OFFERED ON THE SYNOPTIC GOSPELS

2030 Humanities Colloquium (3) May be taken for a max. of 6 hrs. of credit.
Selected themes and materials in literature, philosophy, history and art.

Syllabus for HNRS 2030 Humanities Colloquium:

The Synoptic Gospels

instructor
Dr. Delbert Burkett. Office: 123 Coates Hall. Mailbox: 106 Coates. Email: dburket@lsu.edu. Office hours: MWF 9:30-10:30 or by appointment.

Titles of required texts
• A Bible or New Testament. I recommend the HarperCollins Study Bible.
• Delbert Burkett, A Synopsis of the Gospels (available online in Moodle)

This course examines the "Synoptic Gospels," i.e., the first three gospels of the New Testament (Matthew, Mark, and Luke), from literary and historical perspectives, introducing some of the critical methods by which scholars study these writings within the discipline of academic biblical studies. It will also familiarize students with the scholarly tools and resources that facilitate the study of these gospels. The course will focus on the distinctive characteristics of each gospel as well as the relations between them. Course requirements will emphasize helping students to develop their writing skills both generally and with respect to the discipline of academic biblical studies. In detail:
• Through readings, classroom interaction, and written assignments, students are evaluated throughout the semester as they demonstrate an understanding of themes and structures in the gospels, and an historical understanding of the works, and as they explore and express positions with regard to the religious and philosophical themes in the work.
• Students are required to critically analyze the gospels
• All evaluated requirements of the course reinforce proficiency in written and oral communication.
Assignments and exams

- Homework essays. For 13 of our class meetings, I have listed essay topics in Moodle. For 10 of these meetings, you will write a short essay and bring it to class prepared to discuss it. Prior to class, you will read the assigned selection and write your essay on one of the topics listed for that class. Each essay should be 2-3 pages, typed, double-spaced, with one-inch margins. Each essay will be due on the day that we discuss that topic in class. I will not accept late essays. If you write less than 10 essays, you will receive a grade of zero for each of the 10 essays that you do not turn in. If you write more than 10 essays, I will drop your lowest essay grade or grades.
- Participation. Regular participation is essential.
- Final essay. At the end of the semester, you will write a 2-3 page essay summarizing what you have learned in this class in terms of information, skills (writing, critical thinking), and changes in perspective. You will bring it to class on the day scheduled for the final exam. Be prepared to discuss it at that time.

Grading
Grades are based on a ten-point scale: A (90-100), B (80-89), C (70-79), D (60-69), F (below 60)

- homework essays 75%
- participation 10%
- final essay 15%

e. Course Outline

Outline of course subject matter

- Week 1 Introduction: historical, religious, and literary background to the gospels
- Week 2 Gospel of Mark
- Week 3 Mark as story
- Week 4 Controversy stories
- Week 5 Miracle stories
- Week 6 Gospel of Matthew: Sermon on the Mount
- Week 7 Gospel of Matthew: Missionary discourse; Parable discourse
- Week 8 Gospel of Matthew: Community relations discourse; discourse against Pharisees
- Week 9 Gospel of Matthew: Eschatological discourse
- Week 10 Gospel of Luke: Infancy narratives
- Week 11 Gospel of Luke: Travel narrative (1)
- Week 12 Gospel of Luke: Travel narrative (2)
- Week 13 Passion narratives (1)
- Week 14 Passion narratives (2)
- Week 15 Final essay
REQUEST FOR ADDITION OF NEW COURSE

Department: Honors College

College: 

Date: 15 Oct'12

PROPOSED COURSE

Short Title: ADV SEM INSS & H (5 19 characters)

Rubric & No.: HNRS 3025 Title: Advanced Seminar in Social Science and Humanities

COURSE CREDIT

Graduate Credit: NO

Semester Hours of Credit: 3

(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 6 credit hours.

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

Final Exam: 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)

Maximum enrollment per section: 20

(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)

3025 Advanced Seminar in Social Science and Humanities (5) May be taken for a max. of 6 hrs. of credit when topics vary. Advanced topics of significance from the social sciences and humanities.

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

(e撕)

College Faculty Approval

(e撕)

Department Chair’s Signature

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

College Contact:

College Contact E-mail:

College Dean’s Signature

Chair, FS C&C Committee

Academic Affairs Approval
SAMPLE SYLLABUS FOR HNRS 3025, HERE OFFERED AS

CONSTITUTIONALISM: A HISTORICAL AND CULTURAL INTRODUCTION PART II

3025 Advanced Seminar in Social Science and Humanities (3) May be taken for a max. of 6 hrs. of credit when topics vary. Advanced topics of significance from the social sciences and humanities.

John Devin
William Hawk Daniels Prof. of Law
Louisiana State University
john.devin@law.lsu.edu

Room 340, Paul M. Hebert Law Center
Phone: (225) 578-8701
e-mail:

Honors 3025: Constitutionalism: A Historical and Cultural Introduction
Part II: The Development of Constitutionalism

Introduction and Explanation of Course Content:

The ideas that animate the our nation’s foundational documents – the Declaration of Independence, the United States Constitution, The Bill of Rights, and the Reconstruction Amendments – are complex and multi-layered. Our understanding of the meaning and import of those ideas has continued to evolve since those documents were ratified. This seminar will explore how that process of change occurred. For ease of organization, we will explore these issues in a largely historical framework. However, the governing premise is that the development of ideas is a complex and contingent process, and that the particular historical circumstances, philosophical orientations and cultural settings in which ideas develop have a strong influence on how those ideas evolve over time. To this end, this course will be as interdisciplinary as I can make it. Decided cases will be a part, but only a part of the material we will address. Our readings will include literature, philosophy and other materials as well. I encourage all of you to bring whatever background or expertise you may have – not just knowledge of history or political science, but also knowledge of literature, of art, of science, of other cultures – to bear on these issues.

(legal readings provided by professor; see Course Outline below)

A comprehensive look at the development of constitutionalism requires the student to exhibit, at the very least, an understanding of rational argument, including an
understanding of what constitutes evidence, and the principles of inductive
and deductive reasoning; further, a study of law necessitates a thorough
investigation of counter-argument. The student is evaluated in terms of this
understanding via classroom debate, presentation of arguments, and the final paper. In more
general terms of the Humanities, this course exposes the student to the national legal tradition,
which includes the cultural elements that composed the historical contexts out of which
legal documents and decisions emerged. As the student studies the landmark decisions,
she does so alongside the important cultural and philosophical readings of the period.
Only then can there be a sufficient understanding of fundamental legal questions, such
as involve decisions on rights, liberty, and protections. The student must be able to
accurately represent and criticize arguments within the social and cultural context out of
which they emerged. Understanding the facts of the case includes this social component.
The student is evaluated in this understanding in all aspects of the course. A student who
completes this course will demonstrate through the required coursework not only a
governmental and legal understanding of the history of this country, but also an
understanding of the intellectual and moral life of this country, and the ever-changing
definitions of person, family, and polity in relation to things such as sex, gender, and
race, among many others. In particular the final paper will demonstrate this Objective
quite clearly. Research is fundamental to the practice of law, and likewise it is
fundamental to this course. The student of HNRS 3025 completes a semester research
project that demonstrates proficiency in gathering information, citing sources, and
sharing this project with the class, including a technology-aided presentation.

Assignments

The course is taught in seminar format. It requires the students both to
participate in class discussion of assigned readings and to write a substantial paper
which allow them to bring whatever background expertise they may have from their
other studies to bear on some issue of constitutional law or history. The first two-thirds
of the course (approximately) will consist of directed discussion of the materials that I
will provide. The material will be presented in roughly historical form, from 1776
through current controversies. The last third of the course will consist of students
presenting drafts of their papers to the class for discussion and critique.

Grading
Class Discussion/Debate 25%
Oral Presentation 25%
Draft and Final Research Paper 50%

Grades are based on a ten-point scale: A (90-100), B (80-89), C (70-79), D (60-69), F
(below 60)
Syllabus (of the Materials I Will Provide)

Introduction:

1. The Founding Documents.

Readings: The Declaration of Independence of the United States of America (1776)  
The Constitution of the United States of America (1787)  
The Bill of Rights (Amendments 1 - 10 to the United States Constitution)

The Early National Period:

2. The rise of the Supreme Court and the origins of judicial review.

Readings: Alexander Hamilton, Federalist 78: The Judiciary Department (1788)  
Marbury v. Madison (1803)  
Excerpts from the letters of Thomas Jefferson, reacting to the Marbury decision

3. Early struggles over national power and state sovereignty.

Readings: Thomas Jefferson, Opinion on the Constitutionality of a National Bank (1791)  
Alexander Hamilton, Opinion as the Constitutionality of the Bank of the United States (1791)  
McCulloch v. Maryland (1819)  
The Act for the Punishment of Certain Crimes Against the United States (the “Sedition Act”) (1798)  
The Virginia Resolution (1798)  
James Madison, Report on the Virginia Resolutions (1800)  
John C. Calhoun, South Carolina’s Exposition and Protest Against the Tariff of 1828 (1828)  
South Carolina Ordinance of Nullification (1832)  
Andrew Jackson, Proclamation Regarding Nullification (1832)


Readings: Fletcher v. Peck, 10 U.S. 87 (1810)  
Gibbons v. Ogden, 22 U.S. 1 (1824)  
Selected “Equality” Provisions of State Constitutions  
Halden v. James, 11 Mass. 396 (1814)  
Thomas W. Dorr, Speech (1834)  
Andrew Jackson, Veto Message Regarding the Bank of the United States (1832)  
Report of the Workingman’s Committee of Philadelphia on the State of Public Instruction in Pa. (1830)  
Statement of the Boston Mechanics’ and Laborers’ Mutual Benefit Association (1845)  
Excerpt from: James Fenimore Cooper, The American Democrat (1838)  
Excerpts from: Ralph Waldo Emerson, Self-Reliance (1841)  
Excerpts from: Alexis de Tocqueville, Democracy in America (Vol. I, chapters 4-5) (1834)

The Constitution in Crisis: the Civil War

5. Slavery, states’ rights and secession.
Readings: The Missouri Compromise (1820)
       David Walker, Appeal [to the Colored Citizens of the World] (1829)
       Prigg v. Pennsylvania, 41 U.S. 539 (1842)
       1848 Platform of the Free Soil Party
       The Compromise of 1850
       Excerpt and Summary from George Fitzhugh, Sociology for the South (1854)
       Salmon P. Chase, The Appeal of the Independent Democrats over the Kansas-Nebraska Act (1854)
       Dred Scott v. Sandford, 60 U.S. 393 (1856)
       Abraham Lincoln, "House Divided" Speech (1858)
       1860 Platform of the Democratic Party (Breckinridge faction)
       1860 Platform of the Democratic Party (Douglas faction)
       1860 Platform of the Republican Party
       1860 Platform of the Constitutional Union Party
       The Crittenden Compromise
       Charles Memminger, Declarations of the Immediate Causes Which Induce and Justify the
       Secession
       of South Carolina from the Federal Union (1860)
       Robert Barnwell Rhett, The Address of the People of South Carolina Assembled in Convention, to
       the
       People of the Slaveholding States of the United States (1860)
       Abraham Lincoln, First Inaugural Address (March, 1861)
       Battle Hymn of the Republic

6. Presidential power and individual rights during the Civil War

Readings: Lincoln’s Call for Troops (April, 1861)
       Abraham Lincoln, Proclamation Suspending the Writ of Habeas Corpus in Baltimore
       (April, 1861)

       Abraham Lincoln, Proclamation Suspending the Writ of Habeas Corpus in Missouri
       (December, 1861)

       Abraham Lincoln, Proclamations Suspending the Writ of Habeas Corpus in the U.S.
       (September, 1862)

       Ex Parte Merryman, 9 Am. Law Reg. 524, 17 F.Cas. 144, 24 Law Rep. 78 (Cir. Ct. 1861)
       Excerpt from Giroux & Johns, Financing the Civil War: the Office of Internal Revenue and
       the Use
       of Revenue Stamps
       Income Tax Forms for Fiscal Year 1862
       Abraham Lincoln, The Emancipation Proclamation (January, 1863)
       Ex Parte Milligan, 7 U.S. 2 (1866)

7. The consequences of Civil War: the indivisible union, reconstruction, and racial segregation

Readings: Abraham Lincoln, Gettysburg Address (1863)
       Abraham Lincoln, Second Inaugural Address (1865)
       Act, Establishing the Freedmen’s Bureau, XIII U.S. Statutes at Large 557 (1865)
       Civil Rights Act of 1866, XIV U.S. Statutes at Large 27 (1866)
       Constitutional Amendments of the Reconstruction Era
       Texas v. White, 74 U.S. 700 (1868)
       Articles of Impeachment against Andrew Johnson (1868)
       Summary of the Rise and Fall of Reconstruction in Louisiana, 1864-1879

The Constitution in Middle Passage:

8. The Gilded Age: Economic Expansion and Class Conflict


10. The Constitution in Crisis (II): The Great Depression and the “New Deal”

Constitutional Issues in the Modern Era:

11. Race, gender, and the “equal protection of the laws”

Readings: Excerpts from Richard Kluger, Simple Justice (1975)
Martin Luther King, “I Have a Dream” speech (1963)

12. Protection of individual liberty

Roe v. Wade, 410 U.S. 113 (1973)
REQUEST FOR ADDITION OF NEW COURSE

Department: Computer Science and Engineering Division

College: Engineering

Date: 8/24/2012

PROPOSED COURSE

Short Title: PRGM - ANALYS & MOLDL - CHK

Rubric & No: CSC 7150

Title: Program Analysis and Model Checking

COURSE CREDIT

Graduate Credit: X YES __ NO

Semester Hours of Credit: 3

(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: X YES __ NO

Grading System: X Letter Grade _ Pass/Fail

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

COURSE TYPE

Indicate hours in the appropriate course type

LEC REC I EOCSEM 3 LEC __ LAB I LEC/LAB__ SEM __ CLIN/PRACT __ RES-ID

Maximum enrollment per section: 40 (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)

7150 Program Analysis and Model Checking (3) Prereq CSC 4890 or 7101 or equivalent. Automata on infinite objects: Buechi Automata, Muller Automata, Rabin Automata, safety and liveness properties, linear temporal logic (LTL), from LTL to automata, branching time logics: Knaster-Tarski fixpoint theorem; abstract interpretation.

BUDGET IMPACT

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

(If answer to the 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 9/7/2012

College Faculty Approval 9/17/2012

Department Chair's Signature 9/18/2012

Graduate Dean's Signature 10/2/12

College Contact: (Please print name)

College Contact E-mail: (Please print name)

Chair, FS C&C Committee 10/31/12

Academic Affairs Approval 11/10/12
JUSTIFICATION:

Program analysis and model checking have now become standard tools in software and hardware industry.

Static program analysis is widely used in industry and has become an important component in the repertoire of tools assisting programmers developing reliable and secure software. Many software development organizations today use static program analysis tools developed by Coverity (e.g., Electronic Arts, Alcatel-Lucent, etc.; see http://www.coverity.com for details) for uncovering security and other flaws in their code. Fortify Inc., another company developing static program analysis tools, has recently been acquired by HP, the tools are being incorporated in HP's Tru 64 Unix environment. Microsoft's Visual Studio version 2010 and later incorporate Microsoft's proprietary static program analysis tool that one can invoke using the \analyze option for checking code for security and safety. Within Microsoft, the static program analysis tool Terminator has been used to diagnose termination bugs in Windows device drivers. Companies like Klocwork (http://www.klocwork.com/) and Grammatech (http://www.grammatech.com/) develop proprietary static program analysis tools that are used by thousands of organizations worldwide for developing secure and reliable software. MathWorks provides the Polyspace static analysis tool for validating Matlab models of embedded system designs, such as Digital Signal Processing chips. Government organizations like NASA etc. use static program analysis to uncover bugs in their software.

Industrial houses like Intel, IBM etc. routinely use model checking to formally verify their designs. Intel, IBM, Motorola, and Calence all use their own version of the NuSMV model checker to uncover bugs in hardware designs. In short, program analysis and model checking are two of the artifacts arising from computer science research that have tremendous impact in the real world.

We think that a 7000-level course covering the topics of program analysis and model checking will not only introduce them to the state-of-the-art in industry but also prepare them to undertake research in this area. Given the fact that Electronic Arts is establishing a software quality assurance center within the LSU campus, it is very likely that understanding and use of program analysis tools will become a skill with high local demand. People having specialized knowledge in program analysis and model checking techniques and tools are in high demand in government organizations like NASA, as well as in private companies like Google, Microsoft, Northrop Grumman, Raytheon etc.

We plan to offer this course every Fall semester.

The course has been offered as a special topics course for the past 3 years (once per academic year) and judging from the class enrollment, it is very popular among graduate students in CSC and EE.

- Fall 2010 14th Day Enrollment: 10
- Fall 2011 14th Day Enrollment: 20
- Fall 2012 14th Day Enrollment: 22

The instructor and originator of the course is Professor Supratik Mukhopadhyay. The major ambition in hiring Dr. Mukhopadhyay was to strengthen the area of software engineering in regard to both the undergraduate and graduate programs. Creating a course on program analysis and model checking will enable LSU to deliver content that covers the latest technology in software engineering.

---

2 see http://www.grammatech.com/products/codesonar/grammatech_nasa_white_sands_profile.pdf
4 http://www.simplyhired.com/jobs/list/q-verification-%22model-checking%22
Instructor: Supratik Mukhopadhyay. Coates 164 B. x81496, supratik@cse.lsu.edu
Venue and Time: Coates 237. W 5:00-7:50 PM
Credit hours: 3
TA: Arnab Ganguly (agangu4@tigers.lsu.edu)
Office Hours: W 2:00 – 5:00 PM
Course Homepage: http://www.cse.lsu.edu/~supratik/csc7700.html

Prerequisites: CSC 4890, CSC 7100.
Prerequisites by Topics:
Theory of computation, advanced programming language concepts, and mathematical maturity

Catalog Course Description:
Special Topics In Computer Science: “Program Analysis and Model Checking”

Course Outcomes: Introduce students to the state-of-the-art in software and hardware verification in industry and prepare students to do research in the foundations of program analysis and model checking

Texts and Other Course Materials
3. Research Papers and handouts

Major Topics
1. Model Checking
2. Static Analysis

Assignments/Projects/Laboratory Projects/Homework
1. Reading, and presenting papers, and submitting a final written report with research content
2. Three programming assignments (25 points each)
   1. Use the NuSMV (http://nusmv.lbk.eu) freely available model checker to verify a cache coherence protocol
   2. Use the SLAyer (http://research.microsoft.com/en-us/downloads/d53952e7-8de8-43a7-bbf0-15c6b2629c01/default.aspx) freely available static analyzer to perform shape analysis on a C program with pointers and dynamically allocated data structures
   3. Use the PAG engine (http://www.program-analysis.com) to perform a copy propagation analysis for a given WHILE program


Oral Communication (Presentations)
There will be some oral presentations, including a final report. All students must participate in the presentations; each will be judged and graded on preparation and presentation skills as well as content. Students will be provided with a set of research papers. Each student will be asked to read and present a paper in class.

Written Communication
A final report needs to be submitted towards the end of the semester. The final report will consist of a description of what
the student learnt from the programming assignments, a summary of the paper that he/she presented in class with detailed critique of the approach used, suggesting improvements and listing open problems. In addition, the slides used for presenting the paper should accompany this report.

Class Policy: (Exceptional cases handled on an individual basis)
- Student is responsible for checking email FREQUENTLY.
- All problems concerning grades MUST be resolved within 3 class days following the return of graded work.
- Written assignments should be submitted as pdf files.

Good Advice:
- Attend class; ask questions, read the text before class, read over notes after class.
- Get the phone number of a classmate.
- Student has the responsibility of getting assignments, missed notes, dates, changes, etc.

More Good Advice: Get an internship in your field of study!

RULES

1. I generally figure 85-100% is an A, 70-84.99% is a B, 60-69.99% is a C, 50-59.99% is a D, and below 50% is an F. However, grades vary (up or down) somewhat depending on the difficulty of assignments and tests. (At times, I lower the points possible for an exam to make this general assignment of percents to grades more appropriate.)

Incomplete grades will only be given under the circumstances outlined by University policy: for instance, illness requiring that at least two weeks coursework be missed. This means that an incomplete cannot be given to prevent receipt of a bad grade. In such situations, a withdrawal or late withdrawal is required. Incomplete grades can’t be made up simply by attending the course again in another semester. All grades obtained during this semester will be used in determining the final grade. The University policy will be adhered to for incompletes. If a student feels that an incomplete is appropriate, it is their responsibility to immediately discuss the matter with their instructor.

2. You are required to observe the University and Departmental policies on academic honesty. Generally, this means that you will never present the work of others as if it were your own. Specifically: handing in homework done by others; copying from other students’ exam papers; using information from hidden sources during an exam; or submitting reports written in part by others without proper quoting and citation; will be reported to the Dean of Students.

3. The last day to add this class is August 29. Attending this class beyond that date without being officially registered will not be approved by the Dean’s Office. If you are not registered, I will neither accept homework nor examinations from you. The last day to drop the course without a notation appearing on your transcript is August 28.

SCHEDULE

Week 1: Background on model building, automata theory
- Algorithms for checking emptiness, universality, and containment of regular languages

Week 2: Background on lattice theory and fix point theorems
- Knaster-Tarski fixpoint theorem
- Moore family

Week 3: Background on Logic
- Basic propositional and predicate logic

Week 4: Automata on infinite objects, tree automata
- Büchi automata over infinite strings
- Complementation of Büchi automata
- Muller and Rabin automata
- Algorithms for checking emptiness, universality, and containment for Büchi automata
- Automata on trees

Week 5: Safety and Liveness properties
- Automata specifying properties
- Constraint solving with automata

Week 6: LTL and model checking
- Syntax and semantics of LTL
• Tableaux construction
• From LTL to Buechi Automata
• The Spin Model Checker

Week 7: LTL and model checking (contd.)
• Expressiveness of LTL
• Monitoring with LTL
• Interpolation based model checking

Week 8: Branching Time logics and model checking
• Syntax and Semantics of CTL
• Comparison of expressiveness of CTL and LTL
• From CTL to Tree automata
• Model checking as emptiness problem of tree automata

Week 9: Branching Time logics and model checking (contd.)
• Model checking concurrent systems
• Bisimulation

Week 10: Symbolic Model Checking
• Model Checking with BDDs
• Bounded Model Checking
• The model checkers SMV and NuSMV

Week 11: Infinite State Model Checking, Deductive Verification of Programs
• Model checking for pushdown systems
• ESC Java
• Model checking communication protocols with queues
• Model checking for timed automata

Week 12: Software Model Checking and Program Analysis
• Abstract Interpretation
• Predicate Abstraction
• Widening and narrowing
• Shape analysis
• Lazy abstraction with interpolants

Week 13: Dataflow Analysis
• Dataflow analysis as model checking of abstract interpretations
• Interprocedural dataflow analysis
• Flow sensitive analysis
• Summarization of procedure invocations

Week 14: Static Type Systems
• Type and effect systems
• System F for polymorphic type checking
• Hindley-Milner type inference algorithms

Week 15: Summary
Sample Programming Assignment (25 points):

1. Use the SLAyer (http://research.microsoft.com/en-us/downloads/d53952e7-8de8-43a7-bbf6-156c62629e01/default.aspx) freely available static analyzer to find the bug in the following C program (10 points)

Listing 1:

typedef struct _cell {
    int car;
    struct _cell* cdr;
} cell;

void main() {
    cell* x = (cell*)malloc(sizeof(cell));
    cell y;
    (*x).car = 1;
    y.car = 2;
    return;
}

Show the running scripts

Use SLAyer to determine if at line Check: the assertion can hold (15 points)

Listing 2:

int uninit_g_x ;
int* uninit_g_py ;
int uninit_g_z ;

int a, b, c;

void g(int** g_ppi)
{
    **g_ppi = &a;
}

void f(int* f_pi)
{
    int** f_ppi;
    f_ppi = &f_pi;
    g(f_ppi);
}

void main ()
{
    int *p = (int*) malloc (sizeof(int));
    *p = &b;
    f(p);
    *p = &c;
    f(p);
    *p = 0;
    f(p);
    Check: fail_if ( *p == 0 );
    return;
}

Show the running scripts
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
College: Human Sciences and Education
Date: 3/15/12

PROPOSED COURSE
Rubric & No.: EDCI 6701
Title: Foundations of Applied Behavioral Analysis in Education

COURSE CREDIT
Graduate Credit: X YES 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)

LECR/REC / LEC/SEM 3 LEC / LEC/LAB / SEM / CLIN/PRACT / RES/IND

Maximum enrollment per section: 20 (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)


BUDGET IMPACT
If this course is approved, will additional staff be needed? X YES NO
Will additional space, equipment, special library materials or other major expense be involved? X 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 4-26-12
(date)
Department Chair's Signature 8-14-12
(date)
Graduate Dean's Signature (for 4000 level and above) (date)

College Contact:
(Please print name.)

College Contact E-mail:

College Faculty Approval 9-12-12
(date)
College Dean's Signature (date)
Chair, FS C&C Committee (date)

Academic Affairs Approval (date)
JUSTIFICATION:

EDCI 6701 is the first of four courses in a sequence whose design is to provide practicing teachers with advanced knowledge and skills in applied behavior analytic principles. We believe that the advanced knowledge and skills will be extremely helpful to teachers who are charged with designing instruction in ways that are specialized to meet the unique needs of individuals with disabilities. EDCI 6701 provides an overview of applied behavior analysis and behavioral consultation. EDCI 6702 focuses on data collection in applied behavior analysis. EDCI 6703 focuses on intervention in applied behavior analysis. EDCI 6704 is a practicum experience designed to apply the foundational, data collection, and intervention knowledge and skills gained for the previous courses to a school-based setting.

All of the following responses apply to EDCI 6701, 6702, 6703, and 6704, except the special topics question, the answer of which relates only to 6701.

Where does it fit in the curriculum?

In the LSU ‘curriculum,’ the course would provide similar content to applied behavior analytic knowledge and skills taught to doctoral level students in school psychology. However, our candidates are practicing teachers and those students are not eligible to be taught with the school psychology cohorts for which the content is offered. Moreover, the school psychology content, in some measure, must be taught within a clinical context, whereas we describe applied behavior analytic knowledge and skills in the context of public school educational settings. In the School of Education ‘curriculum,’ the course has similar content to EDCI 4705. However, both the students targeted and the depth of the content exposure differ from EDCI 4705. Graduate students do receive an overview of single subject experimental design, which emanates from applied behavior analysis, when completing EDCI 4705. But the course covers the topic of applied behavior analysis in significantly greater depth than does 4705. Moreover, 4705 students are likely pursuing certification as educational diagnosticians, whereas its students are not presently pursuing a specific certification.

Is it included in a new concentration?

No.

Has the course been taught as a special topics course?

This course is being taught as a special topics (EDCI 5880) course this semester (Fall 2012). There are presently seven students enrolled.

What students is the course designed for?

Practicing teachers who are certified special educators and teach students with disabilities who are likely served in general education and/or self-contained classrooms.

Is this a teacher certification program?

No.
Justification for the level of courses
The 6000-level of courses has been chosen because teachers are the audience. Also, historically, our special education programs have experienced lower enrollments at both the graduate and undergraduate levels. So 6000-level status allows the course to be offered with 5 students. Additionally, multiple 6000-level courses can be offered to students without those students needing to apply for a specific graduate program. Some of our target clientele may not want to pursue an advanced degree, just the advanced knowledge and skills. Such a classification allows them to do that.
EDCI 6701 SYLLABUS


Required Text

Student Learning Outcomes:
- Students will demonstrate proficiency in their understanding of the following behavior analytic ideas: principles, definitions, characteristics, processes, and concepts.
- Students will demonstrate proficiency in their ability to identify, define, and describe behavior analytic ideas in a variety of situations.

Tentative Class Outline – EDCI 6701

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course. Philosophical assumptions of behavior analysis.</td>
</tr>
<tr>
<td>2</td>
<td>Mentalistic and environmental explanations of behavior</td>
</tr>
<tr>
<td>3</td>
<td>Experimental analysis of behavior, behavioral technologies</td>
</tr>
<tr>
<td>4</td>
<td>Applied Behavioral Analysis (ABA)</td>
</tr>
<tr>
<td>5</td>
<td>Positive and Negative Reinforcement</td>
</tr>
<tr>
<td>6</td>
<td>Conditioned and Unconditioned Reinforcement</td>
</tr>
<tr>
<td>7</td>
<td>Positive and Negative Punishment</td>
</tr>
<tr>
<td>8</td>
<td>Conditioned and Unconditioned Punishment</td>
</tr>
<tr>
<td>9</td>
<td>Stimulus Control</td>
</tr>
<tr>
<td>10</td>
<td>Establishing Operations</td>
</tr>
<tr>
<td>11</td>
<td>Behavioral Contingencies</td>
</tr>
<tr>
<td>12</td>
<td>Functional Relations</td>
</tr>
<tr>
<td>13</td>
<td>Extinction</td>
</tr>
<tr>
<td>14</td>
<td>Mands, Tacts, and Interverbs</td>
</tr>
</tbody>
</table>

Grading Criteria

<table>
<thead>
<tr>
<th>Application Projects</th>
<th>150 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100 Points</td>
</tr>
<tr>
<td>Mid Term</td>
<td>50 Points</td>
</tr>
<tr>
<td>Final</td>
<td>50 Points</td>
</tr>
</tbody>
</table>

350 TOTAL POINTS

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315 – 350 Points</td>
</tr>
<tr>
<td>B</td>
<td>280 – 314 Points</td>
</tr>
<tr>
<td>C</td>
<td>245 – 279 Points</td>
</tr>
<tr>
<td>D</td>
<td>210 – 244 Points</td>
</tr>
<tr>
<td>F</td>
<td>Less than 210 Points</td>
</tr>
</tbody>
</table>

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

Application Projects (3; each worth 50 points). The purpose of the application projects will be to use behavior analytic principles in natural contexts. Separate projects will involve the short-term implementation of the following principles with public school students during school functions: (a) positive reinforcement; (b) conditioned reinforcement; and (c) extinction. For each project, a written summary of results will be required, complete with a purpose statement, description of the participants and school focus of the project, data collection instruments and procedures, results, and interpretation of findings and recommendations for future implementation.

Quizzes (10; each worth 10 points). The purpose of the regular quizzes will be to evaluate mastery of content on an ongoing basis. Quizzes will be objective in nature and consist generally of multiple choice, true false, matching, and short answer questions.

Midterm (50 points). The midterm exam will be an objective test covering content for the first half of the semester. The midterm will consist of essay questions.

Final Exam (50 points). The final exam will be comprehensive in nature and cover content for the entire semester. The final will consist of essay questions.
Faculty Senate Courses and Curricula Committee

October 31, 2012

From: Lawrence Rouse, Chair, Courses and Curricula Committee
To: Earl Cheek, Executive Director, School of Education

At their October 30th, 2012 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the EDCI proposals:

EDCI 5701, 5702, 5703

The Committee returned the proposals to add EDCI 5701, 5702, and 5703. The Committee requests new syllabi addressing each component of the grading criteria as well as a grading scale. Note: The syllabus is a contract between the student and the instructor and must be thorough and clear.

The Committee also requests a clear justification stating where these courses will fit in the curriculum. Are these courses included in a new concentration? Has this course been taught as a special topics course, and what students are these courses designed for? Is this a teacher certification program?

Additionally, the Committee could not see why the department wanted to label these courses as 5000-level courses. In the General Catalog, 5000-level courses are “for students in post-baccalaureate professional programs (architecture, law, and veterinary medicine). A student in the Graduate School may take these courses for credit with approval of the student’s major department.” Please justify why these courses are 5000-level?

EDCI 5704

The Committee returned the proposal to add EDCI 5704 requesting the information above as well as a justification as to why there is no final exam for the course. Policy Statement 45 states, “Attach an explanation if the course does not hold a final exam during the final exam period.”

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastrl@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
Anna:
Completely forgot to address your request before now. Hope this is helpful and timely.

6701
Student learning outcomes:
Students will demonstrate proficiency in their understanding of the following behavior analytic ideas: principles, definitions, characteristics, processes, and concepts.
Students will demonstrate proficiency in their ability to identify, define, and describe behavior analytic ideas in a variety of situations.

6702
Student learning outcomes:
Students will demonstrate proficiency in their understanding of behavioral assessment and assessment procedures and the ethical considerations of these practices.
Students will demonstrate proficiency in their understanding of behavioral outcomes and the ethical considerations of these decisions.
Students will demonstrate proficiency in their understanding of behavioral consultation and behavioral consultation stages and the ethical considerations of this process.

6703
Student learning outcomes:
Students will demonstrate proficiency in their understanding of behavior change principles.
Students will demonstrate proficiency in their understanding of system support for behavior analysis and change.
Students will demonstrate proficiency in applying behavior change procedures in educational settings.

6704
Student learning outcomes:
Students will demonstrate proficiency in applying behavior analytic principles in the appropriate setting of their choice.
Students will demonstrate proficiency in identifying, defining, and explaining behavior change procedures in a variety of settings and with a variety of students/consumers.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education  Date: 3/15/12
College: Human Sciences and Education

PROPOSED COURSE
Short Title: Measurement of Behavior: Analysis and Evaluation
Rubric & No.: EDCI 6702  Title: Behavior Change in Education

COURSE CREDIT
Graduate Credit: X YES  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:

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)

Maximum enrollment per section: 20  (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)
EDCI 6702 Measurement of Behavior: Analysis and Evaluation of Behavior Change in Education
(3) Prereq.: EDCI 6701. A basic introduction to behavioral assessment and the measurement, display, analysis, and evaluation of behavioral data.

BUDGET IMPACT
If this course is approved, will additional staff be needed? X YES  NO
Will additional space, equipment, special library materials or other major expense be involved? X 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  4-26-12  (date)
Department Chair's Signature  8-14-12  (date)
Graduate Dean's Signature (for 4000 level and above)  (date)
College Contact:  
College Contact E-mail:  

College Faculty Approval  9-12-12  (date)
College Dean's Signature  11/12/12  (date)
Chair, FS C&C Committee  11/12/12  (date)

Academic Affairs Approval  11/12/12  (date)
JUSTIFICATION:

EDCI 6702 is the second of four courses in a sequence whose design is to provide practicing teachers with advanced knowledge and skills in applied behavior analytic principles. We believe that the advanced knowledge and skills will be extremely helpful to teachers who are charged with designing instruction in ways that are specialized to meet the unique needs of individuals with disabilities. EDCI 6702 focuses on data collection and evaluation in applied behavior analysis. EDCI 6701, which is a prerequisite for 6702, provides an overview of applied behavior analysis and behavioral consultation. EDCI 6703 focuses on intervention in applied behavior analysis. EDCI 6704 is a practicum experience designed to apply the foundational, data collection, and intervention knowledge and skills gained for the previous courses to a school-based setting.

The following responses also apply to EDCI 6703 and 6704.

Where does it fit in the curriculum?

In the LSU 'curriculum,' the course would provide similar content to applied behavior analytic knowledge and skills taught to doctoral level students in school psychology. However, our candidates are practicing teachers and those students are not eligible to be taught with the school psychology cohorts for which the content is offered. Moreover, the school psychology content, in some measure, must be taught within a clinical context, whereas we describe applied behavior analytic knowledge and skills in the context of public school educational settings. In the School of Education 'curriculum,' the course has similar content to EDCI 4705. However, both the students targeted and the depth of the content exposure differ from EDCI 4705. Graduate students do receive an overview of single subject experimental design, which emanates from applied behavior analysis, when completing EDCI 4705. But the course covers the topic of applied behavior analysis in significantly greater depth than does 4705. Moreover, 4705 students are likely pursuing certification as educational diagnosticians, whereas its students are not presently pursuing a specific certification.

Is it included in a new concentration?
No.

Has the course been taught as a special topics course?
No.

What students is the course designed for?
Practicing teachers who are certified special educators and teach students with disabilities who are likely served in general education and/or self-contained classrooms.

Is this a teacher certification program?
No.
Justification for the level of courses

The 6000-level of courses has been chosen because teachers are the audience. Also, historically, our special education programs have experienced lower enrollments at both the graduate and undergraduate levels. So 6000-level status allows the course to be offered with 5 students. Additionally, multiple 6000-level courses can be offered to students without those students needing to apply for a specific graduate program. Some of our target clientele may not want to pursue an advanced degree, just the advanced knowledge and skills. Such a classification allows them to do that.
EDCI 6702 SYLLABUS

EDCI 6702 Measurement of Behavior: Analysis and Evaluation of Behavior Change in Education. (3) Prerequisite EDCI 6701. A basis introduction to behavioral assessment, measurement display, analysis, and evaluation of behavioral data.

Required Texts

Student learning outcomes:
- Students will demonstrate proficiency in their understanding of behavioral assessment and assessment procedures and the ethical considerations of these practices.
- Students will demonstrate proficiency in their understanding of behavioral outcomes and the ethical considerations of these decisions.
- Students will demonstrate proficiency in their understanding of behavioral consultation and behavioral consultation stages and the ethical considerations of this process.

Tentative Class Outline – EDCI 6702

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course. Review content presented in EDCI 6701</td>
</tr>
<tr>
<td>2</td>
<td>Measurable dimensions of behavior</td>
</tr>
<tr>
<td>3</td>
<td>Advantages of using continuous measurement procedures and sampling</td>
</tr>
<tr>
<td>4</td>
<td>Disadvantages of using continuous measurement procedures and sampling</td>
</tr>
<tr>
<td>5</td>
<td>Appropriate measurement procedures in a given context</td>
</tr>
<tr>
<td>6</td>
<td>Schedules of observation and recording periods</td>
</tr>
<tr>
<td>7</td>
<td>Interobserver Agreement</td>
</tr>
<tr>
<td>8</td>
<td>Evaluation of Outcomes (Accuracy, Reliability)</td>
</tr>
<tr>
<td>9</td>
<td>Single-subject Design</td>
</tr>
<tr>
<td>10</td>
<td>Practical and Ethical Considerations in Using Experimental Design</td>
</tr>
<tr>
<td>11</td>
<td>Effective Components of Intervention Packages</td>
</tr>
<tr>
<td>12</td>
<td>Parametric Analysis</td>
</tr>
<tr>
<td>13</td>
<td>Effective Data Display</td>
</tr>
<tr>
<td>14</td>
<td>Ethical and Legal Standards Surrounding Informed Consent and Confidentiality</td>
</tr>
<tr>
<td>Grading Criteria</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Application Projects</td>
<td>A= 315 – 350 Points</td>
</tr>
<tr>
<td>150 Points</td>
<td>B= 280 – 314 Points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>C= 245 – 279 Points</td>
</tr>
<tr>
<td>100 Points</td>
<td>D= 210 – 244 Points</td>
</tr>
<tr>
<td>Mid Term</td>
<td>F= Less than 210 Points</td>
</tr>
<tr>
<td>50 Points</td>
<td>There is no grading curve utilized in this scale.</td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
<tr>
<td>50 Points</td>
<td></td>
</tr>
</tbody>
</table>

### Grading Criteria:

**Application Projects (3: each worth 50 points)**. The purpose of the application projects will be to use behavior analytic assessment principles in natural contexts. Separate projects will involve the short-term implementation of the following principles with public school students during school functions: (a) interobserver agreement; (b) single-subject design; and (c) parametric analysis. For each project, a written summary of results will be required, complete with a purpose statement, description of the participants and school focus of the project, data collection instruments and procedures, results, and interpretation of findings and recommendations for future implementation.

**Quizzes (10: each worth 10 points)**. The purpose of the regular quizzes will be to evaluate mastery of content on an ongoing basis. Quizzes will be objective in nature and consist generally of multiple choice, true false, matching, and short answer questions.

**Midterm (50 points)**. The midterm exam will be an objective test covering content for the first half of the semester. The midterm will consist of essay questions.

**Final Exam (50 points)**. The final exam will be comprehensive in nature and cover content for the entire semester. The final will consist of essay questions.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education

College: Human Sciences & Education

Date: 3/30/12

PROPOSED COURSE

Short Title: Propose Beh Chng Ed

Rubric & No.: EDCI 6703

Title: Promoting Positive Behavior Change in Education

COURSE CREDIT

Graduate Credit: x YES ___ 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)

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

Maximum enrollment per section: 20

(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)

EDCI 6703 Promoting Positive Behavior Change in Education (3) Prereq.: EDCI 6702

Behavior change procedures and systems support in applied behavior analysis.

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 Chair’s Signature: __________________________ Date: __________

Graduate Dean’s Signature (for 4000 level and above): __________________________ Date: __________

College Contact: __________________________

College Contact E-mail: __________________________

College Faculty Approval: __________________________ Date: __________

Chair, GS College Committee: __________________________ Date: __________

College Dean’s Signature: __________________________ Date: __________
JUSTIFICATION:

EDCI 6703 is the third of four courses in a sequence whose design is to provide practicing teachers with advanced knowledge and skills in applied behavior analytic principles. We believe that the advanced knowledge and skills will be extremely helpful to teachers who are charged with designing instruction in ways that are specialized to meet the unique needs of individuals with disabilities. EDCI 6703 focuses on the use of interventions in applied behavior analysis to promote positive change. EDCI 6701, which is a prerequisite for 6703, provides an overview of applied behavior analysis and behavioral consultation. EDCI 6702, also a prerequisite, focuses on data collection and evaluation in applied behavior analysis. EDCI 6704 is a practicum experience designed to apply the foundational, data collection, and intervention knowledge and skills gained for the previous courses to a school-based setting.

The following responses also apply to EDCI 6702 and 6704.

Where does it fit in the curriculum?

In the LSU ‘curriculum,’ the course would provide similar content to applied behavior analytic knowledge and skills taught to doctoral level students in school psychology. However, our candidates are practicing teachers and those students are not eligible to be taught with the school psychology cohorts for which the content is offered. Moreover, the school psychology content, in some measure, must be taught within a clinical context, whereas we describe applied behavior analytic knowledge and skills in the context of public school educational settings. In the School of Education ‘curriculum,’ the course has similar content to EDCI 4705. However, both the students targeted and the depth of the content exposure differ from EDCI 4705. Graduate students do receive an overview of single subject experimental design, which emanates from applied behavior analysis, when completing EDCI 4705. But the course covers the topic of applied behavior analysis in significantly greater depth than does 4705. Moreover, 4705 students are likely pursuing certification as educational diagnosticians, whereas its students are not presently pursuing a specific certification.

Is it included in a new concentration?
No.

Has the course been taught as a special topics course?
No

What students is the course designed for?
Practicing teachers who are certified special educators and teach students with disabilities who are likely served in general education and/or self-contained classrooms.

Is this a teacher certification program?
No.
Justification for the level of courses
The 6000-level of courses has been chosen because teachers are the audience. Also, historically, our special education programs have experienced lower enrollments at both the graduate and undergraduate levels. So 6000-level status allows the course to be offered with 5 students. Additionally, multiple 6000-level courses can be offered to students without those students needing to apply for a specific graduate program. Some of our target clientele may not want to pursue an advanced degree, just the advanced knowledge and skills. Such a classification allows them to do that.
EDCI 6703 SYLLABUS

EDCI 6703 Promoting Positive Behavior Change in Education. (3) S Prereq: EDCI 6702
Behavior change procedures and systems support in applied behavior analysis.

Required Text

Student learning outcomes:
- Students will demonstrate proficiency in their understanding of behavior change principles.
- Students will demonstrate proficiency in their understanding of system support for behavior analysis and change.
- Students will demonstrate proficiency in applying behavior change procedures in educational settings.

Tentative Class Outline – EDCI 6703

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Antecedent Based Interventions (e.g., Contextual or Ecological Variables, Establishing Operations, Discriminative Stimuli)</td>
</tr>
<tr>
<td>2</td>
<td>Positive and Negative Reinforcement in the Context of Intervention</td>
</tr>
<tr>
<td>3</td>
<td>Use of Reinforcers</td>
</tr>
<tr>
<td>4</td>
<td>Parameters and Schedules of Reinforcement</td>
</tr>
<tr>
<td>5</td>
<td>Response-Deprivation Procedures (e.g., Premack Principle)</td>
</tr>
<tr>
<td>6</td>
<td>Positive and Negative Punishment</td>
</tr>
<tr>
<td>7</td>
<td>Parameters and Schedules of Punishment</td>
</tr>
<tr>
<td>8</td>
<td>Extinction</td>
</tr>
<tr>
<td>9</td>
<td>Possible Unwanted Effects of Reinforcers, Punishment, and Extinction</td>
</tr>
<tr>
<td>10</td>
<td>Differential Reinforcement</td>
</tr>
<tr>
<td>11</td>
<td>Discrimination Training</td>
</tr>
<tr>
<td>12</td>
<td>Prompt and Prompt Fading</td>
</tr>
<tr>
<td>13</td>
<td>Instructions and Rules</td>
</tr>
<tr>
<td>14</td>
<td>Modeling and Imitation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Projects</td>
<td>A = 315 – 350 Points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>B = 280 – 314 Points</td>
</tr>
<tr>
<td>Mid Term</td>
<td>C = 245 – 279 Points</td>
</tr>
<tr>
<td>Final</td>
<td>D = 210 – 244 Points</td>
</tr>
<tr>
<td></td>
<td>F = Less than 210 Points</td>
</tr>
<tr>
<td>350 TOTAL POINTS</td>
<td>There is no grading curve utilized in this scale.</td>
</tr>
</tbody>
</table>
Grading Criteria:

**Application Projects (3; each worth 50 points).** The purpose of the application projects will be to use behavior analytic intervention principles in natural contexts. Separate projects will involve the short-term implementation of the following principles with public school students during school functions: (a) antecedent-based interventions; (b) Premack principle; and (c) discrimination training. For each project, a written summary of results will be required, complete with a purpose statement, description of the participants and school focus of the project, data collection instruments and procedures, results, and interpretation of findings and recommendations for future implementation.

**Quizzes (10; each worth 10 points).** The purpose of the regular quizzes will be to evaluate mastery of content on an ongoing basis. Quizzes will be objective in nature and consist generally of multiple choice, true false, matching, and short answer questions.

**Midterm (50 points).** The midterm exam will be an objective test covering content for the first half of the semester. The midterm will consist of essay questions.

**Final Exam (50 points).** The final exam will be comprehensive in nature and cover content for the entire semester. The final will consist of essay questions.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education

College: Human Sciences & Education

PROPOSED COURSE

Short Title: Applied Behavior Analysis Practicum in Education

Rubric & No.: EDCI 6704

Title: Applied Behavior Analysis Practicum in Education

COURSE CREDIT

Graduate Credit: YES  NO

Semester Hours of Credit: 3

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

Credit will not be given for this course and:

GRADING

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

(Append 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  3  CLIN/PRACT  RES/IND

Maximum enrollment per section: 20

CATALOG TEXT

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

EDCI 6704 Applied Behavior Analysis Practicum in Education. (3) Prereq.: EDCI 6703. Supervised practicum in the application of behavior analytic practices in an education setting.

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: [Signature] Date: [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

4-26-12

(date)

College Faculty Approval

6-25-12

(date)

Department Chair’s Signature

[Signature]

(5-23-12)

(date)

College Dean’s Signature (for 4000 level and above)

[Signature]

(11/12/12)

(date)

College Contact:

[Name]

College Contact E-mail:

[Email]
JUSTIFICATION.

EDCI 6704 is the last of four courses in a sequence whose design is to provide practicing teachers with advanced knowledge and skills in applied behavior analytic principles. We believe that the advanced knowledge and skills will be extremely helpful to teachers who are charged with designing instruction in ways that are specialized to meet the unique needs of individuals with disabilities. EDCI 6704 is a practicum experience designed to apply the foundational, data collection, and intervention knowledge and skills gained for the previous courses to a school-based setting. The first three courses, all prerequisites and taught in a sequence, focus on foundations (EDCI 6701), measurement (EDCI 6702), and intervention (EDCI 6703), in applied behavior analysis.

The following responses also apply to EDCI 6702 and 6703.

Where does it fit in the curriculum?

In the LSU 'curriculum,' the course would provide similar content to applied behavior analytic knowledge and skills taught to doctoral level students in school psychology. However, our candidates are practicing teachers and those students are not eligible to be taught with the school psychology cohorts for which the content is offered. Moreover, the school psychology content, in some measure, must be taught within a clinical context, whereas we describe applied behavior analytic knowledge and skills in the context of public school educational settings. In the School of Education 'curriculum,' the course has similar content to EDCI 4705. However, both the students targeted and the depth of the content exposure differ from EDCI 4705. Graduate students do receive an overview of single subject experimental design, which emanates from applied behavior analysis, when completing EDCI 4705. But the course covers the topic of applied behavior analysis in significantly greater depth than does 4705. Moreover, 4705 students are likely pursuing certification as educational diagnosticians, whereas its students are not presently pursuing a specific certification.

Is it included in a new concentration?
No.

Has the course been taught as a special topics course?
No

What students is the course designed for?
Practicing teachers who are certified special educators and teach students with disabilities who are likely served in general education and/or self-contained classrooms.

Is this a teacher certification program?
No.
Justification for the level of courses
The 6000-level of courses has been chosen because teachers are the audience. Also, historically, our special education programs have experienced lower enrollments at both the graduate and undergraduate levels. So 6000-level status allows the course to be offered with 5 students. Additionally, multiple 6000-level courses can be offered to students without those students needing to apply for a specific graduate program. Some of our target clientele may not want to pursue an advanced degree, just the advanced knowledge and skills. Such a classification allows them to do that.
EDCI 6704 SYLLABUS

EDCI 6704 Applied Behavior Analysis Practicum in Education. (3) Prereq: EDCI 6703
Supervised practicum in the application of behavior analytic practices in an education setting.

Required Text
Louisiana Positive Behavior Support Project: Universal Manual; Secondary Intervention

Student Learning Outcomes:
Students will demonstrate proficiency in applying behavior analytic principles in the appropriate
setting of their choice.
Students will demonstrate proficiency in identifying, defining, and explaining behavior change
procedures in a variety of settings and with a variety of students/consumers.

Tentative Class Outline – EDCI 6704

All areas of applied behavior analysis may be relevant to a student’s experience and
supervisions. Therefore, the focus of content in supervision will be on the application of behavior
analytic principles in context regarding specific target behaviors for specific
students/clients/consumers as appropriate and relevant issues for including systems.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 1 - 14 | Meet with Supervisor; Meet with client/students; Complete ongoing
documentation of practicum activities (e.g., behavioral assessments, behavior
intervention plans, development and implementation of school-wide improvement
plans, staff development presentations related to behavior change, conducts checks
of procedural integrity) |

Grading Criteria:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision (Individual/Group Meetings &amp; Direct Observation) Projects Journal Final Exam</td>
<td>50 Points 200 Points 50 Points 50 Points</td>
</tr>
<tr>
<td>350 TOTAL POINTS</td>
<td></td>
</tr>
</tbody>
</table>

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:

Supervision (Weekly: 50 points). A variety of supervision formats will be completed, including
individual and group formats. University and school supervisors will discuss issues related to
implementation of applied behavior analytic principles as well as the contents of the journals that
candidates will complete.

Projects (2; each worth 100 points). The purpose of the projects will be to apply behavior
analytic foundation, measurement, and intervention principles in natural contexts. Separate
projects will involve the semester-long implementation of applied behavior analytic programs for individual students or groups of students. For each project, a written evaluation report will be required, complete with a purpose statement, description of the participants and school focus of the project, data collection instruments and procedures, results, and interpretation of findings and recommendations for future implementation.

**Journal (50 points).** Daily summaries of practicum activities and reflections of implementation principles will be the contents of the journal. Journal content will serve as discussion material during weekly supervision meetings.

**Final Exam (50 points).** The final exam will be comprehensive in nature and cover all applied behavior analysis content for the entire sequence of courses. The final will consist of essay questions.
REQUEST FOR ADDITION OF NEW COURSE

Department: Mass Communication
College: 

PROPOSED COURSE
Rubric & No.: MC 2002
Title: Media, Sport and Culture: Amplifying the Sporting -Ism

COURSE CREDIT
Graduate Credit: __YES__ ___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:

GRADING
Final Exam: __YES__ ___NO__
Grading System: __Letter Grade__ ___Pass/Fail__

COURSE TYPE
(Indicate hours in the appropriate course type)

Maximum enrollment per section: __10__ (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)

2002 Media, Sport and Culture: Amplifying the Sporting -Ism (3) Examines how sports media function to define and shape the national, ethnic, and gender identities of athletes and fans.

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 ___
(date)

College Faculty Approval ___
(date)

Department Chair’s Signature ___
(date)

College Dean’s Signature ___
(date)

Chair, FS C&C Committee ___
(date)

College Contact: Andrea Miller ___
(Please print name)

College Contact E-mail: almiller@lsu.edu ___

Academic Affairs Approval ___
(date)
Justification for ADDING a New Course
MC 2002  Media, Sport and Culture: Amplifying the Sporting-Ism

The Manship School recognizes the interest in sports among our students. Many current Manship students get internships with sports organizations and our graduates are often hired in sports public relations, communication, and journalism. Therefore, the faculty voted to add a 2-thousand level sports media class to serve our students. Students in the Manship School are required to take two MC electives and as of right now, this class would serve as an elective.

We also recognize the interest in sports across the LSU campus. Creating this class will service our students’ interests, but the short-term goal is to offer this class as a general education elective to serve LSU students of all majors. As a faculty, we are also talking about a minor in sports communication. However, this is in the early stages. Classes would need to be mapped out and discussions would have to be had with other disciplines across campus. This has not yet been started. We are hoping this class will help us gauge interest in such a class and a minor.

We believe for now, this class will serve 40-60 students, with potential to grow across campus as a Gen Ed and potentially part of a minor. Potentially, we could see this class offered in the future in a 800-1000 room lecture hall as a general education class.

This class has been offered as a special topics class, but in an overseas program. Last summer in London, the Olympics served as the perfect backdrop for the class. Essentially, this class is the sports iteration of MC 2025 The Business of Entertainment Media.
Learning Outcomes
MC 2002
Media, Sport and Culture: Amplifying the Sporting-Ism

Course description:
Drawing from historical, economic and cross-cultural perspectives, this course examines how sports media function to define and shape the national, ethnic and gender identities of athletes and fans.

Course outcomes:
Upon completion of this course, students should be able to:
1. understand how the historical development of mass media has influenced the globalization of sport.
2. identify key mass communication concepts and theories as they relate to sport and culture.
3. draw connections between national, ethnic and gender identity and mediated sports.
4. understand perspectives on defining sport fandom and how media shape fandom.

Professional Values and Competencies Addressed:
Ethical ways of thinking, understand history and roles of media, write clearly and accurately, engage in research and critical evaluation, think creatively and analytically.

Suggested Learning Assessments & Indicators:
Some commonly used approaches to assessing the above outcomes are:

<table>
<thead>
<tr>
<th></th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm and final</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thought papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE SYLLABUS
MC 2002
Media, Sport and Culture: Amplifying the Sporting -ism

Course description:
Drawing from historical, economic and cross-cultural perspectives, this course examines how sports media function to define and shape the national, ethnic and gender identities of athletes and fans.

Course outcomes:
Upon completion of this course, you should be able to:
1. understand how the historical development of mass media has influenced the globalization of sport.
2. identify key mass communication concepts and theories as they relate to sport and culture.
3. draw connections between national, ethnic and gender identity and mediated sports.
4. understand perspectives on defining sport fandom and how media shape fandom.

Required Materials:
Franklin Foer (2010) How Soccer Explains the World
Billings, Butterworth and Turman (2011) Communication and Sport: Surveying the Field
Supplemental materials provided via Moodle.

Grading Scale:
A = 90.0 - 100%
B = 89.9 - 80.0%
C = 79.9 - 70.0%
D = 69.9 - 60.0%
F = 59.9% or lower

Grade distribution:
Mid-term exam - 30%
Thought papers- 40%
Final exam: 30%

Mid-term and final. You will have two exams. Each will be comprised of short answer and essay questions on topics covered in class.

Thought papers: Throughout the semester i will ask you to write 2-3 page papers exploring your thoughts on particular subjects related to the sport-media-culture complex. Your papers will be graded on the thoughtfulness of your analysis as well as the relevance to course materials and the quality of your writing. In many cases, you will need to do additional research in order to thoroughly and thoughtfully complete your papers. In such cases, please be sure to properly cite all outside sources.
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining terms: Sport and Media</td>
<td>BBT, Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>Sport-Media-Culture complex</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Defining terms: Fandom</td>
<td>BBT, Ch. 3 &amp; 4</td>
</tr>
<tr>
<td>4</td>
<td>Fandom and media: Myth making</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Media Consolidation: Follow the money</td>
<td>Outside readings</td>
</tr>
<tr>
<td>6</td>
<td>Media consolidation and sport</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thought paper due</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Convergence and technology</td>
<td>Stoddard article</td>
</tr>
<tr>
<td>8</td>
<td>Technology and sport: Fantasy sport</td>
<td>BBT, Ch. 14</td>
</tr>
<tr>
<td>9</td>
<td>Sport journalism</td>
<td>Outside readings</td>
</tr>
<tr>
<td>10</td>
<td>Sport performances</td>
<td>BBT, Ch. 8</td>
</tr>
<tr>
<td>11</td>
<td><strong>Thought paper due</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td><strong>Mid-term</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Imagined communities</td>
<td>Anderson reading</td>
</tr>
<tr>
<td>14</td>
<td>Nationalism</td>
<td>BBT, Ch. 7</td>
</tr>
<tr>
<td>15</td>
<td>Nationalism</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Globalization</td>
<td>BBT, Ch. 13</td>
</tr>
<tr>
<td>17</td>
<td>Globalization</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Globalization</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Race/Ethnicity</td>
<td>BBT, 6</td>
</tr>
<tr>
<td>20</td>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Race/Ethnicity</td>
<td><strong>Thought paper due</strong></td>
</tr>
<tr>
<td>22</td>
<td>Gender</td>
<td>BBT, Ch. 5</td>
</tr>
<tr>
<td>23</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Violence</td>
<td>Outside readings</td>
</tr>
<tr>
<td>26</td>
<td>Violence</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Violence</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Future of Sport-media-culture complex</td>
<td>BBT, Ch. 15</td>
</tr>
<tr>
<td>29</td>
<td><strong>Thought paper due</strong></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Senate Courses and Curricula Committee

November 13, 2012

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their November 6th, 2012 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MC proposals:

**MC 2002**
- The Committee conditionally approved the proposals to add MC 2002 pending a statement that explains how the course will fit into the curriculum, be it part of a new minor or an elective and how many prospective students the course will draw in.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastril@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at house@lsu.edu.
Request for CHANGING an Existing Course

Department: Computer Science & Eng.  
Course Rubric and #: CSC 1350  
College: Engineering  
Date: 10/1/12

Present Course Description
Title: Computer Science I for Majors

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for: lab/sem:
lecture: ___/rec: ___
Repeat Credit Max (if repeatable): ___
Graduate Credit? Yes: ___ No: X

Credit will not be given for this course and: CSC 1248, 1250, 1253 or ISDS 3107

Contact Hours Per Week: (Indicate hours in appropriate course type)
LEC: ___ LAB: ___ SEM: ___ REC: ___
3 PES/IND: ___ CLIN/PRACY: ___
Total Weekly Contact Hours: ___

Grading System: Letter Grade: X Pass/Fail ___

Course Description:
1350 Computer Science I for Majors (4) Prereq.: credit or registration in MATH 1550. Credit will not be given for both this course and CSC 1248 or 1250 or 1253 or ISDS 3107. Fundamentals of algorithm development, program design and structured programming using an object-oriented language.

Proposed Course Description
Title: Computer Science I for Majors
Short Title: COMP SCI MAJORS
Semester Hours of Credit: 4

If combination course type, # hrs. of credit for: lab/sem:
lecture: ___/rec: ___
Repeat Credit Max (if repeatable): ___
Graduate Credit? Yes: ___ No: X

Credit will not be given for this course and: CSC 1240, 1250, 1253 or ISDS 3107

Contact Hours Per Week: (Indicate hours in appropriate course type)
LEC: ___ LAB: ___ SEM: ___ REC: ___
3 PES/IND: ___ CLIN/PRACY: ___
Total Weekly Contact Hours: ___

Grading System: Letter Grade: X Pass/Fail ___

Course Description:
1350 Computer Science I for Majors (4) Prereq.: credit or registration in MATH 1550. Credit will not be given for both this course and CSC 1240 or 1250 or 1253 or ISDS 3107. 3 hrs. lecture; 3 hrs. lab. Fundamentals of algorithm development, program design and structured programming using an object-oriented language.

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

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

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

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

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

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

APPROVALS:
Department Faculty Approval Date: 9/24/2012  
Department Chair’s Signature: (Date)

College Approval Date: 11/3/13
College Dean’s Signature: (Date)

Chair, FS C & C Committee: (Date)

Academic Affairs Approval: (Date)
CHANGES:
1. Increase the hours of credit from 3 to 4 hours by including a mandatory 1 hour credit laboratory.
2. Alter the statement: "Credit will not be given for both this course and"
   FROM: "CSC 1248 or 1250 or 1253 or ISDS 3107." 
   TO: "CSC 1240 or 1250 or 1253 or ISDS 3107." 
CSC 1246 is expected to be deleted from the catalog in the near future. CSC 1240, approved for the LSU General Education Analytical Reasoning, is a newer course which contains statistical and algorithmic problem solving concepts of the previous course CSC 1246.

REQUIRED in Other CURRICULA or MINORS:
- Computer Science (Bachelor of Science) all concentrations:
  - Computer Science and the Second Discipline
  - Software Engineering
  - Distributed Systems & Networking

PREREQUISITE LIST:
- CSC 1200 Ethics in Computing (credit or registration)
- CSC 1351 Computer Science II for Majors
- CSC 4243 Interface Design and Technology
- ISDS 4120 Business Data Communications

JUSTIFICATION:
CSC 1350 Computer Science II for Majors and 1351 Computer Science II for Majors are required in the CS curriculum. We have observed that the greatest numbers of students change majors after these courses, particularly CSC 1350. Understandably some students find other majors more suitable but a sizeable number are frustrated with rudimentary issues such as logging onto the system, using a command-line operating system, learning and applying the syntax and semantic rules of the Java language. Quite a few students enter the program without having programmed using a high-level programming language. We have discovered in our CSC 1240 and 2533 classes, that students appreciate the computing lab environment where there is ready help and where students are forced to begin assignment early. In the CSC 1350 class, we plan for more assignments that are simpler in the number of objectives and build more slowly on concepts presented earlier and completed in the time allotted for the lab. We expect that the addition of lab credits will improve retention in the CS undergraduate program.

We intend that the CSC 1350 and 1351 laboratory sections will be taught by graduate students in the CS doctoral program and will be supervised by full-time CS faculty. Current CS/E Division laboratory space (Coates 168), College of Engineering computer laboratories, and University laboratories (Middleton Hall and elsewhere) will be adequate. We anticipate 2 sections of CSC 1350 with corresponding laboratory sessions of 40-50 per section and 1 laboratory section of CSC 1351 with 50-60 computer stations.
Section 1: LECTURE: MWF 09:30 - 10:20 AM  
LAB: Friday 12:30 – 3:30 PM  
Section 2: LECTURE: MWF 10:30 - 11:20 AM  
LAB: Friday 3:30 – 6:30 PM  

class webpage:http://www.csc.lsu.edu/~duncan/courses/csc1350-f12

Instructor: William E. Duncan  
Office: 3121 Patrick Taylor Hall Email  
Address: duncan@csc.lsu.edu  
Office Hours: http://www.csc.lsu.edu/~duncan/sched.htm

Course Description:  
Fundamentals of algorithm development, program design and structured 
programming using an object-oriented language. (4 sem. hrs.)

Textbooks:  

Required: Cay Horstmann, Java Concepts 6/e Compatible with 
Java 5,6,7 (ISBN: 9780470509470)  

Recommended: J. Glen Brookshear, Computer Science: An 
Overview 8/e (ISBN: 0321247264)

Prerequisites:  

1. Credit or registration in MATH 1550.  
2. Credit will not be given for both this course and CSC 1240 or 
1250 or 1253 or ISDS 3107.
Goal:

To build problem-solving skills from an algorithmic viewpoint using the Java programming language. By the end of this course the student will:

- understand the origins and early development of computer science as an academic discipline as well as the basic issues underpinning the discipline,
- employ programming principles in problem-solving,
- design and analyze basic search and recursive sort algorithms, and
- explore the fundamentals of the object-oriented programming (OOP) paradigm.

Evaluation:

Grading will be based on five-minute unannounced short quizzes, three exams and programming projects.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Programming Projects</td>
<td>25%</td>
</tr>
</tbody>
</table>

Final grade will be determined by overall average as follows:

- A 90 - 100
- B 80 - 89.99
- C 70 - 79.99
- D 50 - 69.99
- F 0 - 49.99
Class Policies:

- **Attendance**: Attendance will only be taken on exam days. Unannounced Short quizzes will be given during the semester. Each quiz will be based on the previous lecture or homework. There will be no make-up for missed quizzes. Students are responsible for all information presented in class (written and oral). It is your responsibility to obtain the notes and assignments from a willing classmate if you MUST miss class.

- **Collaborative Work**: Any work submitted for grading must represent your own work (and yours alone). High standards of academic integrity are crucial for the University to fulfill its educational mission. To uphold these standards, procedures have been established to address academic misconduct. It is assumed that all students enrolled in this course have read the Code of Student Conduct - specifically section 5.1 (Academic Misconduct) and section 8.5 (Academic Misconduct by Undergraduate Students) or section 8.6 (Academic Misconduct by Graduate Students). The Code of conduct is available at:

http://app1003.lsu.edu/elas/dos.nsf/$Content/Code-of-Conduct

- **Due Dates**: All work intended for grading must be submitted on time on the due date. Any late submission counts for no credit.

- **Missed Exam**: Students are encouraged to take every exam. In the unusual circumstances you must miss an exam due to medical reasons or other unforeseen emergencies, obtain an official excuse from the Dean's office as soon as possible. If you obtain a valid excuse from the Dean's office, the instructor reserves the right to schedule a make-up exam or allow your final exam to count for a higher percentage of your course grade.
• Special Accommodation: Students who have a disability that require accommodation(s) should make an appointment with the Office of Disability Services (Phone: (225)578-5919 or TDD: (225)578-2600) to discuss their specific needs and present a letter from the ODS informing the instructor of their needs. All such matters, by University regulations, are strictly confidential.

• Cellular phone: For the duration of each class meeting all cell phones must be turned off. They have proven to be disruptive to an effective learning environment. Do not make or receive phone calls in class.

• Grading Corrections: While both the GA and I will try our hardest to avoid mistakes when grading your work, we cannot rule out the possibility that an error may inadvertently occur. If you believe a mistake in grading was made, inform the instructor within five school days of receiving the grade. You will not be penalized even if no mistake occurred.

• Exam Dates:
  ☑ Exam 1 - Wednesday, September 19
  ☑ Exam 2 - Friday, October 26
  ☑ Final Exam - Friday, December 7

• Important Dates:
  ☑ August 28 - Final day to drop without a W
  ☑ August 29 - Final day for adding courses and making section changes
  ☑ November 2 - Final day for resigning from the University and/or dropping courses
  ☑ December 3-8 - Final examinations
• Topics we will study: (not necessarily in this order)
  1. Introduction
  2. Using Objects
  3. Implementing Classes
  4. Fundamental Data Types
  5. Decisions
  6. Iteration
  7. Array Lists and Arrays
  8. Files and Streams
  9. Sorting and Searching

### Problem Sets

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
<th>Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>§1.1-1.6</td>
<td>SC:4-7, 12-16; R:1.7; P:1.1-1.6</td>
</tr>
<tr>
<td>Using Objects</td>
<td>§§1.1-2.6</td>
<td>SC:1-39, R:2.1-2.2</td>
</tr>
<tr>
<td>Implementing Classes</td>
<td>§§3.1-3.8</td>
<td>SC:3-18, 20-22</td>
</tr>
<tr>
<td>Fundamental Data Types</td>
<td>§§4.1-4.6</td>
<td>SC:1-14; R:4.1-4.6 (even nos.)</td>
</tr>
<tr>
<td>Decisions</td>
<td>§§5.1-5.4</td>
<td>SC:1-8; R:5.1-5.9 (odd nos.)</td>
</tr>
<tr>
<td>Iteration</td>
<td>§§6.1-6.4</td>
<td>SC:1-10; R:6.1-9.1</td>
</tr>
<tr>
<td>Arrays &amp; Array Lists</td>
<td>§§7.1-7.6, 7.8</td>
<td>SC:1-6, 9-12, 14, 19-20; R:7.6-7.11</td>
</tr>
<tr>
<td>Programing Classes</td>
<td>§§8.1-8.2</td>
<td>SC:5.8-12.15; P:7.1-9.2</td>
</tr>
<tr>
<td>Files and Streams</td>
<td>§§11.1-11.2</td>
<td>SC:1-4</td>
</tr>
<tr>
<td>Sorting &amp; Searching</td>
<td>§§11.1-11.2</td>
<td>SC:1-4</td>
</tr>
</tbody>
</table>
## Lecture Topic Schedule (Weekly)

<table>
<thead>
<tr>
<th>CSC 1350 Lecture Topics</th>
<th>Objective</th>
</tr>
</thead>
</table>
| **Week 1**              | Admin matters & Class policies  
Computer Literacy  
Java Language and Using Netbeans |
| **Week 2**              | Introduction – Using Objects, Debugging and Developing Algorithms; Data Types; Variables; Assignment operator: |
| **Week 3**              | Using Objects: Fundamental Data Types |
| **Week 4**              | More Data Types |
| **Week 5**              | Implementing Classes |
| **Week 6**              | Implementing Classes |
| **Week 7**              | Implementing Classes; Decision Statements |
| **Week 8**              | Decision Statements; Iteration |
| **Week 9**              | Decision Statements; Iteration - Sentinel Controlled |
| **Week 10**             | Iteration – Nested Iteration with Accumulators |
| **Week 11**             | Arrays and Array Lists |
| **Week 12**             | Arrays and Array Lists – Selection Sort |
| **Week 13**             | Insertion Sort - Searching |
| **Week 14**             | Sorting Real-world Data; File I/O |
# Laboratory Project Outline

Requirements for the CSC 1350 lab portion include lab project assignments and/or quizzes. Grading from the lab works will contribute to the overall grading based on the "Programming Projects" percentage of the grading evaluation.

<table>
<thead>
<tr>
<th>CSC 1350 Programming Projects</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| Week 1                        | Using Netbeans  
Create directories  
Navigating hierarchical directories  
Using a text editor to create a source file  
Using a compiler  
Executing a java program |
| Week 2                        | Request input from the user  
Perform an arithmetic computation  
Output the result |
| Week 3                        | Associativity and precedence |
| Week 4                        | Beginning classes |
| Week 5                        | Classes Continued |
| Week 6                        | Program with multiple classes |
| Week 7                        | Decision Statements |
| Week 8                        | Iteration - counter controlled with accumulator |
| Week 9                        | Iteration - sentinel controlled |
| Week 10                       | Nested Iteration |
| Week 11                       | Arrays - Partially filled |
| Week 12                       | Arrays - Selection sort |
| Week 13                       | Arrays - Insertion sort and searching |
| Week 14                       | File I/O and report style output with formatting |
Date: Wed, 3 Oct 2012 14:06:30 +0000
From: Laurene I. Hutchinson <hutchi@lsu.edu>
To: Coretta Douglas <douglas@csc.lsu.edu>
Subject: RE: CSC/E: Change to CSC 1350 Request Acknowledgement

Ok, thanks so much. We just added the CSC 1350 prereq a long time ago so the CSC students would not have to take ISDS 3100. That was before the ITM minor was instituted and many of your students would not take ISDS 3100. And we would have to manually override them into 4120. Now that we have the ITM minor and ISDS 3100 is a part of it, many of the CSC students take ISDS 3100 anyway.

But we will note the change.
Laurene

From: Coretta Douglas [douglas@csc.lsu.edu]
Sent: Wednesday, October 03, 2012 8:59 AM
To: Laurene L Hutchinson
Subject: RE: CSC/E: Change to CSC 1350 Request Acknowledgement

Sorry Laurene,

My mistake. I transposed the numbers in your course below.
ISDS 4120 Business Data Communications has in its catalog description that the prerequisites are ISDS 3100 or CSC 1350.
I am requesting confirmation that the ISDS Department has been informed of the change to CSC 1350. CSC 1350 is being proposed to include a mandatory lab component for 1 hour credit making the total credits for the course 4 hours.
Regards,
Coretta
Anna M Castrillo

From: Coretta Douglas [douglas@csc.lsu.edu]
Sent: Friday, November 02, 2012 2:24 PM
To: Anna M Castrillo
Cc: Lisa Fontenot; Shah, Rahul
Subject: CSC/E: Response to University C&C memo- Oct 31 2012
Attachments: Changes 2012-2013 Approval from Art History.pdf; CSC 1350 Syllabus with Weekly Lecture and Lab.pdf; CSC 1351 Syllabus with Weekly Lecture and Lab.pdf

Anna,

(1) CSC Curriculum
RE: Request response from the ART and ARTH Departments
   a. See attached file of email response from Prof. Susan Ryan (ARTH)
   b. I have not received a response from the ART faculty as of yet.

(2) CSC 1350 and 1351
RE: Inclusion of 14 week lecture schedule and drop of CSC 1248 from list of restricted credits for CSC 1350.
   a. See attached revised syllabi for CSC 1350 and 1351 including 14 week lecture outline and 14 week lab outline.
   b. CSC 1248 was not included in the list for which students may not receive credit for CSC 1350 because CSC 1248 has been replaced by
      CSC 1240. CSC 1248 was last taught Spring 2009. We feel, at this time, the likelihood of a student enrolling in both CSC 1350 and having
      previous credit in CSC 1248 for credit is slim. CSC 1248 is to be deleted in the near future which will entail submitting
      course change forms for CSC 1240. 1250, 1253, 1254, 1350 and 1351 as well as information for AP and iB credits earned.

Sincerely,
Coretta Douglas. Ph.D. Computer Science
Undergraduate Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3170

On Wed, 31 Oct 2012 21:04:44 +0000, Anna M Castrillo wrote
> Coretta.
> 
> I wasn’t quite sure who to send this to as I have no idea who the chair of the department is. However, you will find attached the
> memo from the chair of the C&C Committee addressing the actions taken on the CSC proposals that were not approved outright.
> 
> 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 CHANGING an Existing Course

Department: Computer Science & Eng.  
Course Rubric and #: CSC 1351  
College: Engineering  
Date: 10/1/12

Present Course Description

Title: Computer Science II for Majors

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for: 
lecture: 3  
lab/sem:  
rec: 
Repeat Credit Max (if repeatable): 
X
Graduate Credit?: Yes:  
No: 

Credit will not be given for this course and: CSC 1254

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 3  
LAB  
SEM  
REC  
RES/IND  
CLIN/PRACT
Total Weekly Contact Hours: 

Grading System: Letter Grade: X  
Pass/Fail:

Course Description:
1351 Computer Science II for Majors (3) Prereq.: CSC 1350; credit or registration in MATH 1550. Credit will not be given for both this course and CSC 1254. Develops solutions to problems using an object-oriented approach and emphasizes the concepts of recursion; dynamic memory; data structures (lists, stacks, queues, trees); exception handling.

Proposed Course Description

Title: Computer Science II for Majors
Short Title: COMP SCI 11 MAJORS

Semester Hours of Credit: 4

If combination course type, # hrs. of credit for: 
lecture: 3  
lab/sem:  
rec: 
Repeat Credit Max (if repeatable): 
X
Graduate Credit?: Yes:  
No: 

Credit will not be given for this course and: CSC 1254

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 3  
LAB  
SEM  
REC  
RES/IND  
CLIN/PRACT
Total Weekly Contact Hours: 6

Grading System: Letter Grade: X  
Pass/Fail:

Course Description:
1351 Computer Science II for Majors (4) Prereq.: CSC 1350; credit or registration in MATH 1550. Credit will not be given for both this course and CSC 1254. 3 hrs. lecture; 3 hrs. lab. Develops solutions to problems using an object-oriented approach and emphasizes the concepts of recursion; dynamic memory; data structures (lists, stacks, queues, trees); exception handling.

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 (X ) No ( ) 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: 9/24/2012
Signature: 10-3-2012
Department Chair's Signature: (Date)
Graduate Dean's Signature: (Date)
College Contact: ____________________________
(Please print name.)
College Contact E-mail: ____________________________

College Faculty Approval Date: 10/1/12
Signature: 10/1/12
College Dean's Signature: (Date)
Chair, FS C & C Committee: (Date)

Academic Affairs Approval: (Date)
CHANGE:

1. Increase the hours of credit from 3 to 4 hours by including a mandatory 1 hour credit laboratory.

REQUIRED in Other CURRICULA or MINORS:

Computer Science (Bachelor of Science) all concentrations:
- Computer Science and the Second Discipline
- Software Engineering
- Distributed Systems & Networking

PREREQUISITE LIST:

CSC 2252 (prereq: credit or registration in CSC 1254 or 1351)
CSC 2259 (prereq: MATH 1552 and CSC 1254 or 1351)
CSC 2262 (prereq: MATH 1552 and CSC 1254 or 1351)
CSC 2700 (prereq: CSC 1254 or 1351)
CSC 3102 (prereq: CSC 1254 or 1351 and ...)
CSC 3380 (prereq: CSC 1254 or 1351)

JUSTIFICATION:

CSC 1350 Computer Science I for Majors and 1351 Computer Science II for Majors are required in the CS curriculum. We have observed that the greatest numbers of students change majors after these courses, particularly CSC 1350. Understandably some students find other majors more suitable but a sizeable number are frustrated with rudimentary issues such as logging onto the system, using a command-line operating system, learning and applying the syntax and semantic rules of the Java language. Quite a few students enroll the program without having programmed using a high-level programming language. We have discovered in our CSC 1240 and 2533 classes, that students appreciate the computing lab environment where there is ready help and where students are forced to begin assignment early. In the CSC 1350 class, we plan for more assignments that are simpler in the number of objectives and build more slowly on concepts presented earlier and completed in the time allotted for the lab. We expect that the addition of lab credits will improve retention in the CS undergraduate program.

We intend that the CSC 1350 and 1351 laboratory sections will be taught by graduate students in the CS doctoral program and will be supervised by full-time CS faculty. Current CS/E Division laboratory space (Coates 158), College of Engineering computer laboratories, and University laboratories (Middleton Hall and elsewhere) will be adequate. We anticipate 2 sections of CSC 1350 with corresponding laboratory sessions of 40-50 per section and 1 laboratory section of CSC 1351 with 50-60 computer stations.
Introduction to Computer Science II for Majors CSC 1351
Section 1: LECTURE TTH 10:40-12 NOON
LAB Friday 3:30 – 6:30 PM

class web page: http://www.csc.lsu.edu/~duncan/courses/csc1351-s08

Instructor: William E. Duncan
Office: 159 Coates Hall
Email Addresses: duncan@csc.lsu.edu
Office Hours: TBA

Course Description:
Develops solutions to problems using an object-oriented approach and emphasizes the concepts of recursion; dynamic memory; data structures (lists, stacks, queues, trees); exception handling. (4 sem. hrs.)

Textbooks:

Required: Cay Horstmann, Big Java 2/e (ISBN: 0470105542)


Prerequisites:

1. CSC 1350; enrollment or credit in MATH 1550
2. Credit will not be given for both this course and CSC 1254
Goal:

To introduce students to some fundamental data structures, Abstract Data Types and searching and sorting algorithms using the object-oriented programming paradigm. By the end of this course students will be able to:

- understand the use of references and objects in the implementation of various data structures,
- employ techniques such as abstraction and recursion in the formulation of algorithmic solutions, and
- design and analyze basic search and recursive sort algorithms.

Evaluation:

Grading will be based on five-minute unannounced short quizzes, three exams and programming projects.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Programming Projects</td>
<td>25%</td>
</tr>
</tbody>
</table>

Final grade will be determined by overall average as follows:

- A 90 - 100
- B 80 - 89.99
- C 70 - 79.99
- D 50 - 69.99
- F 0 - 49.99
Class Policies:

- **Attendance:** Attendance will only be taken on exam days. Unannounced short quizzes will be given during the semester. Each quiz will be based on the previous lecture or homework. There will be no make-up for missed quizzes. Students are responsible for all information presented in class (written and oral). It is your responsibility to obtain the notes and assignments from a willing classmate if you MUST miss class.

- **Collaborative Work:** Any work submitted for grading must represent your own work (and yours alone). High standards of academic integrity are crucial for the University to fulfill its educational mission. To uphold these standards, procedures have been established to address academic misconduct. [from LSU Code of Student Conduct]. It is assumed that all students enrolled in this course have read the Code of Student Conduct - specifically section 5.1 (Academic Misconduct) and section 8.5 (Academic Misconduct by Undergraduate Students) or section 8.6 (Academic Misconduct by Graduate Students). The Code of conduct is available at:

  http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct

- **Due Dates:** All work intended for grading must be submitted on time on the due date. Any late submission counts for no credit.

- **Missed Exam:** Students are encouraged to take every exam. In the unusual circumstances you must miss an exam due to medical reasons or other unforeseen emergencies, obtain an official excuse from the Dean’s office as soon as possible. If you obtain a valid excuse from the Dean’s office, the instructor reserves the right to schedule a make-up exam or allow your final exam to count for a higher percentage of your course grade.
• Special Accommodation: Students who have a disability that require accommodation(s) should make an appointment with the Office of Disability Services (Phone: (225)578-5919 or TDD: (225)578-2600) to discuss their specific needs and present a letter from the ODS informing the instructor of their needs. All such matters, by University regulations, are strictly confidential.

• Cellular phone: For the duration of each class meeting all cell phones must be turned off. They have proven to be disruptive to an effective learning environment. Do not make or receive phone calls in class.

• Grading Corrections: While both the GA and I will try our hardest to avoid mistakes when grading your work, we cannot rule out the possibility that an error may inadvertently occur. If you believe a mistake in grading was made, inform the instructor within five school days of receiving the grade. You will not be penalized even if no mistake occurred.

• Exam Dates:
  □ Exam 1 - Tuesday, February 19
  □ Exam 2 - Thursday, March 3
  □ Final Exam - Wednesday, May 7

• Important Dates:
  □ January 22 - Final day to drop without a W
  □ January 24 - Final day for adding courses and making section changes
  □ April 7 - Final day for resigning from the University and/or dropping courses
  □ May 5-10 - Final examinations
Topics we will study: (not necessarily in this order)

1. Designing Classes
2. Interfaces and Polymorphism
3. Implementing Classes
4. Inheritance
5. Exception Handling
6. Recursion
7. Algorithm Analysis Framework
8. Sorting and Searching
9. Parametric Polymorphism (Generics)
10. Sorting and Searching
11. Queue ADT
12. Stack ADT
13. List ADT
14. Binary and Binary Search Trees
15. Optional Topics (time permitting)
## Problem Sets

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing Classes</td>
<td>SCH: 324-351</td>
<td>SC: 6-7, 18-17</td>
</tr>
<tr>
<td>Interfaces and Inheritance</td>
<td>SCH: 416-465</td>
<td>SC: 3-5</td>
</tr>
<tr>
<td>Exception Handling</td>
<td>SCH: 552-572-140</td>
<td>SC: 1-5, 10</td>
</tr>
<tr>
<td>Recursion</td>
<td>SCH: 665-693</td>
<td>SC: 5-6</td>
</tr>
<tr>
<td>Sorting and Searching</td>
<td>SCH: 752-766</td>
<td>SC: 10</td>
</tr>
<tr>
<td>Generics</td>
<td>SCH: 842-851</td>
<td>SC: 1-4</td>
</tr>
<tr>
<td>Stacks</td>
<td>SCH: 752-766</td>
<td>SC: 10</td>
</tr>
<tr>
<td>Linked Lists</td>
<td>SCH: 752-766</td>
<td>SC: 1-5</td>
</tr>
<tr>
<td>Binary Search Trees</td>
<td>SCH: 796-811</td>
<td>SC: 9-12</td>
</tr>
</tbody>
</table>
Outline Lecture and Laboratory Content

Requirements for the CSC 1351 lab portion include lab project assignments and/or quizzes. Grading from the lab works will contribute to the overall grading based on the "Programming Projects" percentage of the grading evaluation.

Week 1  
Lecture: Language review  
Lab: Review arrays; Classes; Report style output; Sorting

Week 2  
Lecture: Inheritance & Polymorphism  
Lab: Operator and function overloading; Separate files

Week 3  
Lecture: Continue Inheritance  
Lab: Inheritance

Week 4  
Lecture: Applets and Graphics  
Lab: Applets and Graphics; Separate compilation

Week 5  
Lecture: Input/Output  
Lab: I/O

Week 6  
Lecture: Exceptions  
Lab: Exceptions

Week 7  
Lecture: Object Oriented Design; Cardinality  
Lab: Object Oriented Design (object relationships)

Week 8  
Lecture: Recursion  
Lab: Recursion

Week 9  
Lecture: Introduction to Data Structures; Sorting Algorithms and Searching  
Lab: ADT - Linear List

Week 10  
Lecture: Introduction to Data Structures  
Lab: ADT - Stack

Week 11  
Lecture: Introduction to Data Structures  
Lab: ADT - Queue

Week 12  
Lecture: Introduction to Data Structures  
Lab: ADT - Binary Search Tree

Week 13  
Lecture: Recursive Traversal - Binary Search Tree  
Lab: Recursive traversals

Week 14  
Lecture: Review for Final Exam  
Lab: Final Exam (lab portion)
Anna M Castrillo

From: Coretta Douglas [douglas@csc.lsu.edu]
Sent: Friday, November 02, 2012 2:24 PM
To: Anna M Castrillo
Cc: Lisa Fontenot; Shah, Rahul
Subject: CSC/E: Response to University C&C memo - Oct 31 2012
Attachments: Changes 2012-2013 Approval from Art History pdf; CSC 1350 Syllabus with Weekly Lecture and Lab.pdf; CSC 1351 Syllabus with Weekly Lecture and Lab.pdf

Anna,

(1) CSC Curriculum
RE: Request response from the ART and ARTH Departments
a. See attached file of email response from Prof. Susan Ryan (ARTH!)
b. I have not received a response from the ART faculty as of yet.

(2) CSC 1350 and 1351
RE: Inclusion of 14 week lecture schedule and drop of CSC 1248 from list of restricted credits for CSC 1350.
a. See attached revised syllabi for CSC 1350 and 1351 including 14 week lecture outline and 14 week lab outline.
b. CSC 1248 was not included in the list for which students may not receive credit for CSC 1350 because CSC 1248 has been replaced by CSC 1240. CSC 1248 was last taught Spring 2009. We feel, at this time, the likelihood of a student enrolling in both CSC 1350 and having previous credit in CSC 1248 for credit is slim. CSC 1248 is to be deleted in the near future which will entail submitting course change forms for CSC 1240, 1250, 1253, 1254, 1350 and 1351 as well as information for AP and IB credits earned.

Sincerely,
Coretta Douglas, Ph.D. Computer Science
Undergraduate Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor =3170

On Wed, 31 Oct 2012 21:04:44 +0000, Anna M Castrillo wrote
> Coretta,
> 
> I wasn't quite sure who to send this to as I have no idea who the chair of the department is. However, you will find attached the memo from the chair of the C&C Committee addressing the actions taken on the CSC proposals that were not approved outright.
> 
> 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 CHANGING an Existing Course

Department: French Studies  
College: Humanities & Social Sciences

Course Rubric and #: FREN 3071  
Date: 6/1/12

Present Course Description

Title: Survey of French Literature

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): 

Graduate Credit? Yes: ___ No: X

Credit will not be given for this course and: 

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

LEC LAB SEM REC RES IND CLIN PRACT 

Total Weekly Contact Hours: 3

Grading System: Letter Grade X Pass/Fail

Course Description:

3071 Survey of French Literature (3) Prereq: FREN 2155 or equivalent. French majors are strongly urged to enroll in this course before their senior year. Development of French literature from its beginnings through the 18th century.

Proposed Course Description

Title: Survey of French Literature

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): 

Graduate Credit? Yes: ___ No: X

Credit will not be given for this course and: 

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

LEC LAB SEM REC RES IND CLIN PRACT 

Total Weekly Contact Hours: 3

Grading System: Letter Grade X Pass/Fail

Course Description:

3071 Survey of French Literature (3) Prereq: FREN 2155 or equivalent; credit or registration in FREN 3060 or equivalent or permission of instructor. French majors are strongly urged to enroll in this course before their senior year. Development of French literature from its beginnings through the 18th century.

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

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

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

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

If yes, please list on a separate sheet.

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:

Department Faculty Approval Date: 9/7/12  
Department Chair's Signature: (Date)

College Faculty Approval Date: 10/4/12  
College Dean's Signature: (Date)

College Dean's Signature: (Date)

Chair, FS C & C Committee: 11/6/12

Graduate Dean's Signature: (Date)

College Contact: (Please print name.)

College Contact E-mail: 

Academic Affairs Approval: (Date)
FREN 3060 prepares students linguistically to complete FREN 3071, 3072, and 3080.

FREN 3060 is included as a prerequisite or corequisite for FREN 3071, 3072, and 3080. FREN 3071, 3072, and 3080 are included as options in the International Studies major and minor.
Anna, 

Can you please attached this email to the FREN 3071, 3072, and 3080 proposals. This is approval from the Director of International Studies Thanks 

Tianna L. Powers 
Administrative Assistant 
College of Humanities & Social Sciences 
132 Hodges Hall 
(225) 578-8274 Phone 
(225) 578-6447 Fax 
tpowers@lsu.edu 

-----Original Message-----
From: Rebecca E Caire
Sent: Wednesday, October 24, 2012 2:15 PM
To: Tianna L Powers
Subject: FW: French 3060 prereq

Hi Becky,

Attached, an email of support from Len Ray.

All best,
Jack

-----Original Message-----
From: Jack Yeager [mailto:jay@lsu.edu]
Sent: Wednesday, October 24, 2012 2:14 PM
To: Rebecca E Caire
Subject: FW: French 3060 prereq

Hi Becky,

Attached, an email of support from Len Ray.

All best,
Jack

-----Original Message-----
From: Leonard P Ray
Sent: Wednesday, October 24, 2012 1:51 PM
To: Jack Yeager
Subject: RE: French 3060 prereq

Jack,

International Studies has no objection to the proposal to make FREN 3060 a prerequisite or corequisite for FREN 3071, 3072, and 3080. We are confident that there will be sufficient seats in FREN 3060 for our majors, and that they will be better prepared for their upper level work in French after taking 3060.

Dr. Leonard Ray
Associate Professor of Political Science Director, International Studies Program Louisiana State University
Hi Len,

I sent in the proposals requiring that French 3060 be a pre or coreq for 3071, 3072, and 3080 on to the dean, but in order for these to go through CAPPE, we will need your support.

Greg has assured me that there will be enough room in 3060 for your students, that he will open new sections if need be. In any event, we consider the course key in our curriculum, a crucial gateway to everything that’s more advanced.

Let me know if you have other concerns, would you?

Hope all is well.

Take care,

Jack
Request for CHANGING an Existing Course

Department: French Studies

Course Number and #: FREN 3072

Present Course Description

Title: Survey of French Literature

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): ______

Graduate Credit? Yes: ______ No: X

Credit will not be given for this course and: ______

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

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

Total Weekly Contact Hours: ______

Grading System: Letter Grade ______ Pass/Fail ______

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

3072 Survey of French Literature (3) Prereq: FREN 2155 or equivalent. French majors are strongly urged to enroll in this course before their senior year. Continuation of FREN 3071. The main authors and literary movements from the 18th century to the present.

These questions must be answered completely and accurately or proposal will be returned.

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

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

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

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

Justification/Explanation: Use separate sheet.

Note: If course is or will be cross-listed, separate forms must be submitted by each department.

Approvals:

Department Faculty Approval Date: 9/17/12

Department Chair's Signature: ______

(Date)

Graduate Dean's Signature: ______

(Date)

College Contact: ______

(Please print name.)

College Contact E-mail: ______

College Faculty Approval Date: 10-24-12

College Dean's Signature: ______

(Date)

Chair, FS C & C Committee: ______

(Date)

Academic Affairs Approval: ______

(Date)
FREN 3060 prepares students linguistically to complete FREN 3071, 3072, and 3080.

FREN 3060 is included as a prerequisite or corequisite for FREN 3071, 3072, and 3080. FREN 3071, 3072, and 3080 are included as options in the International Studies major and minor.
Anna M Castrillo

From: Tianna L Powers
Sent: Wednesday, October 24, 2012 3:15 PM
To: Anna M Castrillo
Subject: French prereq

Anna,

Can you please attach this email to the FREN 3071, 3072, and 3080 proposals. This is approval from the Director of International Studies. Thanks.

Tianna L. Powers
Administrative Assistant
College of Humanities & Social Sciences
132 Hodges Hall
(225) 578-8274 Phone
(225) 578-6447 Fax
tpowers@lsu.edu

-----Original Message-----
From: Rebecca E Caire
Sent: Wednesday, October 24, 2012 2:15 PM
To: Tianna L Powers
Subject: FW: French 3060 prereq

-----Original Message-----
From: Jack Yeager [mailto:jay@lsu.edu]
Sent: Wednesday, October 24, 2012 2:14 PM
To: Rebecca E Caire
Subject: FW: French 3060 prereq

Hi Becky,

Attached, an email of support from Len Ray.

All best,
Jack

-----Original Message-----
From: Leonard P Ray
Sent: Wednesday, October 24, 2012 1:51 PM
To: Jack Yeager
Subject: RE: French 3060 prereq

Jack,

International Studies has no objection to the proposal to make FREN 3060 a prerequisite or corequisite for FREN 3071, 3072, and 3080. We are confident that there will be sufficient seats in FREN 3060 for our majors, and that they will be better prepared for their upper level work in French after taking 3060.

Dr. Leonard Ray
Associate Professor of Political Science Director, International Studies Program Louisiana State University
Hi Len,

I sent in the proposals requiring that French 3060 be a pre or coreq for 3071, 3072, and 3080 on to the dean, but in order for these to go through CAPPE, we will need your support.

Greg has assured me that there will be enough room in 3060 for your students, that he will open new sections if need be. In any event, we consider the course key in our curriculum, a crucial gateway to everything that's more advanced.

Let me know if you have other concerns, would you?

Hope all is well.

Take care,
Jack
Request for CHANGING an Existing Course

Department: French Studies

Course Grade and # FREN 3080

Present Course Description
Title: French Culture and Civilization

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: ______ / rec: ______
Repeat Credit Max (if repeatable): ______
Graduate Credit? Yes: ___ No: X

Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC LAB SEM REC CLIN/PRAC

Total Weekly Contact Hours: ___
Grading System: Letter Grade: X Pass/Fail

Course Description:

Proposed Course Description
Title: French Culture and Civilization

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: ______ / rec: ______
Repeat Credit Max (if repeatable): ______
Graduate Credit? Yes: ___ No: X

Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC LAB SEM REC CLIN/PRAC

Total Weekly Contact Hours: ___
Grading System: Letter Grade: X Pass/Fail

Course Description:
3080 French Culture and Civilization [3]; Prereq: FREN 2155; credit or registration in FREN 3060 or equivalent or permission of instructor. Taught in French. Various aspects of French culture and civilization; emphasis on those factors necessary for understanding contemporary France and the Francophone world.

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 9/7/12
Department Chair's Signature: [Signature] (Date)

Graduate Dean's Signature: [Signature] (Date)
College Contact: [Name]
College Contact Email: [Email]

College Faculty Approval Date: 10/24/12
College Dean's Signature: [Signature] (Date)

Chair, FS C & C Committee: [Name] (Date)
Academic Affairs Approval: 9/10/12 (Date)
FREN 3060 prepares students linguistically to complete FREN 3071, 3072, and 3080.

FREN 3060 is included as a prerequisite or corequisite for FREN 3071, 3072, and 3080. FREN 3071, 3072, and 3080 are included as options in the International Studies major and minor.
Anna, 

Can you please attach this email to the FREN 3071, 3072, and 3080 proposals. This is approval from the Director of International Studies. Thanks

Tianna L. Powers
Administrative Assistant
College of Humanities & Social Sciences
132 Hodges Hall
(225) 578-8274 Phone
(225) 578-6447 Fax
tpowers@lsu.edu

-----Original Message-----
From: Rebecca E Caire
Sent: Wednesday, October 24, 2012 2:15 PM
To: Tianna L Powers
Subject: FW: French 3060 prereq

-----Original Message-----
From: Jack Yeager [mailto:jay@lsu.edu]
Sent: Wednesday, October 24, 2012 2:14 PM
To: Rebecca E Caire
Subject: FW: French 3060 prereq

Hi Becky,

Attached, an email of support from Len Ray.

All best,

Jack

-----Original Message-----
From: Leonard P Ray
Sent: Wednesday, October 24, 2012 1:51 PM
To: Jack Yeager
Subject: RE: French 3060 prereq

Jack,

International Studies has no objection to the proposal to make FREN 3060 a prerequisite or corequisite for FREN 3071, 3072, and 3080. We are confident that there will be sufficient seats in FREN 3060 for our majors, and that they will be better prepared for their upper level work in French after taking 3060.

Dr. Leonard Ray
Associate Professor of Political Science Director, International Studies Program Louisiana State University
-----Original Message-----
From: Jack Yeager
Sent: Fri 10/19/2012 2:02 AM
To: Leonard P Ray
Subject: French 3060 prereq

Hi Len,

I sent in the proposals requiring that French 3060 be a pre or coreq for 3071, 3072, and 3080 on to the dean, but in order for these to go through CAPPE, we will need your support.

Greg has assured me that there will be enough room in 3060 for your students, that he will open new sections if need be. In any event, we consider the course key in our curriculum, a crucial gateway to everything that's more advanced.

Let me know if you have other concerns, would you?

Hope all is well.

Take care,
Jack
Request for CHANGING an Existing Course

Present Course Description
Title: Natural Science Colloquium

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: lab/sem
Repeat Credit Max (if repeatable): 6
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 __ LAB __ SEM __ REC __ RES/IND __ CLIN/PRACT __
Total Weekly Contact Hours: 3
Grading System: Letter Grade __x__ Pass/Fail

Proposed Course Description
Title: Advanced Seminar in Natural Science
Short Title: ADV SEM IN NAT SCI
Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: lab/sem
Repeat Credit Max (if repeatable): 6
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 __ LAB __ SEM __ REC __ RES/IND __ CLIN/PRACT __
Total Weekly Contact Hours: 3
Grading System: Letter Grade __x__ Pass/Fail

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog.
Prereq: completion of one-year course in a physical science and one-year course in a biological science, at least one with laboratory; or consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Selected topics illustrative of developing concepts of the natural and physical universe and of living organisms.

Prereq: completion of one-year course in a physical science and one-year course in a biological science, at least one with laboratory; or consent of instructor. May be taken for a max. of 6 hrs. of credit when topics vary. Selected topics illustrative of developing concepts of the natural and physical universe and of living organisms.

These questions must be answered completely and accurately or proposal will be returned.

Has this change been discussed with and approved by all departments/colleges affected? Yes (x) No ( ) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes ( ) No (x) If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes ( ) No (x) If yes, 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 ________________
Department Chair's Signature ________________ (Date)

Graduate Dean's Signature ________________ (Date)
College Contact: ____________________________
College Contact E-mail: ____________________________

College Faculty Approval Date ________________
College Dean's Signature ________________ (Date)
Chair, FS C & C Committee ________________ (Date)

Academic Affairs Approval ________________ (Date)
Justification

DROP: HNRS 3030, 3031, 3033
ADD: HNRS 2030, 2033, 3025
CHANGE: HNRS 3035

Summary:

In this proposal the Honors College is seeking to 1) bring existing courses in compliance with General Education policy, and 2) create symmetry in the course offerings by aligning terminology with course level (i.e., grouping courses of the same type at the same level with shared designations).

To accomplish 1: three courses will be dropped, and three new courses will be added.

To accomplish 2: two of the new courses will retain the titles of “colloquium” at the 2000 level (where one other colloquium already exists); additionally, one of the new courses, and one existing course, will both now contain “advanced seminar” in their course titles.

Please see the attached diagram for an illustration of these changes.

In Detail:

The Honors College intends for two of its HNRS courses — HNRS 3030 and HNRS 3033 — to “move” to the 2000 level (as HNRS 2030 and HNRS 2033), retaining their course titles, descriptions, etc. The subject matter offered in these special topics courses is appropriate for Honors students to take at the 2000 level, and the manner in which sections are to be offered will be consistent with other 2000-level HNRS courses. In short, these two courses will remain largely the same with the exception of their numeric designation, and the Honors Board, the body that approves special topics course offerings in the College, will ensure that course content is appropriate for Honors students to take at the 2000 level. Attached syllabi illustrate the sorts of courses offered under these designations.

However, we also recognize the importance of providing students with special topics Honors seminars at the 3000 level. Accordingly, we wish to retain the interdisciplinary (Social Science and Humanities) HNRS 3031, understanding that we will sacrifice its Gen-Ed credit in doing so. We would also like to rename this course, in order to better represent the types of courses that have been offered through it. (The existing title “American Studies” is a vestige of a previous Western Civilization curricular approach, since dismantled). The new title of “Advanced Seminar in Social Science and Humanities” better articulates the role that the course plays in the curriculum, and better reflects its interdisciplinary pedagogy. (Note: As Honors seminars are special topics, the special title will reflect the particular content, changing with each section). Under the counsel of the Courses and Curricula chair, we are recreating the course under a new number, as the title and course description change has been deemed significant enough change to merit our doing so. We have no objection to this outcome. The new number will be 3025.

Furthermore, with the grouping of the colloquia at the 2000-level, and the change of title of the 3000-level seminar that we are retaining/recreating, we would also like to complete the symmetry by altering the title of HNRS 3035, “Natural Science Colloquium.” We seek this minor change solely to make it parallel to the new 3025 title, and to distinguish it from the General Education colloquia that will be grouped together at the
2000 level. Changing "colloquium" to "advanced seminar" will provide the curriculum with two non-Gen-Ed special topics "advanced seminars," both occupying a clear and useful curricular position at the 3000 level, as well as representing two distinct areas in the liberal arts tradition, which both courses have successfully done for many years.

In greater detail:

Since the committees involved have determined that General Education works best at the lower division levels, and since we are motivated to continue offering successful Gen-Ed courses in the same manner as we have provided students in the past, the Honors College has decided that it would be best to move two of the 3000-level Gen-Ed courses to the 2000 level (3030 and 3033). Multiple years of assessment of these special topics courses has demonstrated them both to be very effective in delivering General Education learning outcomes, and accordingly we would like to be able to continue this tradition of successful course offerings.

In order to clarify the curricular role of the third course (3031), and to remove the aforementioned vestige of a previous curricular aim, we seek to change its title. And to achieve symmetry of curriculum design, primarily for the sake of clarity (for students, faculty, and administrators), the College seeks as well to change the title of another course, 3035. Both of these will become non-General Education "advanced seminars."

Grouping the "colloquia" courses

Another General Education "colloquium" course (Colloquium in the Arts, HNRS 2021) already exists at the 2000-level. In order to create curricular symmetry, we would like to group all Gen-Ed colloquia at the same level. This would involve moving the 3030 and 3033 courses to the 2000 level, but would also involve changing the name of a remaining (non-Gen-Ed) "colloquium course": HNRS 3035 Natural Science Colloquium (please see below). (3030 and 3033 will be renumbered 2030 and 2033).

Renaming 3031 and 3035

Moving 3030 and 3033 to the 2000 level would leave one remaining 3000-level Gen-Ed course, HNRS 3031 American Studies. By remaining at the 3000 level, this interdisciplinary course is consequentially to be removed from the General education program, leaving it as a non-Gen-Ed special topics 3000-level course. This will allow us to retain the curricular flexibility to offer certain courses (such as a popular law course) that clearly belong at the 3000 level.

We would also like to change the title of 3031, as its current title "American Studies" is a vestige from the earlier western civilization-based curriculum that has since been dismantled. We feel that "Advanced Seminar" would better capture its curricular usefulness. After discussion with the Courses and Curricula chair, we understand that there is a required number change on account of the title and description change. The new number will be 3025.

Meanwhile, to complete the "colloquia symmetry" referenced above, and to create curricular symmetry between the two 3000-level special topics seminars, we would change the name of 3035 to "Advanced Seminar in Natural Science." Again, in discussion with the Courses and Curricula committee chair, we understand that this minor change does not require a change of number.

Please see the attached diagram for an illustration of these changes.
Request for CHANGING an Existing Course

Department: English
Course Rubric and #: ENGL 3201
College: HSS
Date: 5/24/12

Present Course Description
Title: Language Development and Diversity
Semester Hours of Credit: 1.3

Proposed Course Description
Title: Language Development and Diversity
Short Title: LANGUAGE DEV & DIV
Semester Hours of Credit: 1.0

Contact Hours Per Week: (Indicate hours in appropriate course type)
LEC __ LAB __ SEM __ REC __ RESI __ PRACT __ CUNV __ INDI __

Total Weekly Contact Hours: 3
Grading System: Letter Grade __ Pass/Fail __

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

Concurrent enrollment in EDCI 3001. 3hrs. lab/field experience in
multicultural settings. Language development and diversity of
adolescent speakers, writers and readers of English.

Concurrent enrollment in EDCI 3001. 3hrs. lab/field experience in multicultural settings. Usually offered in fall
semester only. Language development and diversity of adolescent
speakers, writers and readers of English.

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

Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes (X) No ( ) If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes (X) No ( ) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) 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: March 29, 2012
Department Chair's Signature: [Signature] (Date)

College Faculty Approval Date: 9-12-12
College Dean's Signature: [Signature] (Date)

Graduate Dean's Signature: [Signature] (Date)

College Contact: [Name]
(Please print name.)

College Contact E-mail: [Email]

Academic Affairs Approval: [Signature] (Date)
Request for CHANGING an Existing Course

Department: English      College: HSS
Course: ENGL 3202      Date: 5/24/12

Present Course Description

Title: Dynamics of Learning in the English Classroom

Semester Hours of Credit: 1.0
If combination course type, # hrs. of credit for lecture: lab/sem
Repeat Credit Max (if repeatable): X
Graduate Credit?: Yes: No:
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC__LAB__SEM__REC__RES/IND__CLIN__PRACT
Total Weekly Contact Hours: 2
Grading System: Letter Grade X Pass/Fail

Proposed Course Description

Title: Dynamics of Learning in the English Classroom

Semester Hours of Credit: 1.0
If combination course type, # hrs. of credit for lecture: lab/sem
Repeat Credit Max (if repeatable): X
Graduate Credit?: Yes: No:
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC__LAB__SEM__REC__RES/IND__CLIN__PRACT
Total Weekly Contact Hours: 2
Grading System: Letter Grade X Pass/Fail

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog.

3202 Dynamics of Learning in the English Classroom (1) Prereqs: EDCI 3001 and ENGL 3202. Concurrent enrollment in EDCI 3002. 3 hrs. lab/field experience in multicultural settings. Dynamics of learning in middle school and high school English classes, including methods of small group and whole class interaction and instruction, including integration of technology.

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

Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes (X) No ( ) If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes (X) No ( ) If yes, list courses; use separate sheet.
Is this course on the General Education list? Yes ( ) 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: March 29, 2012

Department Chair's Signature: 5.29.12

Graduate Dean's Signature: (Date)

College Faculty Approval Date: 9.12.12

College Dean's Signature: 11/6/12

Chair, FSC & C Committee: (Date)

College Contact: 
(Please print name.)

College Contact E-mail: 

Academic Affairs Approval: 11/6/12
Request for CHANGING an Existing Course

Department: English
Course Rubric and #: ENGL 4203
College: HSS
Date: 5/24/12

Present Course Description

Title: Curricula, Pedagogy, and Assessment in the English Classroom

Semester Hours of Credit: 1.0

If combination course type, # hrs. of credit for
lecture: ______ / rec: ______

Repeat Credit Max (if repeatable): ______

Graduate Credit?: Yes: ______ No: ______

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type)
LEC ______ LAB ______ SEM ______ REC ______ RES/IND ______ CLIN/PRACT ______

Total Weekly Contact Hours: 2

Grading System: Letter Grade: X Pass/Fail ______

Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog
4203 Curricula, Pedagogy, and Assessment in the English Classroom (1) Prereq.: EDCI 3136 and ENGL 3202. Concurrent enrollment in EDCI 4003. 3 hrs. lab/field experience in multicultural settings. Current methods of course design, pedagogy, and assessment for teaching English in middle school and high school classrooms.

Proposed Course Description

Title: Curricula, Pedagogy, and Assessment in the English Classroom

Semester Hours of Credit: 1.0

If combination course type, # hrs. of credit for
lecture: ______ / rec: ______

Repeat Credit Max (if repeatable): ______

Graduate Credit?: Yes: ______ No: ______

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type)
LEC ______ LAB ______ SEM ______ REC ______ RES/IND ______ CLIN/PRACT ______

Total Weekly Contact Hours: 2

Grading System: Letter Grade: X Pass/Fail ______

Course Description:
Include course number, title, etc. exactly as it will appear in the General Catalog
4203 Curricula, Pedagogy, and Assessment in the English Classroom (1) Prereq.: EDCI 3136 and ENGL 3202. Concurrent enrollment in EDCI 4003. 3 hrs. lab/field experience in multicultural settings. Usually offered in fall semester only. Current methods of course design, pedagogy, and assessment for teaching English in middle school and high school classrooms.

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: March 29, 2012
Department Chair's Signature: 5/29/12

Graduate Dean's Signature: (Date)
College Contact: (Please print name.)
College Contact E-mail:

College Faculty Approval Date: 9/12/12
College Dean's Signature: (Date)
Chair, FSC C & C Committee: (Date)

Academic Affairs Approval: (Date)
Request for CHANGING an Existing Course

Present Course Description

Title Capstone Seminar in English Education

Semester Hours of Credit 3.0

If combination course type, # hrs. of credit for lecture: _ lab/sem _ rec: _
Repeat Credit Max (if repeatable) X
Graduate Credit? Yes: _ No: _

Credit will not be given for this course and: _

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC _ LAB _ SEM _ REC _ RESI _ INRD _ CLIN _ PRACT _
Total Weekly Contact Hours: 3

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

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
4204 Capstone Seminar in English Education (3) Prereq: EDCI 4003 and ENGL 4203. Concurrent enrollment in EDCI 4004 and 4005. For English majors in the Secondary Education Concentration. Independent research project. Course topics will vary. Advanced seminar in which students consolidate their knowledge in English and obtain a perspective on the significance of the knowledge.

Proposed Course Description

Title Capstone Seminar in English Education

Semester Hours of Credit 3.0

If combination course type, # hrs. of credit for lecture: _ lab/sem _ rec: _
Repeat Credit Max (if repeatable) X
Graduate Credit? Yes: _ No: _

Credit will not be given for this course and: _

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC _ LAB _ SEM _ REC _ RESI _ INRD _ CLIN _ PRACT _
Total Weekly Contact Hours: 3

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

Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog
4204 Capstone Seminar in English Education (3) Prereq: EDCI 4003 and ENGL 4203. Concurrent enrollment in EDCI 4004 and 4005. For English majors in the Secondary Education Concentration. Independent research project. Course topics will vary. Usually offered in spring semester only. Advanced seminar in which students consolidate their knowledge in English and obtain a perspective on the significance of the knowledge.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.
Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) NIA ( )
Is this course included in any curricula, concentrations, or minors? Yes (X) No ( ) If yes, please list on a separate sheet.
Is this course a prerequisite or corequisite for other courses? Yes (X) No ( ) If yes, list courses; use separate sheet. Is this course on the General Education list? Yes ( ) 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 March 29, 2012
Department Chair's Signature (Date)

Graduate Dean's Signature (Date)
College Contact:

College Contact E-mail: ______________________

College Faculty Approval Date 9-12-12
College Dean's Signature (Date)
Chair, FS C & C Committee

Academic Affairs Approval (Date)
Justification for ENGL 3201, 3202, 4203 being one-credit courses:

Each of these is taken concurrently with a 3-hour EDCI course. The EDCI course covers a topic in Secondary Education, and the concurrent 1-credit English course explores this topic in connection with teaching English in secondary school contexts.

In ENGL 3201 (Language Development and Diversity), the lessons of the concurrent 3-hour course EDCI 3001 (Student Development and Diversity), are expanded upon and applied to Secondary English teaching, thereby enhancing the value of those lessons to English Secondary Ed concentrators.

In ENGL 3202 (Dynamics of Learning in the English Classroom), the lessons of the concurrent 3-hour course EDCI 3002 (Classroom Culture), are expanded upon and applied to Secondary English teaching, thereby enhancing the value of those lessons to English Secondary Ed concentrators.

In ENGL 4203 (Curricula, Pedagogy and Assessment in the English Classroom), the lessons of the concurrent 3-hour course EDCI 4003 (Curriculum and Pedagogy in Secondary Disciplines), are expanded on and applied to Secondary English teaching, thereby enhancing the value of those lessons to English Secondary Ed concentrators.
Justification for changes to ENGL 3201, 3202, 4203, 4204 Catalog entries

Students in the English Secondary Education concentration normally take their core courses and participate in student teaching as a cohort, during the semesters specified in their curriculum. The curriculum (the final two years of which are reproduced below) is carefully designed so that a student can complete all required coursework in four years.

In this curriculum, ENGL 3201 is always taken in the Fall semester, and its follow-up, ENGL 3202, in the immediately following Spring semester. Likewise, ENGL 4203 is always taken in the Fall semester, and its follow-up, ENGL 4204 (the Secondary Ed capstone seminar), in the immediately following Spring semester.

The proposal is to add the line “Usually offered in fall semester only” to the Catalog entries for ENGL 3201 and 4203, and to add the line “Usually offered in spring semester only” to the Catalog entries for ENGL 3202 and 4204.

This will inform any students who get off-track (for health reasons, or other reasons that prevent them from enrolling for a semester), and any who might consider getting off-track, that they can only take these courses in the annual fall-spring sequences. For the sake of transparency to the student, this should be done over and above any changes to CATS.

The qualifier “usually” is added simply to allow for the possibility that circumstances such as faculty leave could necessitate offering these courses at other times.

As indicated below, this change only affects students in the English B.A. Secondary Education Concentration. Each of these courses has an EDCI corequisite. But the EDCI corequisites are normally offered in a sequence matching that of their ENGL counterparts in the catalog entries proposed here. And the EDCI courses require the corresponding ENGL courses only for English Secondary Ed majors. So the changes proposed affect only English Secondary Ed students.

Concentrations affected:

Secondary Education Concentration of the English B.A. degree. See the attached letter showing approval of the College of Education, initialed by Interim Dean Laura F. Lindsay and Associate Dean for Programs and Services Patricia Exner.

Prerequisites and Corequisites:

ENGL 3201 is a prerequisite of ENGL 3202 and has EDCI 3001 as a corequisite. But ENGL 3201 is itself a corequisite of EDCI 3001 only for English Secondary Ed students.
ENGL 3202 is a prerequisite of ENGL 4203 and has EDCI 3002 as a corequisite. But ENGL 3202 is itself a corequisite of EDCI 3002 only for English Secondary Ed students.

ENGL 4203 is a prerequisite of ENGL 4204 and has EDCI 4003 as a corequisite. But ENGL 4203 is itself a corequisite of EDCI 4003 only for English Secondary Ed students.

ENGL 4204 requires concurrent enrollment in EDCI 4004 and EDCI 4005. But EDCI 4004 does not have ENGL 4204 as a corequisite, and EDCI 4005 requires ENGL 4204 as a corequisite only for English Secondary Ed majors.

English Secondary Education Curriculum, years 3 and 4

SEMESTER 5 (Fall)
1-hr teaching lab in EDCI classes:
   ENGL 3201 Language Development and Diversity
EDCI 3001 Student Development and Diversity (3 hrs)
   3 hrs of Brit/Am surveys:
      ENGL 3020, 3022, 3070, 3072
   3 hrs from area of concentration:
      ENGL 3024 Criticism
      ENGL 3084 Modern Criticism
      ENGL 3384 Cultural & Textual Studies

SEMESTER 6 (Spring)
1-hr teaching lab in EDCI classes:
   ENGL 3202 Dynamics of Learning in the English Classroom
EDCI 3002 Classroom Culture (3 hrs)
   3 hrs of Brit/Am Surveys
      ENGL 3020, 3022, 3070, 3072
   4000-level ENGL course
      LING 4710/4711

SEMESTER 7 (Fall)
   ENGL 4203 Curricula, Pedagogy, and Assessment in the English Classroom
   EDCI 4003 Curriculum and Pedagogy in Secondary Disciplines
   4000-level ENGL course

SEMESTER 8 (Spring)
   ENGL 4204 Capstone Seminar
   EDCI 4004 Critical Issues in Secondary School Content Area Teaching
   EDCI 4005 Student Teaching in Grades 6-12 Humanities
May 29, 2012

To: Dr. Laura F. Lindsay, Interim Dean, College of Education
    Dr. Patricia Exner, Associate Dean for Programs and Services

From: Michael Hegarty, Director of English Undergraduate Studies

Re: Catalog changes for ENGL 3201, 3202, 4203, 4204

At the request of Drs. Susan Weinstein and Steven Bickmore, the English Department is proposing to alter the LSU Catalog entries for the English Secondary Education courses in order to assure that students know that ENGL 3201 is only offered in the fall, and ENGL 3202 in the spring, and to assure that students know that ENGL 4203 is only offered in the fall, and ENGL 4204 in the spring.

A justification for these changes is attached here, along with copies of the Form C requests for changing an existing course.

As discussed in the Justification statement, this change should not affect any students other than those in the English Secondary Education Concentration of the B.A. degree in English.

If you have any question about these proposals, please contact me at mhegarty@lsu.edu (or by phone at 578-3042). The English Department would like to submit these changes for consideration at the CAPPE meeting on June 5, 2012.

Approved

College of Education
6-14-12
REQUEST FOR DROP A COURSE

Department
College Honors College

Course rubric & no. HNRS 3030

Title Humanities Colloquium

Semester hours of credit: 3

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

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

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

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

If answer to above is yes, please list courses by rubric and course number.
(If additional space is needed, please attach a separate piece of paper.)

Rubric_____Course #:_______

Rubric_____Course #:_______

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

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

The Honors College is moving this course to the 2000-level, under advisement of the General Education Committee. This 3000-level course will be dropped. A 2000-level course will be added.

APPROVALS:

Department Faculty Approval Date

College Faculty Approval Date

Department Chair’s Signature

College Dean’s Signature

Graduate Dean’s Signature

Chair, FS C & C Committee

College Contact: ________________________________

Academic Affairs Approval

College Contact E-mail: ________________________________
REQUEST FOR DROPPING A COURSE

Department ____________________________ Date 15 Oct '12

College Honors College

Course rubric & no. HNRS:3031 Title American Studies

Semester hours of credit: 3

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

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

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

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

________________________________________________________________________

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

If answer to above is yes, please list courses by rubric and course number.
(If additional space is needed, please attach a separate piece of paper.)

Rubric _____ Course # _____ Rubric _____ Course # _____

Rubric _____ Course # _____ Rubric _____ Course # _____

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

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

The Honors College is recreating this course as "Advanced Seminar in Social Science and Humanities."

APPROVALS:

Department Faculty Approval Date ____________________________ College Faculty Approval Date ____________________________

[Signature] 10-22-12 [Signature] 10-22-12

Department Chair's Signature (Date) College Dean's Signature (Date)

Graduate Dean's Signature (Date)

[Signature] 11/6/12

Chair, FSCC Committee (Date)

College Contact: ____________________________

[Signature] 11/6/12

Academic Affairs Approval (Date)

College Contact E-mail: ____________________________
REQUEST FOR DROPPING A COURSE

Department ____________________________ Date 15 Oct '12

College Honors College ____________________________

Course rubric & no. HNRS 3033 Title Social Science Colloquium

Semester hours of credit: 3

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

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

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

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

__________________________________________________________________________

__________________________________________________________________________

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

If answer to above is yes, please list courses by rubric and course number.
(If additional space is needed, please attach a separate piece of paper.)

Rubric _______ Course # ________ Rubric _______ Course # ________

Rubric _______ Course # ________ Rubric _______ Course # ________

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

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

The Honors College is moving this course to the 2000-level, under advisement of the General Education Committee. This 3000-level course will be dropped. A 2000-level course will be added.

APPROVALS:

Department Faculty Approval Date 10-22-12

[Signature] 10-22-12

College Faculty Approval Date

[Signature] 10-22-12

Department Chair's Signature (Date)

Graduate Dean's Signature (Date)

College Contact: (Please print name)

College Contact E-mail:

[Signature] 11/6/12

Chair, FS CTE Committee (Date)

[Signature] 11/10/12

Academic Affairs Approval (Date)