REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPING UNDERGRADUATE CONCENTRATION

Department: School of Art
Name of Concentration: Digital Art
Name of Curriculum/Major: BFA in Studio Art
College: Art + Design
Type of Degree: BFA
Date: 10/1/2012

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

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

ACTION (check appropriate box):

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

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

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

( ) DROPPING:
Provide an adequate explanation for dropping 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: 36</td>
<td>Total semester hours in proposed concentration: 36</td>
</tr>
<tr>
<td>♦ Digital Art (36 hrs.) • Three credit hours each of: ART 2055, 2360, 2392, 2551, 3992, 4050, 4055, 4290, 4391, 4560, 4992; ART 4020 or 4240.</td>
<td>Digital Art (36 hrs.) • Three credit hours each of: ART 2055, 2210, 2220, 2230, 2360, 2392, 2551, 3992, 4020, 4036, 4056, 4220, 4230, 4240, 4290, 4560; a total of three credit hours from ART 4240, 4391, or 4992.</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 10/5/12
Department Chair's Signature: (Date) 2/19/2013
Chair, FS C & C Committee: (Date)

College Faculty Approval Date: 1/31/13
College Dean's Signature: (Date)
Academic Affairs Approval: (Date) 2/21/13

College Contact: ____________________________
(Please print name.)

College Contact E-mail: ______________________
Justification for Changes to Digital Art Concentration:

The School of Art implemented the Digital Art undergraduate concentration in the 2010-2011 academic year using many courses that were already in the course catalog at the time. Courses designed to meet the specific needs of Digital Art education had not yet been developed for inclusion. The proposed curriculum solidifies educational objectives through key changes to the concentration. All of the proposed course additions have been previously implemented in the classroom through existing Digital Art course numbers or Special Topics classes.

There are a total of seven changes in the proposed curriculum. Five digital art courses (ART 2055, 4030, 4050, 4055, and 4560) are replaced by new course numbers with descriptions better suited for the proposed curriculum and recommended path. Although the proposed numbers, titles, and descriptions are substantially different from those in place they more clearly represent how the courses are currently being taught. The replaced courses will remain in the catalog and revert back to their original purpose as studio art electives. Two studio art courses are removed as requirements from the curriculum, ART 4391 Digital and Alternative Prints and ART 4992 Concepts in Advanced Digital Photography. In the place of ART 4391 (Printmaking) is the choice of ART 4240 / 4391 / 4992. This is done in order to give students more choice in specializing in a particular aspect of digital art. In the place of ART 4992 (Photography) is a new required course, ART 4220 Advanced Moving Image, which serves to address the need for more vertical development of time-based media.

In the current Digital Art curriculum ART 3992 Intro to Digital Photography is in place without the inclusion of its prerequisite: ART 2996 Intermediate Photography. Digital Art students will continue to be let into the 3992 without having taken 2996 through Permission of Instructor as has been done in the past with the current curriculum. Digital Art students take ART 2220 Moving Image which will cover the content needed for 3992.

On the next page is a summary of changes, and proposed recommended path for digital art students.
### Summary of Changes

<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>
<tr>
<td>ART 4391 Digital and Alt. Prints</td>
<td>ART 4240 / 4391 / 4992</td>
</tr>
<tr>
<td>ART 4992 Concepts in Advanced Digital Photo</td>
<td>ART 4220 Advanced Moving Image</td>
</tr>
<tr>
<td>ART 4020 / 4240</td>
<td>ART 4240</td>
</tr>
</tbody>
</table>
ADMISSION to the B.A. in XXXXXX curriculum requires that a student be BASIC SCHOLASTIC EXPECTATIONS.

* Maintain a minimum GPA of 2.0 on all coursework.
* Maintain a 2.0 Cumulative, LSU and Semester GPA.
* Studio Art majors must pass all required art and art history courses with a grade of "C" or better. A student who earns a "D" or "F" must retake the course.
* All foundation courses (24 hrs.) must be completed by the end of the fourth semester.

CRITICAL REQUIREMENTS

Semester 1: "C" or better in ART 1011/1008 and ART 1847/1010; 2.0 Cumulative, LSU and Semester GPA.

Semester 2: "C" or better in ART 1360 and ART 2050; 2.0 Cumulative, LSU and Semester GPA.

Semester 3: "C" or better in ART 2551 and ART 2995; 2.0 Cumulative, LSU and Semester GPA.

Semester 4: "C" or better in ART 2555 and ART 3992; 2.0 Cumulative, LSU and Semester GPA.

Recommend taking Summer Term or Intercession classes to reduce semester loads.

RECOMMENDED PATH

Semester 1
Critical: "C" or better in ART 1011/1008 and ART 1847/1010; 2.0 Cumulative, LSU and Semester GPA.

ART 1011 2-DIMENSIONAL DESIGN .................. 3
ART 1012 3-DIMENSIONAL DESIGN .................. 3
ART 1847 DRAWING-COMPOSITION .................. 3
ARTH 1440 HISTOR SURVY ARTS .................. 3
ENGL 1001 ENGL COMPOSITION .................. 3
Total Semester Hours: 15

Semester 2
Critical: "C" or better in ART 1360 and ART 2050; 2.0 Cumulative, LSU and Semester GPA.

ART 1360 INTRO TO PRINTMAKING [ART 1011, 1847] ................. 3
ART 1848 BEGIN FIGURE DRAWING [ART 1011, 1847] ................. 3
ART 2050 DIGITAL ART I [ART 1008/1011] ................. 3
ARTH 1441 HISTOR SURVY ARTS .................. 3
GEN. ED. COURSE - ANALYTICAL REASONING (FROM MATHEMATICS) .................. 3
Total Semester Hours: 15

Semester 3
Critical: "C" or better in ART 2551 and ART 2995; 2.0 Cumulative, LSU and Semester GPA.

ART 2551 TYPOGRAPHY-VIS COMM [ART 1011] .................. 3
ART 2995 BASIC PHOTOGRAPHY [ART 1008/1011] .................. 3
ARTH HISTORY COURSE (2000-LEVEL OR ABOVE) .................. 3
ART 1661/1762/1849 .................. 3
GEN. ED. COURSE - ANALYTICAL REASONING .................. 3
Total Semester Hours: 15

Semester 4
Critical: "C" or better in ART 2055 and ART 3992; 2.0 Cumulative, LSU and Semester GPA.

ART 2055 DIGITAL ART II [ART 2050] ................. 3

ART 2360 INTERMED PRINTMAKING [ART 1360] .................. 3
ART 3992 INT DIGITAL PHOTO [ART 2995/2997] .................. 3
ENG 2000 ENGLISH COMP [ENG 1001] .................. 3
GEN. ED. COURSE - SOCIAL SCIENCES .................. 3
Total Semester Hours: 15

Semester 5
Critical: "C" or better in ART 2392; 2.0 Cumulative, LSU and Semester GPA.

ART 2392 DIGITAL PRINTMAKING [ART 2392] .................. 3
ART 4092 ADV DIGITAL PHOTO [ART 3992] .................. 3
ARTH HISTORY COURSE (4000-LEVEL) .................. 3
GEN. ED. COURSE - HUMANITIES .................. 3
GEN. ED. COURSE - NATURAL SCIENCE SEQUENCE .................. 3
Total Semester Hours: 15

Semester 6
Critical: 2.0 Cumulative, LSU and Semester GPA.

ART 4050 DIGITAL ART III [ART 2055] .................. 3
ART 4391 DIGITAL & ART PRINTS [ART 2392, 4360] .................. 3
ARTH 4560 INTERACT MEDIA FOR V COMM .................. 3
GEN. ED. COURSE - NATURAL SCIENCE SEQUENCE .................. 3
GEN. ED. COURSE - SOCIAL SCIENCES (2000-LEVEL) .................. 3
Total Semester Hours: 15

Semester 7
Critical: 2.0 Cumulative, LSU and Semester GPA.

ART 4055 DIGITAL ART IV [ART 4050] .................. 3
ARTH HISTORY COURSE (4000-LEVEL) .................. 3
STUDIO ART ELECTIVE .................. 3
GEN. ED. COURSE - HUMANITIES .................. 3
GEN. ED. COURSE - NATURAL SCIENCES .................. 3
Total Semester Hours: 15

Semester 8
Critical: 2.0 Cumulative, LSU and Semester GPA.

ART 4020 SPEC TOP STUDY ART 4240 TOPICS IN DIGITAL ART .................. 3
ART 4250 DIGITAL ART SYNTHESIS .................. 3
STUDIO ART ELECTIVE .................. 3
GEN. ED. COURSE - HUMANITIES .................. 3
GENERAL ELECTIVE .................. 3
Total Semester Hours: 15

1. Recommended that ART 1012 be completed by the end of 1st-Year, 2nd Semester.

2. For Gen. Ed. NATURAL SCIENCE, both physical & life sciences must be taken. 6 hours in a physical/life science SEQUENCE; 3 hours in an area (physical/life) not previously selected.
PROPOSED

BASIC SCHOLASTIC EXPECTATIONS.
* Maintain a minimum 2.0 Cumulative and LSU GPA.
* Maintain a minimum 2.0 GPA in the major field.
* At least 30 of the hours required for this degree must be taken at the 2000/4000-level. See the LSU General Catalog for information on University College, major, and minor residency requirements.

CRITICAL REQUIREMENTS
Sem 1: "C" or better in ART 1011/1008 and ART 1847/1010; 2.0 Cumulative, LSU and Semester GPA.
Sem 2: "C" or better in ART 1360 and ART 2050; 2.0 Cumulative, LSU and Semester GPA.
Sem 3: "C" or better in ART 2220 and ART 2995; 2.0 Cumulative, LSU and Semester GPA.
Sem 4: "C" or better in ART 2220 and ART 3992; 2.0 Cumulative, LSU and Semester GPA.
Sem 5: "C" or better in ART 2210; 2.0 Cumulative, LSU and Semester GPA.

RECOMMENDED PATH

1st Semester
Critical: "C" or better in ART 1011/1008 and ART 1847/1010; 2.0 Cumulative, LSU and Semester GPA.

ART 1011 2-DIMENSIONAL DESIGN 3
ART 1012 3-DIMENSIONAL DESIGN 3
ART 1847 DRAWING-COMPOSITION 3
ARTH 1440 HISTOR SURVEY ARTS 3
ENGL 1001 ENGL. COMPOSITION 3

Total Semester Hours: 15

2nd Semester
Critical: "C" or better in ART 1360 and ART 2050; 2.0 Cumulative, LSU and Semester GPA.

ART 1360 INTRO TO PRINTMAKING [ART 1011, 1847] 3
ART 1848 FIGURE DRAWING [ART 1010/1847] 3
ART 2050 DIGITAL ART [ART 1008/1011] 3
ARTH 1441 HISTOR SURVEY ARTS 3
GEN. ED. COURSE - ANALYTICAL REASONING (MATH 1021/1029) 3

Total Semester Hours: 15

3rd Semester
Critical: "C" or better in ART 2220 and ART 2995; 2.0 Cumulative, LSU and Semester GPA.

ART 2551 TYPOGRAPHY-VIS.COMM. [ART 1011] 3
ART 2220 MOVING IMAGE [ART 2050] 3
ART 2995 BASIC PHOTOGRAPHY [ART 1008/1011] 3
ART HISTORY COURSE (2000-LEVEL OR ABOVE) 3
GEN. ED. COURSE - ANALYTICAL REASONING 3

Total Semester Hours: 15

4th Semester
Critical: "C" or better in ART 2230; 2.0 Cumulative, LSU and Semester GPA.

ART 2230 VIRTUAL SPACE [ART 2050] 3
ART 2360 INTERMED PRINTMAKING [ART 1360] 3
ART 1661/1761/1849 3
ENGL 2000 ENGLISH COMPL [ENGL. 1001] 3
GEN. ED. COURSE - SOCIAL SCIENCES 3

Total Semester Hours: 15

5th Semester
Critical: "C" or better in ART 2210; 2.0 Cumulative, LSU and Semester GPA.

ART 2210 CREATIV CODING [ART 2050] 3
ART 4230 VIRTUAL SPACE & MOTION [ART 2220, 2230] 3
ART HISTORY COURSE (4000-LEVEL) 3
GEN. ED. COURSE - HUMANITIES 3
GEN. ED. COURSE - NATURAL SCIENCE SEQUENCE 3

Total Semester Hours: 15

6th Semester

ART 4220 ADV MOVING IMAGE [ART 2220, 2230] 3
ART 2392 DIGITAL PRINTMAKING [ART 2360] 3
ART 3992 INT. DIGITAL PHOTO [ART 2996/2997] 3
GEN. ED. COURSE - NATURAL SCIENCE SEQUENCE 3
GEN. ED. COURSE - SOCIAL SCIENCES 3
(2000-LEVEL)

Total Semester Hours: 15

7th Semester

ART 4240/4391/4992 3
ART 4240 TOPICS IN DIGITAL ART 3
STUDIO ART ELECTIVE 3
GEN. ED. COURSE - HUMANITIES 3
GEN. ED. COURSE - NATURAL SCIENCES 3

Total Semester Hours: 15

8th Semester

ART 4290 DIGITAL ART SYNTHESIS 3
ART HISTORY COURSE (4000-LEVEL) 3
STUDIO ART ELECTIVE 3
GEN. ED. COURSE - HUMANITIES 3
GENERAL ELECTIVE 3

Total Semester Hours: 15
REQUEST FOR ADDITION OF NEW COURSE
PLEASE SUBMIT 16 COPIES OF EACH REQUEST

Department: Human Resource Education and Workforce Development  Date: 10/30/2012
College: Human Sciences and Education

PROPOSED COURSE
Rubric & No.: HRE 7727  Title: Advanced Leadership Theory and Practice

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

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

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

7727 Advanced Leadership Theory and Practice (3) A study of theory, research, and managerial applications of leadership. An in-depth examination of leadership styles and approaches, including taxonomies, personal attributes of leadership, diversity, and cultural dimensions.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

APPROVALS
Department Faculty Approval 10/31/12  College Faculty Approval 11-14-12

M. Bennett 6/6  (date)  Lawrence J. Landesme 11-14-12  (date)
Department Chair's Signature  College Dean's Signature

Byron  (date)  Chair, FS C&S Committee
Graduate Dean's Signature (for 4000 level and above) (date)

Academic Affairs Approval 7/22/13

College contact: cbenne5@lsu.edu
Revised Justification for Adding HRE 7727

In our graduate program, leadership has become one of our most popular areas of study. Currently we offer two leadership courses at the graduate level: HRE 7723 Leadership in Organizations and HRE 7725 Leadership Development Strategies. These courses serve masters and doctoral students in SHREWD. Because of the demand from our students and based on a strategic review of the curriculum by the faculty, it was determined that we need to offer an advanced level leadership course to strengthen our program offerings in this area. Thus, we are proposing the addition of HRE 7727 Advanced Leadership Theory and Practice. This will give us a three course sequence that will provide our students with a strong foundation of leadership theory and practice and give our doctoral students in particular and advanced level theory course.

SHREWD has one of the larger graduate programs on campus with 137 graduate students in the fall semester. This course will serve ALL our graduate students who are interested in Leadership Development. It will be a core course for many of our doctoral students and a popular elective course for our master’s students.

The course has been taught twice as a 7000-level special topics course. In Spring 2012 9 students were enrolled and 12 are enrolled in Spring 2013. Clearly there is demand for this course. Based on the success in offering it as a topics course, we are requesting that the permanent course be created.
Course Description:
A study of theory, research, and managerial applications of leadership. An in-depth examination of leadership styles and approaches, including taxonomies, personal attributes of leadership, diversity, and cultural dimensions.

Instructional Team:
William B. Richardson
Office: 101 Efferson Hall
Phone: 578-4161 (Simone/Carolyn)
Office fax: 578-4143
Cell: 773-3054
brichardson@agcenter.lsu.edu

Teaching Assistants:
Greg Sevcik
Cell: (618) 967-4066
GSevcik@lsu.edu

Leslie Blanchard
Cell: (225) 716-9001
LellB@lsu.edu

Course Goals:
- Develop an understanding of the theoretical concepts of leadership.
- Study the personal attributes of leaders and leadership
- Compare leadership approaches and styles
- Explore cultural and diversity issues in leadership theory and practice
- Analyze case studies of leadership situations, and apply acquired knowledge to discussions

Instructional Objectives:
1. Understand the underlying philosophy, importance, and significance of a full range of leadership styles and approaches in leading and managing people and organizations.
2. Apply leadership concepts and principles to leadership situations, and develop an understanding of the theoretical and practical applications.

Required text:
Northouse, Peter G. Leadership. Theory and Practice, Fifth Edition
http://www.amazon.com/Leadership-Practice-Peter-G-
Northouse/dp/1412974887/ref=sr_1_1?ie=UTF8&qid=1346945933&sr=8-1&keywords=northouse+leadership+theory+and+practice+5th+edition

Supplemental Text:
*Two copies of this book are available to borrow upon request.

Expectations of Students:
As adult professionals, we should respect one another and be responsible and accountable for optimizing teaching-learning. As a participant in this class, you are expected to:
- Attend every class possible and take complete responsibility for class material when you are unable to attend.
- Conduct yourself with the same high level of professionalism you would show at your professional job.
- Be committed to learning as much as possible.
• Treat other class members with the same respect and courtesy you would like for yourself at all times.
• Take class responsibilities seriously.
• Take responsibility to direct your own learning and study.
• Help create a safe climate in class for mutual exploration, discovery, and learning.
• Share your questions, experiences, and concerns freely with the class.
• Motivate yourself to excel in this course.

Course Evaluation:
The grading scale for the course will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
</tbody>
</table>

In addition to assigned student class presentations, discussion and other in-class exercises are an important feature. It is essential that every student be prepared to do the reading and writing assignments and make contributions during every class session.

Assignments: All assignments should be posted to Moodle for use in class discussion during presentations. One paper copy of each presentation is due to the instructor. Students who wish to have printed copies of any presentation(s) made by other students should feel free to make them on their own.

Book Chapter/Topical Presentation (20%)
Each student will choose one concept from the following list and use one or both of the Leadership: Theory and Practice books to review and make a formal, seminar-type presentation to their classmates as shown in the class schedule. Students may supplement chapter readings with other content that is relevant to the chapter topics. This content may come from websites, research journals, and/or books. Students should plan for approximately 30-45 minutes. On or before the date of your presentation, you should submit an electronic copy via Moodle and bring a paper copy to class for the instructor. Choose one of the following topics:

1.) Trait Approach - Personal Attributes of Leadership
2.) Skills Approach
3.) Style Approach - broad topic. Pick one of the following:
   a. Autocratic vs. Democratic Leadership
   b. Directive vs. Participative Leadership
   c. Task vs. Relations Leadership
   d. Initiation vs. Consideration Leadership
4.) Charismatic/Transformational Leadership
5.) Situational Approach
6.) Contingency Theory
7.) Path Goal Theory
8.) Leader-Member Exchange Theory
9.) Authentic Leadership
10.) Group and Team Leadership
11.) Psychodynamic Approach
12.) Women and Leadership
13.) Minorities as Leaders and Followers
14.) Globalization, Culture, and Cross-National Effects
15.) Leadership Ethics
16.) Values, Self-Esteem, Well-Being and Leadership
17.) Management: Strategic and Executive Leadership
18.) Leadership in the modern world: effects of social media, networking, and virtuality on Leadership
19.) Training and Development of Leaders
20.) Leadership and Motivation
21.) Leadership in Turnaround
Critique Three (3) Journal Articles (30%)
'Outside' readings of student's preference of areas of interest related to the course topic are required. The objective is to critique the journal article not re-write or summarize it. Articles can come from any of the sources listed below. Articles must be relevant to the broad topic of HRD leadership/management. Each student will critique three journal articles. Two pages for each article required. Critiques are due for the midterm class meeting on 3/12.

Acceptable Sources:
Academy of Management Executive Journal of Adult and Continuing Education
Academy of Management Journal Journal of Applied Behavioral Science
Academy of Management Review Journal of Applied Psychology
Adult Education Quarterly Journal of Career and Technical Education
Administrative Science Quarterly Journal of Management
Chief Learning Officer Journal of Organization Behavior
HR Focus Journal of Vocational Behavior
HR Magazine Journal of Vocational Education Research
Human Performance Leadership Quarterly
Human Relations Organization Studies
Human Resource Development International Organizational Behavior & Human Decision Processes
Human Resource Development Quarterly Organizational Dynamics
Human Resource Management Organizational Research Methods
Human Resource Management Journal Performance Improvement Journal
Human Resource Development Review Performance Improvement Quarterly
Human Resource Management Review Personnel Psychology
Human Resource Planning Personnel Review
Harvard Business Review Public Personnel Management
International Journal of Organization Theory & Behavior T&D or Training and Development
International Journal of Organizational Analysis The Journal of Continuing Higher Education
International Journal of Training & Development Training

Final Project paper/Final Presentation- (50%= 30% paper + 20% presentation)
As the final grade for this course, each student will be expected to identify and analyze a real-life situation of either historical or current social significance, and conduct a case analysis on the leadership exhibited within that situation. The case analysis should include factors that affected the development of the situation and the leadership and managerial responses (positive and/or negative) to the situation up until the resolution or the present day. The perspective for this paper is NOT biographical, but situational. For example, you may choose to examine the BP Deepwater Horizon Disaster, but it should not be a biographical sketch of Tony Hayward. Examples could be from any realm within the leadership framework: University Organizations (The Penn State Sandusky scandal), Military Systems (the bombing of Pearl Harbor or 9/11), Natural Disasters (Hurricane Katrina or the earthquakes in Haiti), Professional Organizations (New Orleans Saints and Bountygate), Civil Rights and Diversity (March on Washington), etc. Students should thoroughly investigate the circumstances and the leadership implications of the situation, and then analyze the approaches, styles, theories, and traits that were exhibited by leaders citing specific examples.

Presentations will be made during the second half of the semester, and will count toward 20% of the final class grade. This project paper will be due via Moodle upload on our final class meeting 5/7 and will count for 30% of your grade.
Class Schedule:
Meeting 1- 1/15: Introductions, course goals and objectives, opening discussion, team-building activities, breakdown of expectations
Meeting 2- 1/22: Introduction: Leadership defined
Meeting 3- 1/29: Topic presentations #1 and #2, Case Study discussions
Meeting 4- 2/5: Topic presentations #3 and #4, Case Study discussions
Meeting 5- 2/19: Topic presentations #5 and #6, Case Study discussions
Meeting 6- 2/26: Topic presentations #7 and #8, Case Study discussions
Meeting 7- 3/5: Topic presentations #9 and #10, Case Study discussions
Meeting 8- **3/12: Topic presentations #11 and #12 Case Study discussions
**MIDTERM PROJECT DUE- ARTICLE CRITIQUE DUE
Meeting 9- 3/19: Topic presentations #13 and #14, Case Study discussions
Meeting 10- 3/26: Topic presentations #15 and #16, Case Study discussions
Meeting 11- 4/9: Final Analysis presentations: 1-4
Meeting 12- 4/16: Final Analysis presentations: 5-8
Meeting 13- 4/23: Final Analysis presentations: 9-12
Meeting 14- 4/30: Final Analysis presentations: 13-16
Meeting 15- 5/7: Final Paper Due, Final Course Evaluation
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee
To: Michael Burnett, Director, School of Human Resource Education & Workforce Development

November 21, 2012

At their November 20th, 2012 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the HRE proposals:

**HRE 4581**
- The Committee conditionally approved the proposal to add HRE 4581: Advanced Organizational Psychology & Work Behavior pending a letter of support from the Rucks Department of Management. The content of the course seems similar in nature to a management course. Additionally, the syllabus must be revised to show the correct percentage amount for each grading criterion. This must be reflected throughout the entire syllabus.

**HRE 7577**
- The Committee conditionally approved the proposal to add HRE 7577: Training and Development in Organizations pending a more defined justification on how the course will fit into the curriculum and what is its cohort of students. How many graduate students does the Training and Development graduate concentration have? Explain why this course should not be taught as a special topics course first. Additionally, the grading criteria needs to be well defined; the participation and guided discussion should be described in detail. Note: The syllabus is a contract between the student and the instructor and must be thorough and clear.

**HRE 7727**
- The Committee conditionally approved the proposal to add HRE 7727: Advanced Leadership Theory and Practice pending a more defined justification on how the course will fit into the curriculum and what is its cohort of students. How many graduate students does the Training and Development graduate concentration have? Explain why this course should not be taught as a special topics course first.

**HRE 7911**
- The Committee conditionally approved the proposal to add HRE 7911: Advanced Measures & Multivariate Statistics pending a letter of support from the Department of Experimental Statistics. The content of the course seems similar in nature to an experimental statistics course. Additionally, the committee requests a more defined justification on how the course will fit into the curriculum and what is its cohort of students. How many graduate students does the Training and Development graduate concentration have? Explain why this course should not be taught as a special topics course first.

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 lrouse@lsu.edu.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Art

College: College of Art and Design

PROPOSED COURSE
Short Title: CREATIVCODING
Rubric & No.: ART 2210
Title: Creative Coding

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

(Indicate rubrics and course numbers)

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

COURSE TYPE
Check one type: ___ LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/IND
Maximum enrollment per section: 24
Total weekly contact hours: 6
(If lecture/lab, contact hours of: ___ Lecture ___ Lab)

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

ART 2210 Creative Coding (3) Prereq.: ART 2050 and permission of instructor. 6 hrs. studio. Students are responsible for studio fee associated with course. An introduction to computer programming for creative applications focusing on languages useful for web development.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

APPROVALS
Department Faculty Approval: 10/5/12
Department Chair’s Signature: 1/28/13
Graduate Dean’s Signature (for 4000 level and above): 2/19/13

College Faculty Approval: 1/31/13
College Dean’s Signature: 2/4/13
Chair, FS C&C Committee: 2/2/13

Academic Affairs Approval: 2/2/13
Justification: ART 2210 Creative Coding

Web Development has been taught as an introductory course in coding and web development under the course number ART 4560 Interactive Media for Visual Communications. This course is currently taken during the Junior or Senior year. However, since network based media such as web design and application development, are foundational to subsequent coursework this content needs to be introduced in the sophomore year. The new ART 2210 Creative Coding will be an introductory technique-based course preparing students for interactive and web-based work in subsequent courses. The existing ART 4560 Interactive Media for Visual Communications will remain in the School of Art curriculum and will be taught as the catalog reads, focusing on advanced web design, programming for artists, and physical computing for interactive installations. ART 2210 is a requirement in the proposed digital art curriculum. The content of this course will not duplicate any existing coursework.

<table>
<thead>
<tr>
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<th># of Students Enrolled in ART 4560</th>
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<tbody>
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<td>17</td>
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**LOUISIANA STATE UNIVERSITY**

**Creative Coding**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office Location</th>
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<tr>
<th>Course Number</th>
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<tr>
<td>ART 2210</td>
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<table>
<thead>
<tr>
<th>Room</th>
<th>Class Times</th>
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<tr>
<td>Art Building 108</td>
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**Course Description**

This is an applied course that examines Internet based projects and their impact on media and culture in order to develop a skill-set in web design and development. Current trends in online media will be explored with special attention paid to how projects can exist on multiple platforms such as mobile phones, tablets, as well as computers. Through in-class exercises, projects, critique, hands-on workshops, readings and discussion we will explore the role of the digital artist/designer in a constantly evolving digital landscape. Students will develop an understanding of web technologies in order to implement creative systems within a current and future network culture.

**Learning Objectives**

By taking this course students will learn...

- many of the technical foundations for web and interactivity through the following topics: network culture, the archive, and creative systems.
- technology oriented project work-flows and how to make the best use of a team of peers through discussion, critique, and project refinement.
- how to transform what might be considered experimental technology into applicable art and design scenarios.
- about the evolution of technology and the importance to teach themselves throughout their creative practice.
- practical skills for web design and development such as: Dreamweaver, Flash, HTML, CSS, Web Hosting, FTP, Javascript, PHP, MySQL

**Methods of Instruction**
Methods for Assessment

- Course Grading Rubric
  - Participation / Class Exercises 20%
  - Project 1 20%
  - Project 2 20%
  - Project 3 40%

- Project Grading Rubric
  - Composition / Design 25%
  - Technical Components 25%
  - Creative & Conceptual Approach 25%
  - Professionalism 25%

- Grading Scale
  - A: 90 - 100%
  - B: 80 - 89%
  - C: 70 - 79%
  - D: 60 - 69%
  - F: 0 - 59%
• Unit 1: Re-purpose
  o Throughout this unit we will be analyzing past and present web based projects in order to develop one’s own sense of what’s missing within the online experience. Repurposing a particular website can be an interesting way of subverting or obfuscating a product, political platform, or corporation. Special attention will be paid or the originality of the web projects made in this unit. You can also use the ideas of re-using, re-cycling, or even mimicking an online presence for your unit project. Specifically you will create a web site, tool, or app that repurposes an existing platform, product, company, or service. The project you create can be completely new, it just has to reference something already made. You can think of this project as a way of making a critique or commentary.

• Unit 2: Connect
  o The internet is one of the more recent forms of globalization. It helps spread ideas, bridge cultures, and connect people from across the world. During this unit we will look at how the web affects our lives by revealing a human web of commonalities. For this unit you are expected to build a website that brings people closer in a creative way. You could do this physically, technically, or conceptually. This could be a website that does anything from trying to gain supporters for a particular idea to a game that people play online.

• Unit 3: Identity
  o When you create a presence online you are also creating an identity. This is true whether you are making a corporate site, portfolio, or a new free web application. During this unit we will explore ways of creating fully featured web projects. They will have a complete online identity and functionality. You may use this unit to either create a portfolio for yourself or a new web presence for something you’ve made that related to a networked culture.

---

Project Policies

• On the day of your critique all unit assignments are to be posted on the website before class.
• Because of the critique style structure of the class no late work is accepted. If you will be absent make sure to arrange to have your work sent in or posted before class.
• Each project will be preceded by a proposal of roughly 100 words. This will be posted to the website and presented to the class. Include at least 1 artistic influence with either a link, image, or video included with the post.

---

Resources

• Textbook
  o Dreamweaver CS6: The Missing Manual
    ■ http://books.google.com/ebooks?id=M3ha_ErsG8YC
• Class Website
  o beta.moodle.lsu.edu
• Online Resources
  o delicious.com/tag/lsu4560
**Presence & Participation**

Students are expected to arrive on time at the beginning of each class. Absences greatly affect your grade as there are often assignments collected at the beginning as well as the end of each class. No make-up work will be accepted.

**Notes**

- This syllabus is a working document and is subject to change. It will be posted on the class website where any changes will be published if they do occur. Students will be notified in class of any modifications.
- Backup your work. Please use a thumb drive or some other means of keeping your work safe especially if you are working in the school labs.
Schedule: ART 2210 Creative Coding

Week 1: Introduction to the Web
Activity: Create a website using only TextWrangler and the tags we covered in class. Post your index.html to moodle by the end of class.
HW Due: None

Week 2: Building Sites That Matter
Activity: Create a website in Dreamweaver that uses an external style sheet.
HW Due: Create a webpage that uses only scrolling and text to tell a story with a surprise ending.

Week 3: Aesthetics Online
Activity: Create an image map in Dreamweaver.
HW Due: Make a webpage with at least 1 external link, 1 internal link, and one that links within a page. Custom style your links. Include a navigation bar as well.

Week 4: Development Process
Activity: Recreate your webpage made from tables with DIVs.
HW Due: Create a webpage that uses a table for the layout.

Week 5: Critique Week
Activity: Unit 1 Critique
HW Due: Repurpose: Throughout this unit we will be analyzing past and present web based projects in order to develop one’s own sense of what’s missing within the online experience. Repurposing a particular website can be an interesting way of subverting or obfuscating a product, political platform, or corporation. Special attention will be paid or the originality of the web projects made in this unit. You can also use the ideas of re-using, re-cycling, or even mimicking an online presence for your unit project. Specifically you will create a website, tool, or app that repurposes an existing platform, product, company, or service. The project you create can be completely new, it just has to reference something already made. You can think of this project as a way of making a critique or commentary.

Week 6: Graphic Design and the Web
Activity: Optimizing form and function online. A look at how to integrate content from other resources.
HW Due: None

Week 7: Social Media and Power
Activity: Examining the power of social media and how to blend it with your content.
HW Due: Create a layout based off the grid of another website.
Week 8: Interactivity  
**Activity:** How creating interactive interfaces allows a website to expound through exploration.  
**HW Due:** Implement the facebook API into a project of your choice.

Week 9: Web Apps  
**Activity:** Extending the web outside of computer and browser. Creating content and examining usability on mobile devices.  
**HW Due:** Combine jQuery UI with your facebook application.

Week 10: Unit 2 Critique  
**Activity:** Critique  
**HW Due:** Connect: The internet is one of the more recent forms of globalization. It helps spread ideas, bridge cultures, and connect people from across the world. During this unit we will look at how the web affects our lives by revealing a human web of commonalities. For this unit you are expected to build a website that brings people closer in a creative way. You could do this physically, technically, or conceptually. This could be a website that does anything from trying to gain supporters for a particular idea to a game that people play online.

Week 11: Content Management  
**Activity:** Using content management systems to organize your data.  
**HW Due:** None

Week 12: Startups  
**Activity:** What does it take to make your site live. How to attract attention to your website. Opportunities to raise money.  
**HW Due:** Install Wordpress on your server.

Week 13: Generative Content  
**Activity:** A look at how dynamic content can augment your visitor’s experience.  
**HW Due:** Create a skeleton theme for your Wordpress install. Find at least 3 plugins to use with your theme.

Week 14: Unit 3 Critique  
**Activity:** Critique  
**HW Due:** Identity: When you create a presence online you are also creating an identity. This is true whether you are making a corporate site, portfolio, or a new free web application. During this unit we will explore ways of creating fully featured web projects. They will have a complete online identity and functionality. You may use this unit to either create a portfolio for yourself or a new web presence for something you’ve made that related to a networked culture.
Presence and Participation

I expect students to arrive on time and attend all class sessions.

Interaction and collaboration are an important aspect of the learning process and are critical for establishing working relationships among your peers. Contributing to collaborative assignments during in-class workshops is a vital to your growth throughout the course. Taking part in discussions and critiques, asking questions, demonstrating engagement with workshops and assignments, turning assignments in on time, taking initiative, problem solving, sharing your discoveries and collaborating with fellow classmates is required of all students.

Be aware that failure to attend class will inevitably affect your understanding of the concepts of this course and can therefore significantly affect your grade on subsequent project work and overall class performance.

An effective environment in studio courses necessitates regular student-teacher contact and interaction as well as contact and interaction between students in the class. It is evident that only those students in attendance can benefit from the exchanges that occur in the course of each class such as critiques and class discussions.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Art  
Date: 10/1/2012

College: College of Art and Design

PROPOSED COURSE

Short Title: MOVING IMAGE  
Rubric & No.: ART 2220  
Title: Moving Image

COURSE CREDIT

Graduate Credit: ___ YES ___ X NO  
(Semester Hours of Credit: 3  
(Lecture Hrs. ___ Lab Hrs.)

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

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

COURSE TYPE

Check one type: ___ LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/IND  
(Maximum enrollment per section: 24  
(use integer, e.g. 25 not 20-30)

Total weekly contact hours: 6  
(if lecture/lab, contact hours of: Lecture ___ Lab)

CATALOG TEXT

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

ART 2220 Moving Image (3) Prereq.: ART 2050 and permission of instructor. 6 hrs. studio. Students are responsible for studio fee associated with course. Introduction to digital video production and editing systems. Concepts covered will also include basic compositing and motion graphics.

BUDGET IMPACT

If this course is approved, will additional staff be needed? ___ YES ___ X NO  
(If answer to either question above is "yes" attach explanation.)

Will additional space, equipment, special library materials or other major expense be involved? ___ YES ___ X NO  
(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  10.15.12  
(date)

College Faculty Approval  1.31.13  
(date)

Department Chair's Signature  1.29.13  
(date)

Graduate Dean's Signature (for 4000 level and above)  2.4.13  
(date)

Chair, FS C&C Committee  2/22/13  
(date)

Academic Affairs Approval  2/22/13  
(date)
Justification: ART 2220 Moving Image

For the past two years, the School of Art has been teaching Moving Image, which is an introductory course in digital video, under the course number ART 2055 Digital Art II. The current description of ART 2055 Digital II does not match the title or content of the proposed ART 2220 Moving Image. ART 2055 Digital II will remain in the catalog as an elective studio course.

The new ART 2220 Moving Image will be a required component of the Digital Art concentration to be taken during the sophomore year as the introductory technique-based course that serves as a foundation to future studies in video, animation and time or installation-based interactive art. It will serve as a prerequisite to the proposed ART 4220 Advanced Moving Image and ART 4230 Virtual Space and Motion. It will also be one of the options for the Visual Communications minor. The content of this course will not duplicate any existing coursework.

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<tr>
<th>Semester and Year</th>
<th># of Students enrolled in ART 2055 Digital Art II</th>
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<tbody>
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<td>24</td>
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<tr>
<td>Spring 2012</td>
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Course Description

This class is an introduction to video as a medium for art and cultural production. The course teaches the processes and ideas inherent to conceiving and producing video works through individual projects, collaborative skill-based workshops, screenings, guided conversation, critique and writing assignments.

You will explore major historical and contemporary genres of video production across documentary, narrative and experimental forms. Through your projects, you will find your own voice within these broad genres by selecting subjects that inspire you, defining specific audiences and contexts for presenting your work, and accepting influence from those who have come before you.

Developing working relationships with other students is crucial in this class, as professional practice in video is accomplished through teamwork. Video production and editing is also a time intensive endeavor that benefits from careful planning. To manage your time and effort, you should fully engage in the workflows and project management strategies taught in class and expect to dedicate hours outside of class per week to complete projects.

In addition to in-class instruction, you will explore the material yourself in class and outside of class time. Using online tutorials, help menus, discussion boards, and targeted research are imperative to the creative process, as is exchanging information and ideas with your peers.

Presentations and feedback are a cornerstone of course content and are essential to developing viewing, listening and speaking skills. Engaged participation in online and in-class conversations and critiques is mandatory.
Learning Objectives

- Competent use of video production equipment and industry standard editing software.
- Analyze and incorporate historical and contemporary ideas and strategies across documentary, narrative and experimental video genres.
- Develop inventive, artistically and culturally relevant communications in video through a process of idea formulation, planning, researching, experimenting, producing, seeking feedback, and refining.
- Speak and write effectively, using language, writing forms and critical thinking specific to the medium.
- Work efficiently through adopting collaboration, project management and workflow skills.

Methods of Instruction

- **Major Projects**: You will complete three major projects by engaging in a process that includes proposal drafting, production planning, researching, image and audio capturing, rough editing, self-evaluating and seeking faculty and peer feedback, reworking, fine editing, and presenting. You will complete one project exploring each of the following concepts: 1) Representing Reality, 2) Suspension of Disbelief, and 3) Video in Context.

- **Collaborative Skill-Based Workshops**: You will participate in a series of one- or two-day workshops targeting skill sets and thought-processes fundamental to video. Workshops will include demonstrations, tutorials and informal collaborative assignments that combine conceptual challenges with technical skill development. At the end of each workshop, you will share your videos, created quickly and collaboratively with contributions from all members of your group. These workshops should require little work or preparation outside of class. In order to succeed on these projects (or in the industry) you will be expected to think and move fast!

- **Screenings, Readings, Research & Conversation**: Throughout the course, I will present historical and contemporary videos and related readings and lead conversations about the video genres and creative strategies they address. You should engage in all of the readings, videos and web pages distributed in class and via the class website (including materials posted directly to the website and all linked content), and be prepared to actively participate in conversations and write short, informal reactions, if requested. You will also initiate and document your own research in order to expose yourself to references that inspire and inform the personal approaches and subject matter treatments in your own work.

Methods for Assessment
Major Projects account for 50% of final grade. Each of the three projects are weighted equally and will be evaluated on a scale of 1 (very weak) – 5 (very strong). See criteria below.

1. Meet the assignments’ objectives and specifications
2. Demonstrate competent and relevant use of production technique
3. Demonstrate competent and relevant use of post-production technique
4. Articulate clear concept and urgency of purpose
5. Demonstrate experimentation, risk taking and inventive thinking

Collaborative Workshop Projects account for 30% of final grade and you will be evaluated on a scale of 1 (very weak) – 5 (very strong). See criteria below.

1. Creatively and thoughtfully address workshop challenges
2. Participate fully and execute assigned roles

If you feel your group’s dynamics are limiting your potential, please see me as soon as possible to find a solution.

Oral Presentations and Written Work accounts for 10% of final grade and will be evaluated on a scale of 1 (very weak) – 5 (very strong). See criteria below.

1. Clearly communicate and stay focused
2. Demonstrate understanding of medium and industry specific language and communication forms

Conversation & Peer Critique accounts for 10% of final grade and will be evaluated on a scale of 1 (very weak) – 5 (very strong). See criteria below.

1. Generously communicate and show care for other students’ ideas
2. Demonstrate critical reasoning and engagement with historical, contemporary and theoretical concepts presented throughout the course

Grading Scale
- A: 90 – 100%
- B: 80 – 89%
- C: 70 – 79%
- D: 60 – 69%
- F: 0 – 59%

Course Framework
- Unit 1: Documentary
- Unit 2: Narrative
- Unit 3: Video in Context
### Project Policies

- On the day of your critique all unit assignments are to be posted on the website before class.
- Because of the critique style structure of the class no late work is accepted. If you will be absent make sure to arrange to have your work sent in or posted before class.
- Each unit project will be preceded by a proposal of roughly 100 words. This will be posted to the website and presented to the class. Include at least 1 artistic influence with either a link, image, or video included with the post.

### Resources

**Materials:** There is no required textbook, however you are responsible for all assigned tutorials, readings and other instructional material assigned online and in-class.

**Student must have:**
- Firewire 800 portable hard drive with at least 500 MB of storage space dedicated to their work in this class. Because we are working in HD which requires a large amount of storage, I highly recommend purchasing a 1TB hard drive or larger.
- Headphones
- Recordable DVDs
- Textbook
  - [http://lsu.edu/mystart](http://lsu.edu/mystart)
  - The Shut Up and Shoot Freelance Video Guide by Anthony Artis
- Class Website
  - [http://beta.moodle.lsuedu](http://beta.moodle.lsuedu)
- Online Resources
  - [http://delicious.com/tag/lsu2055](http://delicious.com/tag/lsu2055)

### Presence and Participation

Students are expected to arrive on time at the beginning of each class. Lack of participation will greatly affect your grade as there are often assignments collected at the beginning as well as the end of each class. Please talk to the instructor before turning in any late work.

### Notes
- This syllabus is a working document and is subject to change. It will be posted on the class website where any changes will be published if they do occur. Students will be notified in class of any modifications.
- Backup your work. Please use a thumb drive or some other means of keeping your work safe especially if you are working in the school labs.
Schedule: ART 4020 Moving Image

Unit 1: Representing Reality

Week 1
Intro to Class
HW Due: None

Documentary Conventions
Activity: Video Screening and Discussion: Documentary Conventions & Representing Reality
HW Due: Watch a documentary & complete Documentary Analysis Assignment

Week 2
Technique Workshop
Activity: Software Training: Intro to editing in Final Cut Pro with Kevin diBenedetto
HW Due: Edit ONE minute video

Technique Workshop
Activity: Equipment Training: Introduction to cameras and production equipment; In Class Collaborative Project: TEN Shots
HW Due: Edit TEN Shots, Technical Reading: Image & Audio Control from the Shut Up and Shoot Documentary Guide

Week 3
Technique Workshop
Activity: Equipment Training: Audio Intensive; In Class Collaborative Project: FIVE Questions
HW Due: Edit FIVE Questions, Representing Reality Project Proposal

Representing Reality Project
Activity: Individual Meetings to discuss Representing Reality Project: See Individual Meeting Sign Up Sheet
HW Due: Start production on Representing Reality Project

Week 4
Technique Workshop
Activity: Editing Workshop: Bring Your Final Cut Pro Questions!
HW Due: Continue production on Representing Reality Project

Representing Reality Project
Activity: Discussion: Good Editing & Bad Editing. See Excerpts from Film Editing by Gael Chandler; Open Editing Lab
HW Due: Rough footage from Representing Reality Project

Week 5
Representing Reality Project
Activity: Representing Reality Crit (Group 1)
HW Due: Final Cut of Representing Reality Project, ready to screen

Representing Reality Project
Activity: Representing Reality Crit (Group 2)
HW Due: Reading, “Suspension of Disbelief”

Unit 2: Suspension of Disbelief / Narrative

Week 6
Suspension of Disbelief
Activity: Introduction to Project 2: Suspension of Disbelief
HW Due: None

Suspension of Disbelief
Activity: Field Trip to tour Celtic Media Studios and watch as movies are being made in the studios.
HW Due: Upload proposal for suspension of disbelief project to moodle

Week 7
Storyboarding Technique Workshop
Activity: In Class Collaborative Project: Shoot monster movie
HW Due: Edit Monster Movie

Suspension of Disbelief
HW Due: Write storyboard for Suspension of Disbelief Project.

Week 8
Suspension of Disbelief
Activity: Individual Meetings
HW Due: Upload production schedule to Moodle

Chromakey Technique Workshop
Activity: In Class Collaborative Project: Green Screen Recording and compositing
HW Due: Rough cut of Suspension of Disbelief Project

Week 9
Suspension of Disbelief Draft
Activity: Rough Cut Crit (Group 1): Upload your rough cut to Vimeo for feedback.
HW Due: Final cut of Suspension of Disbelief Project

Suspension of Disbelief Final
Activity: Suspension of Disbelief Screening (Group 1)
HW Due: Suspension of Disbelief Final

Week 10
Suspension of Disbelief Final
Activity: Suspension of Disbelief Screening (Group 2)
HW Due: Suspension of Disbelief Final

Unit 3: Video in Context

Introduction to Video Installation Artists
Activity: Slide discussion: Tony Oursler, Bill Lundberg, Marie Lucier, Sue De Beer, Bill Viola, Shimon Attie, Paul Pfeiffer, Pipilotti Rist, Julia Scher
HW Due: None

Week 11
Appropriation
Activity: In Class Collaborative Project: Video Appropriation
HW Due: Write proposal for Video in Context Project

Video Art in the Museum
Activity: Field Trip: LSUMOA
HW Due: None

Week 12
Video in Context Project
Activity: Individual Meetings
HW Due: LSUMOA visit reflection

Video Installation Technique Workshop
Activity: Equipment Training: Projectors, Iclds, screens and experimental displays
HW Due: Work in Progress for Video in Context Project

Week 13
Video in Context Project
Activity: Open Lab to finish and troubleshoot projects
HW Due: Work in Progress for Video in Context Project

Video in Context Project
**Activity:** Individual Meetings  
**HW Due:** Progress for Video in Context Project

**Week 14**  
**Final Critique**  
**Activity:** Video in Context Crit (all groups)  
**HW Due:** Final Video in Context Project, installed as intended to be seen
Presence and Participation

I expect students to arrive on time and attend all class sessions.

Interaction and collaboration are an important aspect of the learning process and are critical for establishing working relationships among your peers. Contributing to collaborative assignments during in-class workshops is a vital to your growth throughout the course. Taking part in discussions and critiques, asking questions, demonstrating engagement with workshops and assignments, turning assignments in on time, taking initiative, problem solving, sharing your discoveries and collaborating with fellow classmates is required of all students.

Be aware that failure to attend class will inevitably affect your understanding of the concepts of this course and can therefore significantly affect your grade on subsequent project work and overall class performance.

An effective environment in studio courses necessitates regular student-teacher contact and interaction as well as contact and interaction between students in the class. It is evident that only those students in attendance can benefit from the exchanges that occur in the course of each class such as critiques and class discussions.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Art
Date: 10/1/2012

College: College of Art and Design

PROPOSED COURSE
Short Title: VIRTUAL SPACE
Rubric & No.: ART 2230
Title: Virtual Space

COURSE CREDIT
Graduate Credit: YES X NO
(For "Lecture/Lab" type courses only: Lecture Hrs. Lab Hrs.)
Credit will not be given for this course and:

Semester Hours of Credit: 3

GRADING
Final Exam: YES X 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
Check one type: LEC X LAB __ LEC/LAB __ SEM __ CLIN/PRACT __ RES/IND
Maximum enrollment per section: 24
(use integer, e.g. 25 not 20-30)
Total weekly contact hours: 6
(if lecture/lab, contact hours of: Lecture Lab)

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

ART 2230 Virtual Space (3) Prereq.: ART 2050 and permission of instructor. 6 hrs. studio. Students are responsible for studio fee associated with course. Introduction to modeling and animation using three-dimensional objects and spaces in a virtual environment.

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

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 10.15.12 (date)
Department Chair’s Signature 1.28.12 (date)
College Faculty Approval 1.31.13 (date)
College Dean’s Signature 2.4.13 (date)
Graduate Dean’s Signature (for 4000 level and above) (date)
Chair, FS C&C Committee 2/9/13 (date)
Academic Affairs Approval 9/26/13 (date)
Justification: ART 2230 Virtual Space

For the past two years the School of Art has been teaching the proposed Virtual Space under the course number ART 4050 Digital Art III. ART 2230 Virtual Space will be a required course in the Digital Art concentration taken in the sophomore year to introduce concepts and techniques for 3D modeling, animation and compositing. Designating the course at the 2000-level gives students greater opportunity for vertical development in 3D graphics. This course is a prerequisite for the proposed ART 4220 Advanced Moving Image and ART 4230 Virtual Space and Motion. The content of this course will not duplicate any existing coursework.

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<tr>
<th>Semester and Year</th>
<th># of Students Enrolled in ART 4050 Digital Art III</th>
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<tr>
<td>Fall 2011</td>
<td>15</td>
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<td>Spring 2012</td>
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**LOUISIANA STATE UNIVERSITY**

Virtual Space

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<tr>
<th>Course Number:</th>
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<tbody>
<tr>
<td>ART 2230</td>
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<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Class Time:</th>
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<tr>
<th>Room:</th>
<th>Class Website:</th>
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<tbody>
<tr>
<td>Art Building 108</td>
<td><a href="http://moodle2.lsu.edu">http://moodle2.lsu.edu</a></td>
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</table>

**Course Description:**

This course will explore the artistic potential of 3D modeling and basic animation when creating digital narratives. We will investigate the inherent features of 3D design such as virtuality, modularity, and depth. How can taking advantage of these elements enhance the experience of the narrative? Students will learn the basics of Maya to create virtual environments and characters. What are the interdependencies between virtual space and reality, and what can we do with them? The class will look at virtual installations from artists such as Jeffrey Shaw, 010010110101101.org, and Brody Condon as well as examine traditional 3D artists, and contemporary 3D modeling techniques.

**Learning Objectives:**

By taking this course students will ...

- Make use of Maya for basic modeling and animation
- Integrate 3D elements into their artistic or design based practice
- Understand the potential of virtual elements in a physical context
- Evaluate their work in relation to the repertoire of existing virtual systems
- Clearly communicate the growing role of the virtual in relation to society

**Methods of Instruction:**

- Tutorials focusing on various software environments
- Labs offered twice per week
- Lectures that provide artistic and design based context for each unit
- In class work time and individual meetings
- Critiques during and after each major project
- Readings and accompanying discussions
- Class exercises to be done each week
Methods for Assessment:

- **Grading**
  - Participation & Class Exercises 20%
  - Project 1 20%
  - Project 2 20%
  - Project 3 20%
  - Project 4 20%

- **Project Grading Rubric**
  - Composition / Design 25%
  - Technical Components 25%
  - Conceptual Approach 25%
  - Creative Direction 25%

- **Grading Scale**
  - A: 90 – 100%
  - B: 80 – 89%
  - C: 70 – 79%
  - D: 60 – 69%
  - F: 0 – 59%

Class Framework:

- **Unit 1: Character**
  - We will start by modeling basic objects and eventually work on creating an unique to be used for each subsequent unit.

- **Unit 2: Environment**
  - During this unit we will learn about matte painting and how to create an environment for our character in Maya.

- **Unit 3: Digital Short**
  - This unit will focus on the basics of animation and compositing. We will combine elements created in the first two units to make a simple animation.

Project Policies:

- Detailed assignment sheets will be given at the beginning of each unit.
- All final assignments are to be posted on the website before class. If the work is not screen based then documentation should be posted instead.
- Because of the critique style structure of the class absolutely no late work is accepted. If you will be absent make sure to arrange to have your work sent in or posted before class.
- Each project will be preceded by a proposal of roughly 100 words. This will be posted to the class website and presented to the class. Include at least 1 artistic influence with
either a link, image, or video included with the post.

There will be a critique on the due date of each project, as well as half-way through the unit, where the student will present the work and be responsible to facilitate a discussion about it.

Materials & Resources:

- Required
  - Autodesk Maya (free at: students.autodesk.com)
  - A Lynda.com subscription (free at: lsu.edu/mystart)
  - Autodesk Mudbox or Sculptris (free)
  - Laptop
  - 3 Button Mouse
  - Headphones

- Recommended
  - Introducing Maya 2011 by Dariush Derakhshani
  - How to Cheat in Maya 2010 by Eric Luhta
  - Adobe After Effects
  - External HD for Backup

- Websites
  - delicious.com/tag/lsu4050
  - students.autodesk.com
  - area.autodesk.com
  - simplymaya.com
  - animationmentor.com
  - creativecrash.com
  - learning-maya.com
  - polycount.com
  - cgtexyures.com
  - If you would like to contribute a website go to the “Things to Share” wiki on Moodle.

Presence & Participation:

Students are expected to arrive on time at the beginning of each class. Although it would be considerate if you did, there is no need to email the teacher if you plan to be absent. Attendance is taken each class. While absences don’t directly impact your grade, you will loose points for participation and for any incomplete class exercises. Make-up work will be done on a case-by-case basis.

Notes:

- This syllabus is a working document and is subject to change. It will be posted on the
class website where any changes will be published if they do occur. Students will be notified in class of any modifications.

- If students use the lab computers they are expected to backup their work regularly. An external hard drive would be a good tool for this task. All material is erased on lab computers on the last day of class.
Schedule: ART 2230 Virtual Space

Unit 1: Object

Week 1: Maya Interface & Primitives
Activity: Lynda: Getting Started / Create a set of primitives in Maya
HW Due: None

Week 2: History of 3D Animation / Polygons Part 1
Activity: Lynda: Essential Training
HW Due: Download Maya

Week 3: Polygons Part 2 & Scenes
Activity: Block out a character or object.
HW Due: Unit 1 Proposal

Week 4: Materials & Textures
Activity: Lynda: Materials and Textures
HW Due: Unit 1 Draft

Week 5: Unit 1 Critique
Activity: Critique
HW Due: Unit 1 Project

Unit 2: Environment

Week 6: Lighting, UV Coordinates, Curves
Activity: Lynda: Rendering in Maya / Screening "Killer Bean Forever"
HW Due: None

Week 7: Modeling Tools Review, Image Planes, Attaching Polygons
Activity: Lynda: Modeling a Character: Ch 1, 2
HW Due: Unit 2 Proposal

Week 8: Human Head & Body
Activity: Lynda: Modeling a Character: Ch 2, 3 / Screening "Plus Minus"
HW Due: Unit 2 Progress Check

Week 9: Human Hair & Clothes
Activity: Lynda: Modeling a Character: Ch 4, 5, 6, 7 / Screening: Resonance
HW Due: Unit 2 Draft
Week 10: Unit 2 Critique
Activity: Critique
HW Due: Unit 2 Project

Unit 3: Short Animation

Week 11: Basic Animation Overview
Activity: Lynda: Animating in Maya
HW Due: None

Week 12: Compositing / 3D Production Pipeline
Activity: Exercise: Final Cut Pro Compositing
HW Due: Unit 3 Proposal

Week 13: Mudbox I
Activity: Make a creature using Mudbox
HW Due: Unit 3 Progress Check

Week 14: Animation 2
Activity: Animate your creature made in mudbox by brining it into maya
HW Due: Unit 3 Draft

Exam: Unit 3 Critique
**Presence and Participation**

I expect students to arrive on time and attend all class sessions.

Interaction and collaboration are an important aspect of the learning process and are critical for establishing working relationships among your peers. Contributing to collaborative assignments during in-class workshops is a vital to your growth throughout the course. Taking part in discussions and critiques, asking questions, demonstrating engagement with workshops and assignments, turning assignments in on time, taking initiative, problem solving, sharing your discoveries and collaborating with fellow classmates is required of all students.

Be aware that failure to attend class will inevitably affect your understanding of the concepts of this course and can therefore significantly affect your grade on subsequent project work and overall class performance.

An effective environment in studio courses necessitates regular student-teacher contact and interaction as well as contact and interaction between students in the class. It is evident that only those students in attendance can benefit from the exchanges that occur in the course of each class such as critiques and class discussions.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Art

College: College of Art and Design

PROPOSED COURSE
Short Title: ADV MOVING IMAGE

Rubric & No.: ART 4220
Title: Advanced Moving Image

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

(Indicate rubrics and course numbers)

GRADING
Final Exam: 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
Check one type: LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/IND
Maximum enrollment per section: 20 (use integer, e.g. 25 not 20-30)
Total weekly contact hours: 6 (If lecture/lab, contact hours of: Lecture ___ Lab)

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

ART 4220 Advanced Moving Image (3) Prereq.: ART 2220, ART 2230 and permission of instructor. 6 hrs. studio. May be taken for a max. of 6 sem. hrs. of credit. Students are responsible for studio fee associated with course. Exploration of advanced topics in video through workshops, screenings, and selected readings on time based media. Topics will also include intermediate compositing and motion graphics.

BUDGET IMPACT
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: x YES ___ NO 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: 10-15-12
Department Chair’s Signature: 1-28-12
Graduate Dean’s Signature (for 4000 level and above): 2-20-13

College Faculty Approval: 1-31-13
College Dean’s Signature: 2-4-13
Chair, FS CSC Committee: 3-19-13
Academic Affairs Approval: 7-23-13
Justification: ART 4220 Advanced Moving Image

ART 4220 is the second course in a two course sequence focusing on concepts and techniques for digital video production. It serves to mature skills and concepts learned in the prerequisite courses ART 2220 Moving Image and ART 2230 Virtual Space. It has been taught as an elective in the past using the course ART 4541 Special Studies in Graphic Design. The new title, number, and description more clearly represent the learning objectives of the course compared to ART 4541. The proposed ART 4220 Advanced Moving Image will be required for students in the Digital Art concentration. The course will allow students to synthesize material from previous classes and will be a key course for portfolio development. The content of this course will not duplicate any existing coursework.

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<th>Class</th>
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<tbody>
<tr>
<td>ART 4541 Special Topics in Graphic Design</td>
<td>Spring 2013</td>
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Justification: ART 4220 Advanced Moving Image

ART 4220 is the second course in a two course sequence focusing on concepts and techniques for digital video production. It serves to mature skills and concepts learned in the prerequisite courses ART 2220 Moving Image and ART 2230 Virtual Space. It has been taught as an elective in the past using the course ART 4541 Special Studies in Graphic Design. The new title, number, and description more clearly represent the learning objectives of the course compared to ART 4541. The proposed ART 4220 Advanced Moving Image will be required for students in the Digital Art concentration. The course will allow students to synthesize material from previous classes and will be a key course for portfolio development. The content of this course will not duplicate any existing coursework.
Advanced Moving Image

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<tr>
<td></td>
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<td>Art Building 330</td>
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Course Description

This class will explore advanced topics in video through a series of workshops, screenings, readings and creative exercises over the first half of the semester. Final projects will be planned, produced, edited and presented in the second half of the semester and may take any form – narrative, documentary or experimental; individual or collaborative; single-channel, multi-channel or installation-based; with or without animation, effects or virtual elements.

Learning Objectives

- Master production and post-production techniques and workflows
- Develop research-based approach to content development
- Utilize self-evaluation and peer critique particular to time-based media
- Communicate through video and related media to elicit impact, engagement and clarity of message to intended audience
- Achieve professionalism through attention to detail, refinement of audio and visuals, and concept execution that demonstrates sensitivity, thought and care

Methods of Instruction

- Demonstrations
- Screenings and discussions
- Group exercises
- Small group feedback forums
- Class critique

Methods for Assessment
Course Grading Rubric

(40%) Workshop Exercises account for 40% of your final grade. There will be approximately five workshop assignments, and each will be evaluated on the following criteria:
1. Successfully meets objectives and specifications of the workshop
2. Demonstrates creativity, critical thinking, dedication and engagement

(50%) The Major Project accounts for 50% of your grade, and includes each of the following components: Proposal (5 points), Script & Storyboard (5 points), Production Plan (5 points), Rough Footage (5 points), Rough Cut (10 points), Final Video (20 points). The Major Project will be evaluated along the following criteria:
1. Clearly articulates artistic and culturally relevant content and concept
2. Demonstrates appropriate and competent technique
3. Demonstrates consideration of how aesthetic and formal choices will be received and interpreted by the intended audience
4. Demonstrates ambition, experimentation and growth throughout the conception to production process
5. Demonstrates professional presentation choices, including clearly considered and appropriate forms that enhance the communication of the project and the form in which is meant to be viewed. Final video presentation must be screening-ready.

(10%) Critique includes presentation of your work in critique sessions, verbal critique of other students work, and written evaluations if assigned. It accounts for 10% of your final grade and will be evaluated along the following criteria:
1. Demonstrate preparation and thoughtful presentation of your work its concerns
2. Critically engage, show generosity and care for other students work, and contribute ideas and vocabulary appropriate for critique of time-based work

Grading Scale
- A: 90 – 100%
- B: 80 – 89%
- C: 70 – 79%
- D: 60 – 69%
- F: 0 – 59%

To receive consideration for full credit, all work is due by the start of class in the format indicated by the assignment guidelines.

Course Framework
Part 1: Workshop Series. We will have a series of in class workshops, in which you will complete a group project exploring each of the following topics:
- Storyboard
- Cinematography
- Light
- Sound
- Editing
- Compositing & Effects

Part 2: Major Project. You will propose and complete a major project, which you may complete independently or in groups of two. You will be responsible for the following elements:
- Proposal
- Script
- Storyboard
- Production Plan
- Rough footage
- Rough cut
- Screening-ready final edited version of your major project

Project Policies

- All work must be turned in on the class website before the deadline to receive full credit. For work completed in groups, all members of the group must upload the assignment to their individual moodle to receive credit.
- Work produced during workshops conducted in class cannot be made up outside of class unless you have made prior arrangements due excused reason in accordance with LSU policy [see LSU Policy Statement 22 (PS-22) regarding Student Absence from Class]. Students who do not participate to collaborative projects due absence or otherwise do not contribute in full to group assignments will receive a grade of zero for that assignment.
- Because of the critique and in-class workshop structure of the class, no late work is accepted. If you have an excused absence make sure to arrange to have your work sent in or posted before class.
- All course work must be original to this class. No work or project components may be used for this course and another unless approved before midterm by the instructors of both classes.

Resources & Supplies
Required Supplies
- SD/SDHC Memory Cards, 16GB or greater (recommend 2)
- External Hard Drive, 7200 RPM, 500 GB or greater storage capacity (recommend Lacie, G-Technology or Western Digital)
- Audio Monitoring Quality Headphones (recommend Sony or Sennheiser®, $50 range)

Equipment & Facilities
- All equipment necessary to complete this course - including camcorders, video enabled dSLRs, camera supports and rigs, microphones, lights and accessories - are available for checkout from the CxC Studio in the Design Building. There is high demand on this equipment and students are responsible for making reservations and checking out equipment in accordance with CxC policy. Students who wish to use or purchase their own equipment for this course should discuss suitable options with the instructor.
- Room 108 is available for editing outside of class time, as is a private editing suite (by reservation) in Room 106a.
- Final Cut Pro editing mentors are available in the CxC Studio in 151 Coates Hall.

Class Website
- http://moodle.lsu.edu

Recommended Books
- Anthony Q Artis, The Shut Up and Shoot Freelance Video Guide: A Down & Dirty DV Production
- Jennifer Van Sijll, Cinematic Storytelling: The 100 Most Powerful Film Conventions Every Filmmaker Must Know
- Richard D. Pepperman, Setting Up Your Scenes: The Inner Workings of Great Films
- Christopher Kenworthy, Master Shots: 100 Advanced Camera Techniques to Get an Expensive Look on Your Low-Budget Movie
- Francis Geibas, Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation
- Nancy Beiman, Prepare to Board! Creating Story and Characters for Animated Features and Shorts
- Jay Rose, Producing Great Sound for Film and Video
- Ric Viets, The Sound Effects Bible: How to Create and Record Hollywood Style Sound Effects
- Gael Chandler, Film Editing: Great Cuts Every Filmmaker and Movie Lover Must Know

Presence and Participation
I expect students to arrive on time and attend all class sessions.

Interaction and collaboration are an important aspect of the learning process and are critical for establishing working relationships among your peers. Contributing to collaborative assignments during in-class workshops is vital to your growth throughout the course. Taking part in discussions and critiques, asking questions, demonstrating engagement with workshops and assignments, turning assignments in on time, taking initiative, problem solving, sharing your discoveries and collaborating with fellow classmates is required of all students.

Be aware that failure to attend class will inevitably affect your understanding of the concepts of this course and can therefore significantly affect your grade on subsequent project work and overall class performance.

**Reasonable Accommodation**

If you have a disability you feel may prevent you from fully demonstrating your abilities, contact me as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your involvement in this class.

**Notes**

- I often communicate changes, feedback, recommendations, clarification of requirements and other useful information for which you may be responsible by email. It is critical that you check your email regularly.
- This syllabus is a working document and is subject to change. It will be posted on the class website where any changes will be published if they do occur. Students will be notified by email or in class if changes occur.
- Students are responsible for re-creation of any lost or damaged files. Back up your work!
Schedule: ART 4220 Advanced Moving Image

Week 1: Intro to Class
Activity: Screening: http://vimeo.com/album/1808620
HW Due: None

Week 2: Storyboard
Activity: Script, treatment, & storyboard principles and techniques discussion. Exercise: Storyboard reverse engineering.
HW Due: Storyboard Exercise

Week 3: Cinematography
HW Due: Light Exercise

Week 4: Lighting
Activity: Lighting demo, all Lowel light kits and modifiers. Exercise: In groups of 5, each group randomly 1) picks a video scene to copy lighting, and 2) changes the mood of the scene based on randomly selected emotion.
HW Due: Light Exercise

Week 5: Sound
Activity: Technical demo on sound, demo and explain audio controls on prosumer cameras and audio recorders, different mic types and sound recordist equipment, foley demo. Exercise: Each group creates a sound track for assigned clip using recorded voice and foley.
HW Due: Sound Exercise, Cinematography Exercise

Week 6: Foley
Activity: Create a foley audio track to go along with the pre-selected clip in class.
HW Due: Foley Exercise

Week 7: Concept Development Workshop
Activity: Critique Foley project and cinematography project. Brainstorming session.
HW Due: Editing Exercise, Major Project Proposal, with reference images & research

Week 8: The Pitch
Activity: Pitch your project idea to the class. Treatment writing workshop.
HW Due: Treatment

Week 9: Production
Activity: Treatment Crit, Producer lecture (planning, organizing, scheduling, budgeting) Create Production Schedule & Plan.

HW Due: Influence Video Assignment: Select a short video that relates to your project, watch it 10 times and take notes about what you notice as watching, prepare a presentation for the class on what you learned from analyzing the video.

Week 10: Style & Aesthetics
Activity: Influence Video Presentations
HW Due: Rough Footage

Week 11: Editing
HW Due: Rough Cut (you should be 60% done)

Week 12: Critique
Activity: After Effects Demo 1, Crit 
HW Due: Rough Cut (You should be 80% done)

Week 13: Refining & Presentation Decisions
Activity: Fine Editing Technique Demo, Work day, troubleshooting 
HW Due: Final Cut, ready to screen

Week 14: Final Screening
Activity: Final Presentations & Crit 
HW Due: Final Project
Presence and Participation

I expect students to arrive on time and attend all class sessions.

Interaction and collaboration are an important aspect of the learning process and are critical for establishing working relationships among your peers. Contributing to collaborative assignments during in-class workshops is a vital to your growth throughout the course. Taking part in discussions and critiques, asking questions, demonstrating engagement with workshops and assignments, turning assignments in on time, taking initiative, problem solving, sharing your discoveries and collaborating with fellow classmates is required of all students.

Be aware that failure to attend class will inevitably affect your understanding of the concepts of this course and can therefore significantly affect your grade on subsequent project work and overall class performance.

An effective environment in studio courses necessitates regular student-teacher contact and interaction as well as contact and interaction between students in the class. It is evident that only those students in attendance can benefit from the exchanges that occur in the course of each class such as critiques and class discussions.
REQUEST FOR ADDITION OF NEW COURSE

Department:  School of Art
College:  College of Art and Design
Date:  10/1/2012

PROPOSED COURSE
Short Title:  VIRT SPACE & MOTION
Rubric & No.:  ART 4230
Title:  Virtual Space and Motion

COURSE CREDIT
Graduate Credit:  x YES  NO  (complete for 4000 level courses only)
Semester Hours of Credit:  3  (For "Lecture/Lab" type courses only:  Lecture Hrs.  Lab Hrs).
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of 6 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
Check one type:  LEC  x LAB  LEC/LAB  SEM  CLIN/PRACT  RES/IND
Maximum enrollment per section:  20  (use integer, e.g. 25 not 20-30)
Total weekly contact hours:  6  (If lecture/lab, contact hours of:  Lecture  Lab)

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

ART 4230 Virtual Space and Motion (3)  Prereq.:  ART 2230, ART 2220 and permission of instructor. 6 hrs. studio. May be taken for a max. of 6 sem. hrs. of credit. Students are responsible for studio fee associated with course. Investigation of advanced techniques and issues in the creation of virtual narrative and animation in three-dimensional space.

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  10.15.12  (date)  College Faculty Approval  1.31.15  (date)
Department Chair's Signature  1.28.12  (date)  College Dean's Signature  2.4.13  (date)
Graduate Dean's Signature (for 4000 level and above)  2.20.13  (date)  Chair, F'S C&C Committee  3/17/13  (date)
Academic Affairs Approval  2/27/13  (date)
Justification: ART 4230 Virtual Space and Motion

ART 4230 is the second course in a two course sequence focusing on 3D modeling and animation. It has been taught as ART 4055 Digital Art IV for the past three years. The new title, number, and description more clearly represent the learning objectives of the course compared to ART 4055. The proposed ART 4230 Virtual Space and Motion will be required for students in the Digital Art concentration. ART 2230 Virtual Space and ART 2220 Moving Image are both prerequisites. The content of this course will not duplicate any existing coursework.

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<th>Semester &amp; Year</th>
<th>Past # of Students enrolled in Digital Art IV</th>
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<td>Fall 2010</td>
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LOUISIANA STATE UNIVERSITY
Virtual Space and Motion

Faculty: Phone: 
Office Hours: Email: 

Course Number: Art 4230 Section Number: 
Course Title: Virtual Space and Motion Class Time: 

Room: Art Building 330 
Class Website: 

Course Description:
This course will be an extension of Virtual Space. We will build on the 3D modeling skills that you already have to start to bring your virtual elements into a context outside of Maya and still images. There will be a focus on group projects and honing skills in the 3D pipeline that match your ambitions. Particular attention will be paid to time base narratives. For most of what you create in class you will be expected to talk about your work in conjunction with a story or unique context. While learning about technique and craft will also explore the role of the virtual in society in order to be a part of the bleeding edge.

Learning Objectives:
By taking this course students will ...

- Begin to understand the 3D pipeline on large scale projects 
- Find a path along that pipeline to hone their skills 
- Develop projects for a 3D animation or game design portfolio 
- Focus on elements of 3D design such as texture, detail, rigging, and animation 
- Touch on the basics of game engines 
- Learn about trends and contemporary practices in the 3D workforce 

Methods of Instruction:
- Lab instruction and tutorials focusing on various software environments 
- Lectures that provide artistic and design based context for each unit 
- In class work time and individual meetings 
- Critiques during and after each major project 
- Readings and accompanying discussions 
- Weekly status updates 
- In-class exercises

Methods for Assessment:
- Grading
  - Participation & Class Exercises 25%
  - Project 1 25%
  - Project 2 25%
  - Project 3 25%
- Project Grading Rubric
  - Composition / Design 25%
  - Technical Components 25%
  - Conceptual Approach 25%
  - Creative Direction 25%
- Grading Scale
  - A: 90 – 100%
  - B: 80 – 89%
  - C: 70 – 79%
  - D: 60 – 69%
  - F: 0 – 59%

Class Framework:
- Unit 1: Setup
  - Still model and basic environment using Mudbox in conjunction with Maya.
- Unit 2: Contextualize
  - Put your character or object into the real world using MatchMover & Composite.
- Unit 3: Package
  - Choose an output. Is it a movie, game, stil?

Project Policies:
- Detailed assignment sheets will be given at the beginning of each unit.
- All final assignments are to be posted on the website before class. If the work is not screen based then documentation should be posted instead.
- Because of the critique style structure of the class absolutely no late work is accepted. If you will be absent make sure to arrange to have your work sent in or posted before class.
- Each project will be preceded by a proposal of roughly 100 words. This will be posted to the class website and presented to the class. Include at least 1 artistic influence with either a link, image, or video included with the post.
- There will be a critique on the due date of each project, as well as half-way through the unit, where the student will present the work and be responsible to facilitate a discussion about it.

Materials & Resources:
- **Required**
  - Maya 2012
  - Mudbox 2012
  - Composite 2012
  - MatchMover 2012
  - Unity 3.4
  - 3 Button Mouse with working scroll wheel
  - Headphones
  - Laptop (Core 2 Duo or better)

- **Recommended**
  - Adobe After Effects
  - Sculptris
  - ZBrush
  - Cinema 4D
  - Final Cut Pro
  - Digital Camera

- **Websites**
  - [http://www.delicious.com/tag/lsu4055](http://www.delicious.com/tag/lsu4055)
  - [http://moodle.lsu.edu](http://moodle.lsu.edu)
  - [http://students.autodesk.com](http://students.autodesk.com)

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**Presence & Participation:**

Students are expected to arrive on time at the beginning of each class. Although it would be considerate if you did, there is no need to email the teacher if you plan to be absent. Attendance is taken each class. While absences don’t directly impact your grade, you will lose points for participation and any incomplete class exercises. Make-up work will be done on a case-by-case basis.

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**Notes:**

- This syllabus is a working document and is subject to change. It will be posted on the class website where any changes will be published if they do occur. Students will be notified in class of any modifications.
- If you use the lab computers you are expected to backup work regularly. An external hard drive would be a good tool for this task. All material is erased on lab computers on the last day of class.
Schedule: ART 4030 Virtual Space and Motion

Unit 1: Setup

Week 1   Class Introduction
Activity: Upload 1 previous work of yours to moodle and talk about it.
HW Due: None

Week 2   Review Proposals
Activity: Come up with a brief plan of attack for your project during class.
HW Due: Unit Proposal

Week 3   Mudbox I & After Effects I
Activity: Create a mudbox model and composite it with something using after effects.
HW Due: Unit Progress

Week 4   Reactions: Lying at 24fps
Activity: Work in class on your unit project. Use this time for troubleshooting.
HW Due: Unit Draft

Week 5   Unit 1 Critique

Unit 2: Contextualize

Week 6   Render Layers / Passes
Activity: Create a short clip using multiple render layers.
HW Due: None

Week 7   Camera Techniques; Lighting Effects
Activity: Using the lighting effects shown in class to enhance your clip from last week.
HW Due: Unit Proposal

Week 8   Texture Mapping; Rigging
Activity: Incorporate a rig into your model.
HW Due: Unit Progress

Week 9   Audio: Foley
Activity: During class we will sonify a pre-chosen clip using foley sound recording techniques.
HW Due: Unit Draft

Week 10  Unit 2 Critique
Unit 3: Package

Week 11  Development
Activity: Follow the 3D Production Pipeline Handout and work on finishing the item on the Development stage.
HW Due: Technical Presentations: Prepare a 10 minute presentation on a technical skill set you want to partake to the class.

Week 12  Pre-Production
Activity: Follow the 3D Production Pipeline Handout and work on finishing the item on the Pre-Production stage.
HW Due: Unit Proposal

Week 13  Shot-Production
Activity: Follow the 3D Production Pipeline Handout and work on finishing the item on the Shot-Production stage.
HW Due: Unit Progress

Week 14  Post-Production
Activity: Follow the 3D Production Pipeline Handout and work on finishing the item on the Post-Production stage.
HW Due: Unit Draft

Exam Week  Unit 3 Critique
Presence and Participation

I expect students to arrive on time and attend all class sessions.

Interaction and collaboration are an important aspect of the learning process and are critical for establishing working relationships among your peers. Contributing to collaborative assignments during in-class workshops is vital to your growth throughout the course. Taking part in discussions and critiques, asking questions, demonstrating engagement with workshops and assignments, turning assignments in on time, taking initiative, problem solving, sharing your discoveries and collaborating with fellow classmates is required of all students.

Be aware that failure to attend class will inevitably affect your understanding of the concepts of this course and can therefore significantly affect your grade on subsequent project work and overall class performance.

An effective environment in studio courses necessitates regular student-teacher contact and interaction as well as contact and interaction between students in the class. It is evident that only those students in attendance can benefit from the exchanges that occur in the course of each class such as critiques and class discussions.
REQUEST FOR ADDITION OF NEW COURSE

Department: Oceanography and Coastal Sciences Date: 07/26/12
College: School of the Coast and Environment

PROPOSED COURSE

Short Title: Preparing for studies of fish and other aquatic organisms

Rubric & No.: OCS 7330 Title: resources

COURSE CREDIT

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

Semester Hours of Credit: 3 (For “Lecture/Lab” type courses only: Lecture Hrs. Lab Hrs.).

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

Final Exam: 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

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

Maximum enrollment per section: 10 (use integer, e.g. 25 not 20-30)

Total weekly contact hours: 3 (if lecture/lab, contact hours of: Lecture Lab)

CATALOG TEXT

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

7330 (3) A detailed, semi-quantitative introduction to current biological and technological methodologies for studying fishes and aquatic habitats, with emphasis on reducing bias introduced by study design and choice of sampling gears.

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. 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 07/26/12
Department Chair’s Signature 1/25/2013

College Faculty Approval 01/22/13
College Dean’s Signature 1/18/12

Chair, FS C&SC Committee 2/19/13

Graduate Dean’s Signature (for 4000 level and above) 2-20-13

Chair, FS C&SC Committee 2/22/15
Justification: Recognizing and understanding the sources of bias introduced by study design and the choice of sampling gear is fundamental to the success and cost effectiveness of studies in fisheries and aquatic science. The more that is known a priori to collecting the first datum about the potential for errors caused by the choices one makes about why, where, and how a study should be conducted produces better work, fewer mistakes and conserves fiscal resources.

This course has been taught each year beginning in 2003 (as 7001 (3) Fisheries Techniques until 2011) with an average enrollment of 5.6 graduate students. Most of the students have been from DOCS although I have often had students in the class from Biological Sciences and The School of Renewable Natural Resources.
Course: Preparing for Studies of Fish and Other Aquatic Resources

Instructor: J. H. Cowan, Jr., Ph.D., Professor, Department of Oceanography and Coastal Sciences, Louisiana State University.

Objective: To present a detailed, semi-quantitative introduction to current biological and technological methodologies for studying fishes and aquatic habitats, with emphasis on bias introduced by study design and choice of sampling gears.

Potential Conflicts: None

Credit: 3 semester hours

Format: 1-2 lecture hours per week
1-2 student lead discussion hours per week

Students will be exposed to modern techniques in fisheries science using lectures and current literature. Each week, at least 1-2 lecture hours will be used to discuss reading assignments (from scientific journals) made the previous week. Students are made aware of sources of bias and asked to propose by consensus how they would solve the problem. As an example, students are told that numbers of fishes in trawl collections during daytime are often much lower than numbers made at the same station during nighttime. They will then be asked to propose the most likely cause of the bias and how they would develop a correction factor to reduce bias in estimates of abundance.

Prerequisites: None

Texts: None. Readings will come from articles published in professional journals.

Grading: Grading will be based on a term paper and class presentation of the term paper. The student will select the term paper topic, but it must be a thorough review of the bias introduced by the choice of a particular sampling design or sampling gear. I will ask each student to discuss the topic they select with me before they begin to write and provide guidance if the topic is not suitable. Students will be encouraged to write a term paper that is relevant to their thesis or dissertation research. In addition, I will provide a list of refereed literature each week from which each student will select one paper. The list will be relevant to the lecture material discussed in that day’s class. Each student then will be required to give a short presentation the following week on the paper he/she selected the previous week. My intent is two-fold: 1) students will gain experience given peer-to-peer presentations, and 2) students will learn to summarize the relevant content in the paper, as will be required in scientific settings. The final presentation will be a 30 min summary of their term paper. I will provide each student with a review sheet allowing anonymous, constructive comments about the other class member’s presentation. I will summarize these comments and make
them available to the student presenter. The presentation grade will be based in part upon these reviews, but I will also provide a review that will be given to the student.

Paper 60 pts
Class Presentation of Term Paper (Final Exam) 40 pts

Relationship Between Letter Grades and Percentages (total points earned)
>90 pts = A
80 to 89 pts = B
70 to 79 pts = C
60 to 69 pts = D
<60 pts = F
Outline of Proposed Lecture Topics

Biological Elements (Weeks 1 to 4)

1. Sampling Considerations and Research Methods
   1.1 conceptual framework and basic considerations
   1.2 planning and sampling design
   1.3 observational studies
   1.4 controlled/experimental studies
   1.5 data management
   1.6 communication of results

2. Taxonomic Methods: Morphology
   2.1 general external features
   2.2 meristics and morphometrics
   2.3 general internal features
   2.4 egg and larval fish morphology
   2.5 principles of phylogenetic systematics
   2.6 basic life-history

3. Age, Growth and Mortality
   3.1 estimation of growth and mortality in natural populations
   3.2 quantification of changes in age and growth
   3.3 numerical and mathematical expressions
   3.4 laboratory studies
   3.5 age determination
   3.6 back-calculation

4. Bioenergetics and Respirometry
   4.1 apparatus and techniques
   4.2 measurement of components
   4.3 quantitative descriptions of diet
   4.4 bioenergetics equations and applications
   4.5 secondary production

5. Reproduction
   5.1 sex determination
   5.2 maturation schedules and gonadosomal indices
   5.3 fecundity estimates

Technological Elements (Weeks 5 to 9)

6. Passive Capture Techniques
   6.1 moored and buoyed nets
   6.2 traps
   6.3 pound nets and weirs
   6.4 long lines
6.5 mark-recapture
6.6 gear avoidance

7. Active Capture Techniques
   7.1 towed nets, purse seines and trawls
   7.2 hydroacoustics
   7.3 toxicants
   7.4 electrofishing
   7.5 biotelemetry
   7.6 mark and recapture
   7.7 gear avoidance

8. Fish Eggs and Larvae
   8.1 active collection techniques
   8.2 passive collection techniques
   8.3 laboratory studies
   8.4 special considerations

Integration of Biological and Technological Elements (Weeks 10-14)

9. Community Ecology
   9.1 methodological approaches
   9.2 species interactions
   9.3 food webs
   9.4 species diversity
   9.5 numerical models and simulation

10. Population Dynamics
    10.1 raw material of population dynamics
    10.2 data analysis and development of models
    10.3 stock and recruitment
    10.4 fish communities and aquatic ecosystems

11. Special Topic (to be chosen by class)
REQUEST FOR ADDITION OF NEW COURSE

Department: Oceanography and Coastal Sciences
College: School of the Coast and Environment
Date: 06/26/12

PROPOSED COURSE
Short Title: Fish Recruitment
Rubric & No.: OCS 7335
Title: Marine Fisheries Recruitment

COURSE CREDIT
Graduate Credit: X YES ___ NO
(For "Lecture/Lab" type courses only: Lecture Hrs. ___ Lab Hrs.)
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: 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
Check one type: X LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/IND
Maximum enrollment per section: 10
Total weekly contact hours: 3
If lecture/lab, contact hours of: ___ Lecture ___ Lab

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

OCS 7335 (3) Examining the relationship between fish life history, recruitment dynamics and harvest potential, and local-, meso-, and global-scale oceanographic processes.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

JUSTIFICATION: Justification must explain why this course is needed. 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 07/26/12 (date)
Department Chair's Signature 1/25/2013 (date)
Graduate Dean's Signature (for 4000 level and above) 2-20-13 (date)
College Faculty Approval 01/22/13 (date)
College Dean's Signature (for Chair, DCS) 1/3/2013 (date)
Chair, FS C&C Committee 2/19/2013 (date)
Academic Affairs Approval 2/22/13 (date)
Marine Fisheries Recruitment

Instructor: Dr. James H. Cowan, Jr., Ph.D., Louisiana State University
Current Appointment: Professor of Oceanography and Coastal Sciences at LSU

Objective: To examine the relationships between fish life history, recruitment dynamics and harvest potential, and local-, meso- and global scale oceanographic processes. Students will be exposed to the evolution in thinking on the role of interaction between biology, physics, and life history theory relative to recruitment variability in marine fishes.

Credit: Three semester hours.

Format: The class will meet once per week. Each meeting will consist of one (1) hour of lecture and two (2) hours of interactive discussion based on assigned readings from the published literature.

Each week, the lecture hour will be used to introduce, review and outline the historical perspective of the discussion topics about which the readings will be centered the following week. Students will be required to lead discussions about the paper/literature that they read each week.

Prerequisites: None

Grading: Grades will be based upon a short (~15 pages) term paper. The final exam will consist of class presentations of term papers. Grading will be based on a term paper and class presentation of the term paper. The student will select the term paper topic, but it must be a thorough review of the role that ocean and estuarine physics play in population regulation. I will ask each student to discuss the topic they select with me before they begin to write and provide guidance if the topic is not suitable. Students will be encouraged to write a term paper that is relevant to their thesis or dissertation research. In addition, I will provide a list of refereed literature each week from which each student will select one paper. The list will be relevant to the lecture material discussed in that day’s class. Each student then will be required to give a short presentation the following week on the paper he/she selected the previous week. My intent is two-fold: 1) students will gain experience given peer-to-peer presentations, and 2) students will learn to summarize the relevant content in the paper, as will be required in scientific settings. The final presentation will be a 30 min summary of their term paper. I will provide each student with a review sheet allowing anonymous, constructive comments about the other class member’s presentation. I will summarize these comments and make them available to the student presenter. The presentation grade will be based in part
upon these reviews, but I will also provide a review that will be given to the student.

**Breakdown of Grading:**

- Term Paper: 60 pts
- Class Presentation of Term Paper (Final Exam): 40 pts

Relationship Between Letter Grades and Percentages (total points earned)

- >90 pts = A
- 80 to 89 pts = B
- 70 to 79 pts = C
- 60 to 69 pts = D
- <60 pts = F
Outline of Proposed Lecture Topics

Weeks 1-2
1.0. Review of Oceanographic Processes
   1.1 Gyral Circulations
   1.2 Shallow Water Oceanography
      1.2.1 Ekman pumping and upwelling
      1.2.2 stability and the euphotic zone
      1.2.3 estuaries
      1.2.4 tides
   1.3 Linear Oceanographic Features
      1.3.1 convergences and Langmuir circulation
      1.3.2 plumes and fronts
      1.3.3 coastal currents and jets
   1.4 Oceanography Off the Continental Shelf
      1.4.1 pressure effects
      1.4.2 sea floor provinces

Week 3
2.0. Ecosystem Specific Energetics and Vital Rates
   2.1 Review of Bioenergetics and Growth
      2.1.1 Hjort's "critical period" hypothesis
      2.1.2 temperature effects---the Houde view
      2.1.3 consumption
      2.1.4 age and growth
   2.2 Open Ocean
   2.3 Estuaries
   2.4 Upwelling Regions
   2.5 Coral Reefs
   2.6 Fresh Water

Weeks 4-6
3.0. Spawning and Timing of Production
   3.1 Review of Marine Food Webs---What Do Fish Eat?
   3.2 Cushing's "Single Process" and the Match/Mismatch Hypothesis
   3.3 Water Column Structure
      3.3.1 northern anchovy and the stable ocean hypothesis---the Lasker view
      3.3.2 the ideal free distribution
      3.3.3 structure and predator distribution---the concept of "safe sites"
      3.3.4 patchiness---the McGurk view
   3.4 Wind, Turbulence and Plankton Contact Rates
      3.4.1 food signal theory---Rothschild and Osborn's view
      3.4.2 winds and fish guts---empirical evidence
   3.5 Upwelling Regions Revisited

Weeks 7-8
4.0. Transport and Retention of Early Life Stages
   4.1 Review of Advective Transport Mechanisms
4.1 1. the Gulf of Mexico model
4.1.2  the American eel
4.1.3  when transport goes wrong
4.1.4  estuaries revisited
4.2  The Larval Retention Hypothesis
   4.2.1  Georges Bank herring
   4.2.2  North Sea herring
   4.2.3  walleye pollock and the Shelifof Straits
4.3  The Member/Vagrant Hypothesis
   4.3.1  herring in the St. Lawrence estuary
   4.3.2  are all vagrants lost?---the Atlantic cod example

Weeks 9-10
5.0.  Linear Oceanographic Features
   5.1  Review of Frontogenesis and Its Role In Trophic Energy Transfer
   5.2  Fronts, Rips, and Convergences
      5.2.1  structure in a structureless environment---the Kingsford view
   5.3  Freshwater Discharge and Riverine Plumes
      5.3.1  Sutcliff's simple linear food chain
      5.3.2  Townsend's "conveyor belt"
      5.3.3  the Mississippi River discharge plume and the "fertile crescent"
   5.4  "Safe Sites" Revisited---To Live and Die at the Front

Week 11
6.0.  Marine Reserves
   6.1  Evaluation of Sources and Sinks
   6.2  Settlement of Larvae and Competency---the Cowen view
   6.3  Marine Reserves, Connectivity and Recruitment

Week 12
7.0  Ecosystems Based Management
   7.1  Is it Possible to Restore Degraded Ecosystems?
   7.2  The Role of Recruitment and Fisheries in Marine Ecosystems
   7.3  Empirical Challenges
   7.4  Financial/Jurisdictional Challenges
   7.5  Societal Challenges

Weeks 13-14
8.0.  Oceanography and Fisheries
   8.1  Review of Large Scale Variability in Ocean Circulation
      8.1.1  large scale circulation and population structure---the Koslow view
      8.1.2  variability in circulation and recruitment---the Sinclair view
      8.1.3  the North Sea gadoid outburst and herring demise
      8.1.4  walleye pollock and the Alaskan gyre
      8.1.5  El Niño-Southern Oscillation
      8.1.6  upwelling and storm related turbulence
   8.2  High Altitude Remote Sensing and Pelagic Fisheries
8.3 Global Climate Change and Fisheries
   8.3.1 sea level, estuaries and continental shelves
   8.3.2 shifts in distribution or large scale extinctions?
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Kinesiology
Human Sciences and Education

Date: 10/25/2012

College: 

PROPOSED COURSE
Short Title: SPORTS ECONOMICS
Rubric & No.: KIN 4290
Title: Sports Economics

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: ECON 4290

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

(Course Type: (Indicate rubrics and course numbers)
(Attach justification if the proposed course will not hold a final exam during examination week.)

COUS TYPE
(Indicate hours in the appropriate course type)

LEC/REC LEC/SEM X LEC LAB LEC/LAB SEM CLIN/PRACT RESIND

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)

4290 Sports Economics (3) See ECON 4290.

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

Academic Affairs Approval: Date:

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS
Department Faculty Approval 11-30-12
(date)

Department Chair’s Signature 11-30-12
(date)

College Contact: Casey Bennett
(Please print name)

College Contact E-mail: cbenne5@lsu.edu

College Dean’s Signature (for 4000 level and above) 2-20-13
(date)

Chair, FS C&C Committee 2/19/13
(date)

Academic Affairs Approval 2/21/13
(date)
Justification:

The field of Sports Economics is a fast growing field within economics. The School of Kinesiology is partnering this offering / cross-listing this course with the Department of Economics because of contributions to respective curricula. The Department of Economics at LSU has a history of adding undergraduate field courses when new fields develop within the economic discipline. It is also anticipated that this course will be popular with students.

The School of Kinesiology and Department of Economics wish to cross-list this course because there are aspects that fit in Kinesiology’s Sport Administration curriculum and all three of Economics undergraduate curricula. This course will be an elective in all four curricula.

The plan is to offer this course every spring semester starting in the Spring 2014 semester.
ECON 4290/KIN 4290
Sports Economics
Syllabus – Spring XXXX

Instructor: Richard Stahl  Phone: 578-3793
Office: 2308 Business Education Complex  e-mail: abyss sean@lsu.edu
Office Hours:

Section 1:


Prerequisite: Principles of Economics (ECON 2000 (or 2001) and ECON 2010 (or 2011), or ECON 2030 (or 2031))

Course Objective: Use microeconomic principles to examine the sports industry. Topics include: sports leagues and organizations; revenue sharing; ticket pricing; advertising and broadcasting rights; competitive balance; antitrust policy; image and integrity; economic impact of sporting events; and other aspects.

WARNING: To think about most economic issues intelligently, one needs quite a few conceptual tools from economics and mathematics. If you are squeamish about geometry, numbers, algebra, or calculus, you should drop this course. Additionally, you cannot passively “learn” economics. You have to be an active learner. If all you are going to do here is read the text and nothing else, you will find that when it comes to exam time you didn’t “know” as much as you thought! The more problems you work out, the better you will be able to understand the material we are going to cover.

Moodle: This course is on Moodle. Any announcements will be made there. It is the student’s responsibility to check Moodle to keep up with the course.

Graduate Credit: Graduate students may take this course for graduate credit. In order to do so, graduate students will be asked to complete all required work listed in this document as well as an additional semester-long research paper and present their findings during class. Additional details will be given to the enrolled graduate students by the third week of class.

Attendance and Comportment: Regular attendance (i.e., every day) is strongly and positively correlated with final course grades and thus highly recommended. If you do decide to attend class, four rules apply and will be strictly enforced. First, habitual tardiness will not be tolerated. Second, extraneous conversations detract from your colleagues’ ability to follow class proceedings. This disruptive behavior will also not be tolerated. Third, cell phones and other electronic items should be turned off at all times, especially during exams. Fourth, the use of audio and video
recording devices (digital or analog) without the expressed written consent of the instructor of record is strictly prohibited. In addition, the sale of written course materials, including, but not limited to, class notes and exams, for financial compensation is prohibited and subject to university policy as stated in the Code of Student Conduct. Your cooperation in these matters will make the classroom experience more rewarding for everyone involved.

**Course Requirements:** Students will be expected to complete reading assignments, 3 exams, and a cumulative final.

- **Readings:** Students will be required to read the assigned readings **BEFORE** lecture. A textbook reading schedule is found at the end of this document. Any non-textbook readings (which will consist of related newspaper/magazine articles) will be posted to Moodle.

- **Exams:** There will be three exams given in class. Each of these exams is worth 100 points. The final is cumulative and comprehensive. The final is worth 200 points. Both the exams and the Final Exam will be short-answer/essay format. The exam dates and the **projected** chapters they cover are in the following table:

<table>
<thead>
<tr>
<th>Exam #</th>
<th>Date and Time (for the Final Exam)</th>
<th>Projected Chapters Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TBA</td>
<td>2-7</td>
</tr>
<tr>
<td>2</td>
<td>TBA</td>
<td>8-13</td>
</tr>
<tr>
<td>3</td>
<td>TBA</td>
<td>14-19</td>
</tr>
<tr>
<td>Final</td>
<td>TBA</td>
<td>20-21, Cumulative</td>
</tr>
</tbody>
</table>

**Exam and Final Exam Policies and Procedures**

- A missed exam will be given a grade of zero points, unless the instructor is notified prior to the exam and the excuse is a valid, fully documented one and one which is officially approved. (The definition of “officially” approved can be found in LSU policy statement PS-22.) Exams that are missed for excused reasons cannot be made up either before or after the regularly scheduled class meeting in which the exam is being administered – NO EXCEPTIONS. Instead the points from the missed exam will be added to the value of the final exam to compensate. **No extra credit work is possible.**

- In addition, if you are late to any of the exams and another student has finished the exam and left the room, you will **NOT** be allowed to take the exam. If the reason for your tardiness is officially approved, then the missed exam procedure above is followed. If you are late to the final and another student has finished the exam and your reason for being late is officially approved, then you will be instructed to speak with the dean of the college you are enrolled. For either the exams or the final, if you do not have a valid reason for being late, then you will receive a grade of zero points for the exam/final.

- The following is the procedure which I will require that you follow when you receive a graded exam: 1. Check to make sure that the points are added up correctly. If they are not, please see me immediately. This will be the ONLY question I will handle the day exams are handed back. 2. The answer key for the exam will be posted to Blackboard by the time graded exams are handed back. After receiving your exam, compare your answer to the answer given on the answer key. If you do not understand why the answer on the answer key is the correct answer, please come see me to ask about it. 3. If you believe that you deserve more points than you received, you need to write a memo
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- THE FINAL IS MANDATORY!! The date and time of the final is stated above. As soon as the room is known, it will be announced (repeatedly) in class, posted to Moodle, and emailed to you.
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</tr>
<tr>
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<td></td>
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<tr>
<td>12</td>
<td></td>
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</tr>
<tr>
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<td></td>
<td>Exam #3, Chapter 20</td>
</tr>
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<td>14</td>
<td></td>
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</tr>
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Topic Coverage:

Part I – Introduction

Chapter | Topic
1 (Skim) | Introduction to Sports Economics
2       | The Business of Sports
3       | Sports Leagues and Organizations
4       | Competitive Balance

Part II – The Sports Business

Chapter | Topic
5       | Pricing Decisions
6       | Advertising in the Sports Industry
7       | The Market of Sports Broadcasting Rights
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Part III – Image and Integrity

Chapter | Topic
10      | Sports Gambling
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12      | Misconduct and Discipline
13      | Steroids and Other Performance-Enhancing Drugs

Part IV – Facilities, Franchises, and Public Policy

Chapter | Topic
Part V - Sports Labor Market

Chapter | Topic
---|---
18 | The National Collegiate Athletic Association as a Collusive Monopsony
19 | Salary Determination: Bidding and Bargaining
20 | Economic Value of Multiyear Contracts
21 | Final Offer Arbitration in Major League Baseball
REQUEST FOR ADDITION OF NEW COURSE

Department: Economics  
College: Business  
Date: 9/30/2012

PROPOSED COURSE  
Short Title:SPORTS ECONOMICS  
Rubric & No.: ECON 4290  
Title: Sports Economics

COURSE CREDIT  
Graduate Credit: X YES  
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 will not be given for this course and:  
(Indicate rubrics and course numbers)

GRADING  
Final Exam: X YES  
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)  

LECREC  LECSEM  LEC  LAB  LEC/LAB  SEM  CLIN/PRACT  RESIND  
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)  
4290 Sports Economics (3) Also offered as KIN 4290. Prereq.: ECON 2000 (2001) and ECON 2010 (2011); or ECON 2030 (2031). Use microeconomic principles to examine the sports industry. Topics include: sports leagues and organizations; revenue sharing; ticket pricing; advertising and broadcasting rights; competitive balance; antitrust policy; image and integrity; economic impact of sporting events; and other aspects.

BUDGET IMPACT  
If this course is approved, will additional staff be needed? X YES  
Will additional space, equipment, special library materials or other major expense be involved? X YES  
(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 10/19/2012  
Department Chair's Signature 11/14/12  
Graduate Dean's Signature (for 4000 level and above) 2-20-13  
College Dean's Signature Date

College Faculty Approval 2/4/13  
Chair, FS C&C Committee  
College Contact:  
(Please print name)

College Contact E-mail:
Justification

The field of Sports Economics is a fast growing field within economics. The Department of Economics at LSU has a history of adding undergraduate field courses when new fields develop within the economic discipline. It is also anticipated that this course will be popular with students.

Additionally, the Departments of Economics and Kinesiology wishes to cross-list this course because there are aspects of this course that fits in Kinesiology’s Sports Management curriculum and all three of Economics undergraduate curriculums. This course will be an elective in all four curriculums.

The plan is to offer this course every spring semester starting in the Spring 2014 semester.
ECON 4290/KIN 4290
Sports Economics
Syllabus – Spring XXXX

Instructor: Richard Stahl
Office: 2308 Business Education Complex
Office Hours:

Phone: 578-3793
e-mail: abysscan@lsu.edu

Section 1:


Prerequisite: Principles of Economics (ECON 2000 (or 2001) and ECON 2010 (or 2011), or ECON 2030 (or 2031))

Course Objective: Use microeconomic principles to examine the sports industry. Topics include: sports leagues and organizations; revenue sharing; ticket pricing; advertising and broadcasting rights; competitive balance; antitrust policy; image and integrity; economic impact of sporting events; and other aspects.

WARNING: To think about most economic issues intelligently, one needs quite a few conceptual tools from economics and mathematics. If you are squeamish about geometry, numbers, algebra, or calculus, you should drop this course. Additionally, you cannot passively “learn” economics. You have to be an active learner. If all you are going to do here is read the text and nothing else, you will find that when it comes to exam time you didn’t “know” as much as you thought! The more problems you work out, the better you will be able to understand the material we are going to cover.

Moodle: This course is on Moodle. Any announcements will be made there. It is the student’s responsibility to check Moodle to keep up with the course.

Graduate Credit: Graduate students may take this course for graduate credit. In order to do so, graduate students will be asked to complete all required work listed in this document as well as an additional semester-long research paper and present their findings during class. Additional details will be given to the enrolled graduate students by the third week of class.

Attendance and Comportment: Regular attendance (i.e., every day) is strongly and positively correlated with final course grades and thus highly recommended. If you do decide to attend class, four rules apply and will be strictly enforced. First, habitual tardiness will not be tolerated. Second, extraneous conversations detract from your colleagues’ ability to follow class proceedings. This disruptive behavior will also not be tolerated. Third, cell phones and other electronic items should be turned off at all times, especially during exams. Fourth, the use of audio and video
recording devices (digital or analog) without the expressed written consent of the instructor of record is strictly prohibited. In addition, the sale of written course materials, including, but not limited to, class notes and exams, for financial compensation is prohibited and subject to university policy as stated in the Code of Student Conduct. Your cooperation in these matters will make the classroom experience more rewarding for everyone involved.

**Course Requirements:** Students will be expected to complete reading assignments, 3 exams, and a cumulative final.

- **Readings:** Students will be required to read the assigned readings *BEFORE* lecture. A textbook reading schedule is found at the end of this document. Any non-textbook readings (which will consist of related newspaper/magazine articles) will be posted to Moodle.

- **Exams:** There will be three exams given in class. Each of these exams is worth 100 points. The final is cumulative and comprehensive. The final is worth 200 points. Both the exams and the Final Exam will be short-answer/essay format. The exam dates and the *projected* chapters they cover are in the following table:

<table>
<thead>
<tr>
<th>Exam #</th>
<th>Date and Time (for the Final Exam)</th>
<th>Projected Chapters Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TBA</td>
<td>2-7</td>
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<td>2</td>
<td>TBA</td>
<td>8-13</td>
</tr>
<tr>
<td>3</td>
<td>TBA</td>
<td>14-19</td>
</tr>
<tr>
<td>Final</td>
<td>TBA</td>
<td>20-21, Cumulative</td>
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- **Exam and Final Exam Policies and Procedures**
  - A missed exam will be given a grade of zero points, unless the instructor is notified prior to the exam and the excuse is a valid, fully documented one and one which is officially approved. (The definition of “officially” approved can be found in LSU policy statement PS-22.) Exams that are missed for excused reasons cannot be made up either before or after the regularly scheduled class meeting in which the exam is being administered — NO EXCEPTIONS. Instead the points from the missed exam will be added to the value of the final exam to compensate. **No extra credit work is possible.**
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**Part V – Sports Labor Market**

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Request for CHANGING an Existing Course

Department: Art
Course Rubric and #: Art 2800
College: Art and Design
Date: 2/14/12

Present Course Description

Title: HONORS: Painting II

Semester Hours of Credit: 3
If combination course type, # hrs. of:
lecture: lab/sem: rec: 
Repeat Credit Max (if repeatable): 6
Graduate Credit?: Yes: No: X
Credit will not be given for this course and:
  Art 2881

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC: LAB: SEM: REC: RES/IND: CLIN/PRAC:
Total Weekly Contact Hours: 6
Grading System: Letter Grade: X: Pass/Fail

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog.
2800 HONORS: Painting II (3) Prereq: ART 1848 and 1849 and permission of instructor. 6 hrs. studio. Same as Art 2881, with special emphasis for qualified Honors students. Credit will not be given for this course and Art 2881.

Proposed Course Description

Title: HONORS: Painting II
Short Title: HONORS: Png II

Semester Hours of Credit: 3
If combination course type, # hrs. of:
lecture: lab/se: m/rec: 
Repeat Credit Max (if repeatable): 6
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/PRAC:
Total Weekly Contact Hours: 6
Grading System: Letter Grade: X: Pass/Fail

Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog.
2800: HONORS: Painting II (3) Prereq: ART 1848 and 1849 and permission of instructor. 6 hrs. studio. May not be taken concurrently with ART 2881. Same as ART 2881, with special emphasis for qualified Honors students.

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: 5/21/12
Department Chair's Signature: (Date) 5/14/12
Graduate Dean's Signature: (Date)
College Contact: ____________________________
(Please print name.)
College Contact E-mail: _____________________

College Faculty Approval Date: 9/21/12
College Dean's Signature: (Date) 11/14/12
Chair, FS C & C Committee: (Date) 1/19/2013
Academic Affairs Approval: (Date) 7/27/13
Form C – Request for Changing an Existing Course in Painting and Drawing

Justification

ART 2800 is the Honors component of ART 2881 Painting II. Students in the Painting and Drawing curriculum are required to take 6 credit hours of ART 2881. Honors students need to take 3 credit hours of ART 2800 and 3 credit hours of ART 2881 so that they meet the six credit hour requirement for the painting and drawing concentration.

We are removing the prerequisite statement “credit will not be given for this course and ART 2881” to enable honors students to take both courses. We are adding the prerequisite statement, “May not be taken concurrently with ART 2881” so that honors students complete the honors option and the required painting option requirement in different semesters.

ART 2800 is required for Honors students pursuing a painting and drawing major within the BFA in Studio Art.
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee
To: Rod Parker, Director, School of Art

October 18, 2012

At their October 16th, 2012 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the ART and ARTH proposals:

Digital Art and Art History concentrations
• The Committee approved the proposals to change the Digital Art and Art History concentrations.

ART 4240, 4290; ARTH 4440, 4449
• The Committee approved the proposals to add ART 4240, 4290; ARTH 4440, 4449.

ART 7250 and 7255
• The Committee tabled the proposals to add ART 7250 and 7255 as the meeting ran over its time limit.

ART 2800
• Returned the proposal to change ART 2800. The Committee was confused as to what the proposal proposed. Does the department wish to make the course repeatable? Does the department wish to restrict credit for this course and ART 2881?

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

Department: Art
Course Rubric and #: Art 2881
College: Art and Design
Date: 1/13/13

Present Course Description

Title: Painting II

Semester Hours of Credit: 3

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:
Art 2800 __________

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

2881: Painting II (3) Prereq.: ART 1848 and 1849 and permission of instructor. 6 hrs. studio. May be taken for a max. of 6 semester hrs. of credit. An honors course Art 2800 is also available. Credit will not be given for this course and Art 2800.

Studio Problems in painting directed at conceptual attitudes, analysis of structure and color in composition; individual criticism, class discussion.

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 co-requisite 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: May 2012
Department Chair's Signature: 1/6/2013

College Faculty Approval Date: 9/21/12
College Dean's Signature: 1/7/13
Chair, FS C & C Committee: 2/19/13

Academic Affairs Approval: 5/26/13
Form C – Request for Changing an Existing Course in Painting and Drawing

Justification

Students in the Painting and Drawing curriculum are required to take 6 credit hours of Painting II: ART 2881. Honors students need to take 3 credit hours of ART 2800, which is the honors component of Art 2881, and 3 credit hours of ART 2881 so that they meet the six credit hour requirement of Painting II for the painting and drawing concentration.

We are removing the prerequisite statement "credit will not be given for this course and ART 2881" to enable honors students to take both courses. We are adding the statement, "May not be taken concurrently with ART 2800" so that honors students complete the 3 credit hours of Art 2800 and the 3 credit hours of Art 2881 in different semesters.
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee
To: Rod Parker, Director, School of Art

At their November 20th, 2012 meeting, the Faculty Senate Courses and Curriculum Committee took the following action:

**ART 2800**
- The Committee conditionally approved the proposal change ART 2800 pending the submission and approval of a proposal to change ART 2881. The proposal must add the statement, “May not be taken concurrently with ART 2800”.

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 lrouse@lsu.edu.
# Request for CHANGING an Existing Course

**Department**  School of Education  
**Course Rubric and #**  EDCI 3001  
**College**  Human Sciences & Ed  
**Date**  10-10-2012

## Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Student Development and Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

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.)  

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

## Proposed Course Description

<table>
<thead>
<tr>
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</tbody>
</table>

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.)  

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

---

**3001 Student Development and Diversity (3) Prereq.: credit or concurrent enrollment in EDCI 2001 and concurrent enrollment in one of the following: BIOL 3001, CHEM 3001, ENGL 3201, FREN 3401, HIST 3001, MATH 3001, PHYS 3001, SPAN 3001. 2 hrs. lecture; 3 hrs. lab/field experience in multicultural settings. Differences among secondary students (grades 6-12) associated with their development levels, cultural and ethnic backgrounds, genders, learning abilities and special needs.**

**3001 Student Development and Diversity (3) Prereq.: credit or concurrent enrollment in EDCI 2001 and concurrent enrollment in one of the following: ENGL 3201, FREN 3401, HIST 3001, or SPAN 3001. 2 hrs. lecture; 3 hrs. lab/field experience in multicultural settings. Differences among secondary students (grades 6-12) associated with their development levels, cultural and ethnic backgrounds, genders, learning abilities and special needs.**

**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 | 11-27-12  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Faculty Approval Date</td>
<td>11/30/12</td>
</tr>
</tbody>
</table>

| Department Chair’s Signature    |  
|---------------------------------|---------|
| College Dean’s Signature        |  

| Graduate Dean’s Signature       |  
|---------------------------------|---------|
| College Contact                 | Casey Bennett |
| (Please print name.)            |  
| College Contact E-mail          | cbenne5@lsu.edu |

**Academic Affairs Approval**  
- 1-10-13  
- 2/22/13
Justification:
The proposal here in this Form C is to change EDCI 3001 by dropping four of its co-requisites: BIOL 3001, CHEM 3001, MATH 3001, and PHYS 3001. EDCI 3001 is a required course in the “GeauxTeach / Humanities” undergraduate secondary teacher education programs. However, it is no longer a requirement in the GeauxTeach / Math-Science programs. Thus, mathematics and science co-requisites for EDCI 3001 are no longer appropriate.

Approval by all departments /colleges affected:
See email approvals

Curricula, concentrations, minors which include this course:
Concentration in Secondary Ed, Curriculum in English (Department of English).
Concentration in Secondary Ed, Curriculum in French (Department of French Studies).
Concentration in Secondary Ed, Curriculum in History (Department of History).
Concentration in Secondary Ed, Curriculum in Spanish (Dept. Foreign Languages & Literatures).

This course is a pre-requisite or co-requisite for:
Possible co-requisite:
EDCI 2001

Co-requisite:
ENGL 3201, FREN 3401, HIST 3001, SPAN 3001

Pre-requisite:
EDCI 3002, ENGL 3202, FREN 3402, HIST 3002, SPAN 3002
Dear Michael Hegarty (Director of Undergraduate Studies, Dept of English),
Jack Yeager (Associate Chair, Dept of French Studies),
Victor Stater (Chair, Dept of History),
Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept of Foreign Languages & Literatures),
Joseph F. Siebenaller (Associate Chair, Dir. Undergrad Studies, Dept of Biological Sciences),
Linda R. Allen (Director of Undergrad Laboratories, Dept of Chemistry),
Charles N. Delzell (Assoc. Chair for Instruction, Dept of Math), and
Dana Browne (Associate Chair, Dept of Physics & Astronomy),

Please excuse the urgent nature of this communication. Your reply by tomorrow, 11/29/12, will enable these changes to be incorporated into the next university catalog.

The School of Education is proposing to change the catalog description of EDCI 3001 (Student Development and Diversity) by dropping four of its coreqs (namely, BIOL 3001, CHEM 3001, MATH 3001, and PHYS 3001). The reason is that EDCI 3001 remains a required course in the Secondary Education concentrations in English, History, French, and Spanish (GeauxTeach Humanities); however, a new program structure has been adopted for the Secondary Education concentrations in Biology, Chemistry, Mathematics, and Physics (GeauxTeach Math/Sci).
I attach the Form C, with the details.

Each of your units has some concentration or course that mentions EDCI 3001 (see page 4 of the attached Form C for details). Consequently, your authorization is needed for these changes to be allowed.

Would you please confirm that this change is acceptable to your unit?
Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,
David Kirshner
Dear David,

Thanks for your messages. Have been swamped with papers teaching two advanced grammar classes. These changes are acceptable.

All best,
Jack

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332  Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
This has our approval.

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

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

On 11/28/2012 12:03 PM, David H Kirshner wrote:
> Dear
> 
> Michael Hegarty (Director of Undergraduate Studies, Dept. of English),
> 
> Jack Yeager (Associate Chair, Dept. of French Studies),
> 
> Victor Stater (Chair, Dept. of History),
> 
> Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept.
> Foreign Languages & Literatures),
> 
> Joseph F. Siebenaller (Associate Chair, Dir. Undergrad Studies, Dept.
> of Biological Sciences),
> 
> Linda R. Allen (Director of Undergrad Laboratories, Dept. of
> Chemistry),
> 
> Charles N. Delzell (Assoc. Chair for Instruction, Dept. of Math), and
> 
> Dana Browne (Associate Chair, Dept. of Physics & Astronomy),
> 
> **
> 
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Thanks.

Sincerely,

David Kirshner**

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332 Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/inmydirectory.html
Dear David Kirshner,

The English Department has no objection to the proposed changes in the co-requisite requirements for EDCI 3001.

Best of luck with these changes.

Sincerely,

Dr. Michael Hegarty
Associate Professor of English and Linguistics
Director of Undergraduate Studies, Department of English
Louisiana State University
mhegari@lsu.edu
225-578-3042

From: David H Kirshner
Sent: Wednesday, November 28, 2012 12:03 PM
To: Michael Hegarty; Jack Yeager; Victor L Stater; Christian Fernandez-Palacios; Joseph F Siebenaller; Linda Allen; Delzell@math.lsu.edu; browne@phys.lsu.edu
Cc: Earl H Cheek; Patricia D Exner
Subject: Requesting approval to change corequisites in EDCI 3001; Urgent Attention

Dear
Michael Hegarty (Director of Undergraduate Studies, Dept. of English),
Jack Yeager (Associate Chair, Dept. of French Studies),
Victor Stater (Chair, Dept. of History),
Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),
Joseph F. Siebenaller (Associate Chair, Dir. Undergrad Studies, Dept. of Biological Sciences),
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Charles N. Delzell (Assoc. Chair for Instruction, Dept. of Math), and
Dana Browne (Associate Chair, Dept. of Physics & Astronomy),

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Would you please confirm that this change is acceptable to your unit?
Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,
David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332   Fax: (225) 578 9135
dkirsh@lsu.edu
http://uiswcmsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
David H Kirshner

From: Linda Allen
Sent: Wednesday, November 28, 2012 2:40 PM
To: David H Kirshner
Subject: RE: Requesting approval to change corequisites in EDCI 3001: Urgent Attention

Follow Up Flag: Follow up
Flag Status: Flagged

David,

Since CHEM 3001 is no longer offered, so this is acceptable to the Chemistry Department.

Dr. Linda Allen
Director of Undergraduate Laboratories
Undergraduate Chemistry Office
College of Science
LSU
Lallen3@lsu.edu

From: David H Kirshner
Sent: Wednesday, November 28, 2012 12:03 PM
To: Michael Hegarty; Jack Yeager; Victor L Stater; Christian Fernandez-Palacios; Joseph F Siebenaller; Linda Allen;
Drezell@math.lsu.edu; browne@phys.lsu.edu
Cc: Earl H Cheek; Patricia D Exner
Subject: Requesting approval to change corequisites in EDCI 3001: Urgent Attention

Dear

Michael Hegarty (Director of Undergraduate Studies, Dept. of English),
Jack Yeager (Associate Chair, Dept. of French Studies),
Victor Stater (Chair, Dept. of History),
Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),
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Thanks.

Sincerely,
David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332  Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmssweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
The Department of History has no objections.

thanks,

Victor

Victor Stater
Professor & Chair

From: David H Kirshner
Sent: Wednesday, November 28, 2012 12:03 PM
To: Michael Hegarty; Jack Yeager; Victor L Stater; Christian Fernandez-Palacios; Joseph F Siebenaller; Linda Allen; Delzell@math.lsu.edu; browne@phys.lsu.edu
Cc: Earl H Cheek; Patricia D Exner
Subject: Requesting approval to change corequisites in EDCI 3001: Urgent Attention

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Sincerely,
David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332  Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmswweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49260.html
Dear Professor Kirshner,

The Spanish section does not have any problem with this change.

Regards,

Christian Fernandez
Director of Hispanic Studies and Associate Chair
Department of Foreign Languages and Literatures
Louisiana State University

Office Hours: MW: 10:00-12:00 Noon, TH: 2:00-4:00 PM.
Office: Hodges Hall 346
Phone: (225) 578-5176
E-mail: cferna2@lsu.edu

From: David H Kirshner
Sent: Wednesday, November 28, 2012 12:03 PM
To: Michael Hegarty; Jack Yeager; Victor L Stater; Christian Fernandez-Palacios; Joseph F Siebenaller; Linda Allen; Delzell@math.lsu.edu; browne@phys.lsu.edu
Cc: Earl H Cheek; Patricia D Exner
Subject: Requesting approval to change corequisites in EDCI 3001: Urgent Attention

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Thanks.

Sincerely,
David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
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Louisiana State University
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Office: (225) 578-2332 Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmssweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
David,  
This change is acceptable to the Department of Biological Sciences.  
Joe

On 11/28/2012 12:03 PM, David H Kirshner wrote:

Dear
Michael Hegarty (Director of Undergraduate Studies, Dept. of English),
Jack Yeager (Associate Chair, Dept. of French Studies),
Victor Stater (Chair, Dept. of History),
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Thanks.

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David Kirshner
David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332 Fax: (225) 578-9135
dkirsh@lsu.edu
http://uclswcmsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html

Joseph F. Siebenaller, Ph.D.
Professor
Associate Chair, Undergraduate Studies
National Academies Education Mentor in the Life Sciences
Department of Biological Sciences
Louisiana State University
Baton Rouge, LA 70803-1715 USA
(225) 578-5224 (Undergraduate Studies Office)
(225) 578-1746 (office and lab)
(225) 578-2597 (fax)
e-mail: zojose@lsu.edu
http://biology.lsu.edu/cos/biosci/FacultyandStaff/Faculty/item40802.html
Dear Dave,

Math approves your change to EDCI 3001.

Sincerely,
Chip Delzell
Assoc. Chair for Instruction

Date: Wed, 28 Nov 2012 18:03 +0000
From: David H Kirshner <dkirsh@lsu.edu>
To: Michael Hegarty <mhegar1@lsu.edu>, Jack Yeager <jay@lsu.edu>,
    Victor L Stater <stater@lsu.edu>,
    Christian Fernandez-Palacios <cferna2@lsu.edu>,
    Joseph F Siebenaller <josef@lsu.edu>, Linda Allen <lallen3@lsu.edu>,
    "Delzell@math.lsu.edu" <Delzell@math.lsu.edu>,
    "browne@phys.lsu.edu" <browne@phys.lsu.edu>
Cc: Earl H Cheek <echek@lsu.edu>, Patricia D Exner <pexner@lsu.edu>
Subject: Requesting approval to change corequisites in EDCI 3001: Urgent
    Attention

Dear Michael Hegarty (Director of Undergraduate Studies, Dept. of English), Jack Yeager (Associate Chair, Dept. of French
    Studies), Victor Stater (Chair, Dept. of History), Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept.
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I attach the Form C, with the details.

Each of your units has some concentration or course that mentions EDCI 3001 (see page 4 of the attached Form C for details). Consequently, your authorization is needed for these changes to be allowed.

Would you please confirm that this change is acceptable to your unit?

Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,

David Kirshner

---

David Kirshner, Professor  
Mathematics Education  
103 Peabody Hall  
School of Education  
Louisiana State University  
Baton Rouge LA 70803-4728  
Office: (225) 578-2332  Fax: (225) 578-9135 dkirsh@lsu.edu  
http://uiswcmsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
Request for CHANGING an Existing Course

Department: School of Education
Course Rubric and #: EDCI 4003
College: Human Sciences & Ed
Date: 10-12-2012

Present Course Description

Title: Curriculum and Pedagogy in Secondary Disciplines

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: 2 / rec: 1
Repeat Credit Max (if repeatable): 6
Graduate Credit? Yes: X No: ___

Credit will not be given for this course and: EDCI 4465
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 2 LAB 3 SEM 3 REC ____ CLIN/PRAC ___
Total Weekly Contact Hours: 5
Grading System: Letter Grade X Pass/Fail ___
Course Description: Include course number, title, etc., exactly as it appears in the General Catalog

Proposed Course Description

Title: Curriculum and Pedagogy in Secondary Disciplines
Short Title: CURR PEDGY SEC DISC
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: 2 / rec: 1
Repeat Credit Max (if repeatable): 6
Graduate Credit? Yes: X No: ___

Credit will not be given for this course and: EDCI 4465
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 2 LAB 3 SEM 3 REC ____ CLIN/PRAC ___
Total Weekly Contact Hours: 5
Grading System: Letter Grade X Pass/Fail ___
Course Description: Include course number, title, etc., exactly as it appears in the General Catalog

4003 Curriculum and Pedagogy in Secondary Disciplines (3)
Prereq.: EDCI 3002 and concurrent enrollment in one of the following: BIOL 4003, CHEM 4003, ENGL 4203, FREN 4403, HIST 4403, MATH 4003, PHYS 4003 or SPAN 4003 or permission of instructor. May be repeated for credit in a second subject area. 2 hrs. lecture; 3 hrs. lab/field experience in multicultural settings. Credit will not be given for both this course and EDCI 4465. Applying instructional approaches in particular subject areas for middle and high school students.

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: 11-27-12
Department Chair’s Signature: (Date)
Graduate Dean’s Signature: (Date)
College Contact: Casey Bennett
College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval Date: 1-10-13
College Dean’s Signature: (Date)
Chair, FS C & C Committee: (Date)
Academic Affairs Approval: (Date)
Justification:
The proposal here in this Form C is to change EDCI 4003 by dropping four of its co-requisites: BIOL 4003, CHEM 4003, MATH 4003 and PHYS 4003. EDCI 4003 is a required course in the "GeauxTeach / Humanities" undergraduate secondary teacher education programs. However, it is no longer a requirement in the GeauxTeach / Math-Science programs. Thus, mathematics and science co-requisites for EDCI 4003 are no longer appropriate.

Approval by all departments /colleges affected:
See email approvals

Curricula, concentrations, minors which include this course:
Concentration in Secondary Ed, Curriculum in English (Department of English).
Concentration in Secondary Ed, Curriculum in French (Department of French Studies).
Concentration in Secondary Ed, Curriculum in History (Department of History).
Concentration in Secondary Ed, Curriculum in Spanish (Dept. Foreign Languages & Literatures).

This course is a pre-requisite or co-requisite for:
Co-requisite:
ENGL 4203, FREN 4403, HIST 4403, SPAN 4003

Pre-requisite:
EDCI 4004, ENGL 4204, FREN 4404, HIST 4404, SPAN 4004
Dear Michael Hegarty (Director of Undergraduate Studies, Dept. of English),
Jack Yeager (Associate Chair, Dept. of French Studies),
Victor Stater (Chair, Dept. of History),
Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),
Charles N. Delzell (Assoc. Chair for Instruction, Dept. of Math), and
Dana Browne (Associate Chair, Dept. of Physics & Astronomy),

Please excuse the urgent nature of this communication. Your reply by tomorrow, 11/29/12, will enable these changes to be incorporated into the next university catalog.

The School of Education is proposing to change the catalog description of EDCI 4003 (Curriculum and Pedagogy in Secondary Disciplines) by dropping four of its coreqs (namely, BIOL 4003, CHEM 4003, MATH 4003 and PHYS 4003). The reason is that EDCI 4003 remains a required course in the Secondary Education concentrations in English, History, French, and Spanish (GeauxTeach Humanities); however, a new program structure has been adopted for the Secondary Education concentrations in Biology, Chemistry, Mathematics, and Physics (GeauxTeach Math/Sci). I attach the Form C, with the details.

Each of your units has some concentration or course that mentions EDCI 4003 (see page 4 of the attached Form C for details). Consequently, your authorization is needed for these changes to be allowed.

Would you please confirm that this change is acceptable to your unit? Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,

David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332 Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
Dear David,

Thanks for your messages. Have been swamped with papers teaching two advanced grammar classes. These changes are acceptable.

All best,
Jack

---

Jack Yeager
Thursday, November 29, 2012 2:15 PM
David H Kirshner
RE: Catalog Change request

Follow Up Flag: Follow up
Flag Status: Flagged

From: David H Kirshner
Sent: Thursday, November 29, 2012 1:38 PM
To: Jack Yeager
Subject: Catalog Change request

Jack,
Yesterday I emailed two requests that need your urgent attention. Shouldn't take more than a moment of your time.
Reply appreciated today, if possible.
Thanks.
David
Dear David,

Math approves your change to EDCI 4003.

Sincerely,
Chip

Date: Wed, 28 Nov 2012 18:12 +0000
From: David H Kirshner <dkirsh@lsu.edu>
To: Michael Hegarty <mhegar1@lsu.edu>, Jack Yeager <jay@lsu.edu>,
Victor L Stater <stater@lsu.edu>,
Christian Fernandez-Palacios <cferna2@lsu.edu>,
"Delzell@math.lsu.edu" <Delzell@math.lsu.edu>,
"browne@phys.lsu.edu" <browne@phys.lsu.edu>
Cc: Earl H Cheek <echek@lsu.edu>, Patricia D Exner <pexner@lsu.edu>
Subj: Requesting approval to change corequisites in EDCI 4003: Urgent
Attention

Dear

Michael Hegarty (Director of Undergraduate Studies, Dept. of English),

Jack Yeager (Associate Chair, Dept. of French Studies),

Victor Stater (Chair, Dept. of History),

Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),

Charles N. Delzell (Assoc. Chair for Instruction, Dept. of Math), and

Dana Browne (Associate Chair, Dept. of Physics & Astronomy),

Please excuse the urgent nature of this communication. Your reply by tomorrow, 11/29/12, will enable these changes to be incorporated into the next university catalog.

The School of Education is proposing to change the catalog description of EDCI 4003 (Curriculum and Pedagogy in Secondary Disciplines) by dropping four of its coreqs (namely, BIOL 4003, CHEM 4003, MATH 4003 and PHYS 4003). The
reason is that EDCI 4003 remains a required course in the Secondary Education concentrations in English, History, French, and Spanish (GeauxTeach Humanities); however, a new program structure has been adopted for the Secondary Education concentrations in Biology, Chemistry, Mathematics, and Physics (GeauxTeach Math/Sci).

I attach the Form C, with the details.

Each of your units has some concentration or course that mentions EDCI 4003 (see page 4 of the attached Form C for details). Consequently, your authorization is needed for these changes to be allowed.

Would you please confirm that this change is acceptable to your unit?

Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,

David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332  Fax: (225) 578-9135 dkirsh@lsu.edu
http://uiswcmrsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/Item49160.html
This has our approval.

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

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

On 11/28/2012 12:12 PM, David H Kirshner wrote:  
> Dear  
>  
> Michael Hegarty (Director of Undergraduate Studies, Dept. of English),  
>  
> Jack Yeager (Associate Chair, Dept. of French Studies),  
>  
> Victor Stater (Chair, Dept. of History),  
>  
> Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),  
>  
> Charles N. Delzell (Assoc. Chair for Instruction, Dept. of Math), and  
>  
> Dana Browne (Associate Chair, Dept. of Physics & Astronomy),  
>  
>  
>  
> Please excuse the urgent nature of this communication. Your reply by  
> tomorrow, 11/29/12, will enable these changes to be incorporated into  
> the next university catalog./  
>  
> The School of Education is proposing to change the catalog description  
> of EDCI 4003 (Curriculum and Pedagogy in Secondary Disciplines) by  
> dropping four of its coreqs (namely, BIOL 4003, CHEM 4003, MATH 4003  
> and PHYS 4003). The reason is that EDCI 4003 remains a required course  
> in the Secondary Education concentrations in English, History, French,
> and Spanish (GeauxTeach Humanities); however, a new program structure
> has been adopted for the Secondary Education concentrations in
> Biology, Chemistry, Mathematics, and Physics (GeauxTeach Math/Sci).
> 
> I attach the Form C, with the details.
> 
> Each of your units has some concentration or course that mentions EDCI
> 4003 (see page 4 of the attached Form C for details). Consequently,
> your authorization is needed for these changes to be allowed.
> 
> Would you please confirm that this change is acceptable to your unit?
> 
> Alternatively, I would be pleased to discuss any concerns that you
> might have about this proposal.
> 
> Thanks.
> 
> Sincerely,
> 
> David Kirshner**
> 
> David Kirshner, Professor
> 
> Mathematics Education
> 
> 103 Peabody Hall
> 
> School of Education
> 
> Louisiana State University
> 
> Baton Rouge LA 70803-4728
> 
> Office: (225) 578-2332  Fax: (225) 578-9135
> 
> dkirsh@lsu.edu <mailto:dkirsh@lsu.edu>
> 
> http://uiswcmswprod.lsu.edu/education/Faculty_and_Staff_Directory/i
> temp49160.html
Dear David Kirshner,

The English Department has no problem with the proposed changes to the co-requisites to EDCI 4003.

Good luck with the changes.

Dr. Michael Hegarty
Associate Professor of English and Linguistics
Director of Undergraduate Studies, Department of English
Louisiana State University
mhagar1@lsu.edu
225-578-3042

---

From: David H Kirshner
Sent: Wednesday, November 28, 2012 12:12 PM
To: Michael Hegarty; Jack Yeager; Victor L Stater; Christian Fernandez-Palacios; Deizell@math.lsu.edu; browne@phys.lsu.edu
Cc: Earl H Cheek; Patricia D Exner
Subject: Requesting approval to change corequisites in EDCI 4003: Urgent Attention

Dear Michael Hegarty (Director of Undergraduate Studies, Dept. of English),
Jack Yeager (Associate Chair, Dept. of French Studies),
Victor Stater (Chair, Dept. of History),
Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),
Charles N. Deizell (Assoc. Chair for Instruction, Dept. of Math), and
Dana Browne (Associate Chair, Dept. of Physics & Astronomy),

Please excuse the urgent nature of this communication. Your reply by tomorrow, 11/29/12, will enable these changes to be incorporated into the next university catalog.

The School of Education is proposing to change the catalog description of EDCI 4003 (Curriculum and Pedagogy in Secondary Disciplines) by dropping four of its coreqs (namely, BIOL 4003, CHEM 4003, MATH 4003 and PHYS 4003). The reason is that EDCI 4003 remains a required course in the Secondary Education concentrations in English, History, French, and Spanish (GeauxTeach Humanities); however, a new program structure has been adopted for the Secondary Education concentrations in Biology, Chemistry, Mathematics, and Physics (GeauxTeach Math/Sci).

I attach the Form C, with the details.

Each of your units has some concentration or course that mentions EDCI 4003 (see page 4 of the attached Form C for details). Consequently, your authorization is needed for these changes to be allowed.
Would you please confirm that this change is acceptable to your unit?
Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,
David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332  Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmssweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
The Department of History has no objection to this proposal.

Victor Stater  
Professor & Chair  
Department of History

From: David H Kirshner  
Sent: Wednesday, November 28, 2012 12:12 PM  
To: Michael Hegarty; Jack Yeager; Victor L Stater; Christian Fernandez-Palacios; Delzell@math.lsu.edu; browne@phys.lsu.edu  
Cc: Earl H Cheek; Patricia D Exner  
Subject: Requesting approval to change corequisites in EDCI 4003: Urgent Attention

Dear Michael Hegarty (Director of Undergraduate Studies, Dept. of English),  
Jack Yeager (Associate Chair, Dept. of French Studies),  
Victor Stater (Chair, Dept. of History),  
Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),  
Charles N. Delzell (Assoc. Chair for Instruction, Dept. of Math), and  
Dana Browne (Associate Chair, Dept. of Physics & Astronomy),

Please excuse the urgent nature of this communication. Your reply by tomorrow, 11/29/12, will enable these changes to be incorporated into the next university catalog.

The School of Education is proposing to change the catalog description of EDCI 4003 (Curriculum and Pedagogy in Secondary Disciplines) by dropping four of its coreqs (namely, BIOL 4003, CHEM 4003, MATH 4003 and PHYS 4003). The reason is that EDCI 4003 remains a required course in the Secondary Education concentrations in English, History, French, and Spanish (GeauxTeach Humanities); however, a new program structure has been adopted for the Secondary Education concentrations in Biology, Chemistry, Mathematics, and Physics (GeauxTeach Math/Sci).

I attach the Form C, with the details.

Each of your units has some concentration or course that mentions EDCI 4003 (see page 4 of the attached Form C for details). Consequently, your authorization is needed for these changes to be allowed.

Would you please confirm that this change is acceptable to your unit? Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,  
David Kirshner
David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332  Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
Dear Professor Kirshner,

This change does not affect our program.

Regards,

Christian Fernandez
Director of Hispanic Studies and Associate Chair
Department of Foreign Languages and Literatures
Louisiana State University

Office Hours: MW: 10:00-12:00 Noon, TH: 2:00-4:00 PM.
Office: Hodges Hall 346
Phone: (225) 578-5176
E-mail: cferna2@lsu.edu

From: David H Kirshner
Sent: Wednesday, November 28, 2012 12:12 PM
To: Michael Hegarty; Jack Yeager; Victor L Stater; Christian Fernandez-Palacios; Delzell@math.lsu.edu; browne@phys.lsu.edu
Cc: Earl H Cheek; Patricia D Exner
Subject: Requesting approval to change corequisites in EDCI 4003: Urgent Attention

Dear

Michael Hegarty (Director of Undergraduate Studies, Dept. of English),
Jack Yeager (Associate Chair, Dept. of French Studies),
Victor Stater (Chair, Dept. of History),
Christian Fernandez (Head, Spanish/Hispanic Studies Program, Dept. Foreign Languages & Literatures),
Charles N. Delzell (Assoc. Chair for Instruction, Dept. of Math), and
Dana Browne (Associate Chair, Dept. of Physics & Astronomy),

Please excuse the urgent nature of this communication. Your reply by tomorrow, 11/29/12, will enable these changes to be incorporated into the next university catalog.

The School of Education is proposing to change the catalog description of EDCI 4003 (Curriculum and Pedagogy in Secondary Disciplines) by dropping four of its coreqs (namely, BIOL 4003, CHEM 4003, MATH 4003 and PHYS 4003). The reason is that EDCI 4003 remains a required course in the Secondary Education concentrations in English, History, French, and Spanish (GeauxTeach Humanities); however, a new program structure has been adopted for the Secondary Education concentrations in Biology, Chemistry, Mathematics, and Physics (GeauxTeach Math/Sci).

I attach the Form C, with the details.

Each of your units has some concentration or course that mentions EDCI 4003 (see page 4 of the attached Form C for details). Consequently, your authorization is needed for these changes to be allowed.
Would you please confirm that this change is acceptable to your unit? Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,
David Kirshner

David Kirshner, Professor
Mathematics Education
103 Peabody Hall
School of Education
Louisiana State University
Baton Rouge LA 70803-4728
Office: (225) 578-2332 Fax: (225) 578-9135
dkirsh@lsu.edu
http://uiswcmsweb.prod.lsu.edu/education/Faculty_and_Staff_Directory/item49160.html
Thanks, Anna.
Patti has the documentation from SoE, and hopefully can accommodate this time line for getting college approval to you.
David

-----Original Message-----
From: Anna M Castrillo
Sent: Tuesday, December 11, 2012 10:39 AM
To: David H Kirshner
Subject: RE: EDCI 3001 & 4003 proposals.

Dr. Kirshner,

We have set our January C&C meeting for January 22nd. I will need all proposals by January 17th for inclusion in this meeting.

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

-----Original Message-----
From: David H Kirshner
Sent: Friday, November 30, 2012 10:20 AM
To: Anna M Castrillo
Cc: Casey H Bennett; Patricia D Exner; Earl H Cheek
Subject: RE: EDCI 3001 & 4003 proposals.

Thanks, Anna.
I'm forwarding your reply to the folks who will be convening the College C&C committee.
David

-----Original Message-----
From: Anna M Castrillo
Sent: Friday, November 30, 2012 10:08 AM

To: David H Kirshner  
Subject: RE: EDCI 3001 & 4003 proposals.

David,

It seems as though you will have to wait for your College C&C Meeting sometime in January. We will have another C&C meeting before the catalog is published sometime in January, but these are for emergency proposals only. Therefore, I would recommend putting these EDCI proposals on the agenda for your College's C&C meeting. I believe they should know the spring schedule shortly.

Sincerely,

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

-----Original Message-----
From: David H Kirshner  
Sent: Friday, November 30, 2012 10:01 AM  
To: Anna M Castrillo  
Cc: Casey H Bennett; Patricia D Exner; Earl H Cheek  
Subject: RE: EDCI 3001 & 4003 proposals.

Anna,

At this point, I've got the requests for catalog description changes approved by SoE with sign-off by the school, and I have approval of the changes from all of the affected departments. But to the best of my knowledge the College C&C committee has not yet approved the changes. I'm leaving all of the completed paperwork with Casey Bennett of the CHSE.

David Kirshner

-----Original Message-----
From: Anna M Castrillo  
Sent: Wednesday, November 28, 2012 11:30 AM  
To: David H Kirshner  
Subject: RE: EDCI 3001 & 4005 proposals.

Dr. Kirshner,

I just wanted to check on those two EDCI proposals. I can wait until Friday if need be, but it will have to be Friday morning.

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

-----Original Message-----  
From: David H Kirshner  
Sent: Tuesday, November 20, 2012 3:50 PM  
To: Anna M Castrillo  
Cc: Earl H Cheek; Corinne S Bergeron  
Subject: RE: EDCI 3001 & 4005 proposals.

Thanks, Anna.

Earl, it appears we still do have the possibility of getting this paper work approved in time for the next catalog. Nested in the attachment are the two course change forms. These are very unlikely to be controversial, if you want to have them considered at next Tuesday's SoE meeting. Unfortunately, I teach at that time, but it should be fairly easy for someone to guide through--I'll be glad to debrief whomever you select, if needed. Once it's approved by SoE I'll still have to get the changes approved by various departments, but this shouldn't be a problem. I don't know, in our new status as a School, if we also have to have the College C&C committee approve it, but I imagine we can get that done, too, if needed.

David

-----Original Message-----  
From: Anna M Castrillo  
Sent: Tuesday, November 20, 2012 1:47 PM  
To: David H Kirshner  
Subject: RE: EDCI 3001 & 4005 proposals.

Dr. Kirshner,

No need for the online poll. We can wait until you have your meeting. However, to get the paperwork in for the last C&C meeting on December 4th, I will need it by the Thursday before, November 29th. Please remember that this meeting is the last meeting to get anything changed for the 2013-14 General Catalog. We may have another meeting later on in January, but that is not guaranteed and has not been planned yet.

Sincerely,

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

-----Original Message-----  
From: David H Kirshner  
Sent: Friday, November 16, 2012 10:42 AM
To: Charles N. Delzell, Anna M Castrillo  
Cc: Earl H Cheek  
Subject: RE: EDCI 3001 & 4005 proposals.

Chip and Anna,

My correspondence with Chip has been about EDCI 3001 and 4003, so I'm assuming the 4005 mentioned in the subject line of the message is in error.

Here's the current status re EDCI 3001 and 4003.  
I received Chip's note about EDCI 3001 in time to have the forms prepared for our last SoE meeting held on October 11. However, it turns out the changes we needed to make for that course were somewhat different than I initially thought; and we didn't even consider the changes to EDCI 4003. In the attached note to Earl, I included a corrected form for EDCI 3001 and a new one for EDCI 4003 to be considered at our next meeting.

That next SoE meeting was initially scheduled for yesterday, however, it's gotten pushed back until after the Thanksgiving break. So as of now, SoE has not signed off on the changes to either course. With the F5 C&C committee set to meet soon, it's almost certainly too late to do anything about this. However, if there is some sense of urgency about getting the SoE changes approved, it's possible that Dr. Cheek would permit an email ballot of the faculty, after which we would have to rush through the sign-off on our changes with the affected math/sci departments. Our preference is to proceed with this after Thanksgiving, and thereby miss the deadline for catalog changes. But let me know if there's a sense of urgency, and I'll Earl and I can discuss possibilities.

David

-----Original Message-----
From: Charles N. Delzell [mailto:delzell@math.lsu.edu]
Sent: Friday, November 16, 2012 1:29 AM
To: Anna M Castrillo
Cc: David H Kirshner
Subject: EDCI 3001 & 4005 proposals.

Dear Anna,

David Kirshner in EDCI is tracing them; see below

Sincerely,

Chip

Date: Thu, 15 Nov 2012 18:57 +0000  
From: Anna M Castrillo <acastr1@lsu.edu>  
To: Charles N. Delzell <delzell@math.lsu.edu>  
Subj: EDCI proposals

Dr. Delzell,

Did you get any luck seeing where those EDCI proposals could be?  
If you do find them, send them over to me as soon as possible, so that I can add it to the agenda for November 20th.
Thanks,

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

[End of Castrillo's message to Chip ]

Date: Tue, 13 Nov 2012 22:50 +0000
From: David H Kirshner <dkirsh@lsu.edu>
To: Charles N. Delzell <delzell@math.lsu.edu>
Subj: RE: Form C's to change EDCI 3001 & 4003.

Not sure what happened.
I'll get right on it.
David

From: Charles N. Delzell [mailto:delzell@math.lsu.edu]
Sent: Tuesday, November 13, 2012 4:28 PM
To: David H Kirshner
Subj: Form C's to change EDCI 3001 & 4003.

Dear David,

The Fac. Senate C&C Committee has not received your Form C's for EDCI 3001 and EDCI 4003.
Recall, the changes were to drop mention of Math 3001 and 4003, respectively (which we are dropping).
Deadline soon.

Thanks.

Sincerely,
Chip
REQUEST FOR DROPPING A COURSE

Department Mathatics ___________________________ Date 10-8-2012
College Science ___________________________
Course rubric & no. Math 3001 Title Mathematics Tutoring Experience
Semester hours of credit: 1

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

________________________________________________________________________

Is this course a prerequisite or corequisite for any other courses? Yes (X) No ( )
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 EDCI Course # 3001 Rubric ______ Course #
Rubric ______ Course #

Is this course on the general education list? Yes ( ) No (X)
If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:
Math 3001 was last offered in 2008. It was part of the old Geaux Teach program that has been phased out.

APPROVALS:
Department Faculty Approval Date Aug. 30, 2011
Department Chair's Signature ___________________________ Oct. 8, 2012 (Date)
Graduate Dean's Signature ___________________________ (Date)
College Contact: Kim Kubiczek
(Please print name.)
College Contact E-mail: kkubiczek@isu.edu

College Faculty Approval Date 10/30/12
College Dean's Signature ___________________________ 11/13/12 (Date)
Chair, FS C & C Committee ___________________________ 12/13/13 (Date)
Academic Affairs Approval ___________________________ 2/22/13 (Date)
Dear David,

The Math Department is proposing to drop Math 3001 from the catalog; I attach the Form B, with the details.

Your EDCI 3001 course has Math 3001 as a coreq. So this proposal would necessitate your modifying EDCI 3001.

Would you please confirm that this change is acceptable to your unit? Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

Thanks.

Sincerely,

Chip
578-1619

[Application/MSWORD (Name: "FormB-Math3001-2012-10-08.doc") 54 KB.]
Chip,
This will go through our School tomorrow.
Earl has authorized me to inform you on behalf of the School of Education that we have no objection to your proposed dropping of MATH 3001 from the catalog.
David

Date: Wed, 10 Oct 2012 18:57 +0000
From: David H Kirshner <dkirsh@lsu.edu>
To: Charles N Delzell <mmdelz@campus.lsu.edu>
Cc: Earl H Cheek <echeck@lsu.edu>, Patricia D Exner <pexner@lsu.edu>,
    Corinne S Bergeron <cbergero@lsu.edu>
Subj: FW: Draft Form C to help you change EDCI 3001.
Parts/Attachments: 72 KB Application, "FormC-EDCI3001-2012-10-10.doc"

Chip,
Thanks very much for preparing the Form C for us. I've looked it over, and it seems to meet our requirements.
We have a department meeting tomorrow, and we should be able to handle this at that meeting. We'll also get the authorizations we need from English, French, History, Spanish, Biology, Chemistry, Math, & Physics in a timely manner so that this change can make it into the next catalog.

On the question of whether an email from me establishing SoE consent is sufficient, I'll confer with Earl and get back to you.

David
PS. Corinne, please check with Earl, and if he's agreeable, include this course change in tomorrow's agenda.
REQUEST FOR DROPPING A COURSE

Department Mathematics
College Science

Course rubric & no. Math 4003  Title Instructional Strategies in Mathematics

Semester hours of credit: 1

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

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

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

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

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

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 Math Course # 4004 Rubric ______ Course # ______
Rubric EDCI Course # 4003 Rubric ______ Course # ______

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

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

Math 4003 is a GeauxTeach old program course and is no longer offered.

APPROVALS:
Department Faculty Approval Date Aug. 30, 2011

Department Chair's Signature Oct. 8, 2012

Graduate Dean's Signature (Date)

College Contact: Kim Kubicek (Please print name.)

College Contact E-mail: KKubicek@lsu.edu

College Faculty Approval Date 10/30/12

College Dean's Signature (Date)

Chair, FS C & C Committee (Date)

Academic Affairs Approval (Date)

T. C. H. 2/20/13
Dear Patti or Earl,

The Math Dept. is proposing to drop Math 4003 from the catalog; I attach the Form B, with the details.

Your EDCI 4003 course has Math 4003 as one of the possible coreqs. So this proposal would necessitate your modifying EDCI 4003, by dropping the mention of Math 4003.

A. Would you please confirm that your School approves dropping Math 4003? Alternatively, I would be pleased to discuss any concerns that you might have about this proposal.

B. Meanwhile, to help you start the process of changing EDCI 4003, I attach a draft of a Form C for EDCI 4003. You will have to edit it as appropriate (unless you prefer to start from scratch); I probably made some mistakes on it; I didn't mean to put words in your mouth, but only to save you some work. You will see that that Form C will require a vote of your school's faculty, as well as the approval of English, French, History, Spanish, Biology, Chemistry, Math, & Physics. The deadline for submitting a completed Form C is soon, if it is to be incorporated into next year's catalog; if you can't make it for next year's catalog, my Form B for Math 4003 could wait another year; no need for stress.

Thanks.

Sincerely,

Chip
578-1619
Chip,
School of Education approves your dropping of MATH 4003.
Thanks for giving us a start on our paper work.
David