REQUEST FOR ADDITION OF NEW COURSE

DEPARTMENT: Construction Management  
COLLEGE: Engineering  
DATE: 12/5/12

PROPOSED COURSE

SHORT TITLE: NATURAL HAZARD RESISTANT CONSTRUCTION
RUBRIC & NO.: CM 7250
TITLE: Natural Hazard Resistant Construction

COURSE CREDIT

GRADUATE CREDIT: YES  NO  
(SELECTION MUST BE MADE AS 4000 LEVEL COURSES ONLY)

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 WILL NOT BE GIVEN FOR THIS COURSE AND:

GRADING

FINAL EXAM: YES  NO  
GRADING SYSTEM: LETTER GRADE  PASS/FAIL

(COURSE JUSTIFICATION, USE OWN WORDS)

ATTACHMENT: Justification must explain why this course is needed. The course will not 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. (If applicable, highlight differences in requirements for graduate and undergraduate students.)

CATALOG TEXT: CM 7250 Natural Hazard Resistant Construction (3) This course focuses on materials, construction techniques and code requirements used in the construction industry to make buildings resistant to natural hazards, including wind, flood, hurricanes and other hazards. An emphasis will be placed on construction practices for residential buildings that are sustainable, long-term solutions to our hazard-filled environment.

BUDGET IMPACT

ADDITION TO YOUR PROPOSAL

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

APPROVALS

DEPARTMENT CHAIR'S SIGNATURE:  
DATE: 1-21-13

COLLEGE DEAN'S SIGNATURE:  
DATE: 1-23-13

ACADEMIC AFFAIRS APPROVAL:  
DATE: 7/6/13

Chair, FS C&C Committee:  
DATE: 1-23-13
CM 7250 – Natural Hazard Resistant Construction

Justification for Course

In the past six years alone, hundreds of thousands of single family dwellings have been destroyed by hurricanes, demonstrating an imperative to improve the performance of buildings subjected to natural hazards building performance. This course focuses on design and construction choices and practices that are normally under the purview of a residential contractor which will result in more resilient residential structures to wind and flood hazards. Economic loss from coastal wind and flood events (e.g. hurricanes, typhoons, cyclones) is a global situation, that up until recently, has not garnered the public interest it merits. Following Hurricane Katrina, where the devastation to the built environment from the combined hurricane hazard environment became apparent, the imperative to improve building performance in hurricanes has become an imperative, especially for single family dwellings, where little or no engineering judgment is required for code-compliant buildings. This course should be of primary interest to any student wishing to work as a residential contractor in coastal areas.

If approved, this course will be proposed for acceptance as an elective through the Disaster Science and Management Interdisciplinary Program. There are no similar courses being offered at LSU at this time.
CM 7250 – Natural Hazard Resistant Construction

TERM : Spring 2014

CLASS TIME & LOCATION : TBD
101 Construction Management Building

FACULTY : Dr. Carol Friedland, P.E.
3132A Patrick F. Taylor Hall
friedland@lsv.edu
578-1155 (office)
773-5701 (cell – please use with discretion)

OFFICE HOURS : Monday 9:30-11:30 am and by appointment.

WEBSITE : Moodle will be utilized for this course.

COURSE DESCRIPTION : This course focuses on materials, construction techniques and code requirements used in the construction industry to make buildings resistant to natural hazards, including wind, flood, hurricanes and other hazards. An emphasis will be placed on construction practices for residential buildings that are sustainable, long-term solutions to our hazard-filled environment.

COURSE OBJECTIVES & OUTCOMES : The course objective is to provide students with a basic knowledge of the effects of natural hazards (particularly wind, flood, and hurricane events) on residential buildings and other structures; for the students to be able to identify code and policy requirements for compliant construction practices; and to be able to develop specific site-based construction recommendations for residential buildings. The specific student outcome objectives are:

• To have a basic understanding of wind, flood, hurricanes, and related storm events, including the nature and direction of the related environmental loads.

• To have a basic understanding of the interaction of these hazards with the built environment, including damage mechanisms.

• To understand the resources available that dictate prescriptive building practices for code compliant and code plus structures.

• To be able to identify/select building components and construction details and practices that meet building code requirements to successfully resist loads imposed by the hazards.

GRADE POLICY : Midterm Exam 20%
Assignments and Presentations 30%
Final Project 30%
Final Exam (Monday, May 7, 8-10 pm) 20%

GRADE SCALE : A > 90 Distinguished mastery of the course material
B 80 – 89.9999 Good mastery
C 70 – 79.9999 Acceptable mastery
D 60 – 69.9999 Minimally acceptable achievement for credit
F ≤ 59.9999 Failing

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

1. Make-up quizzes are only allowed for excused absences as defined by university regulations. All excuses must be provided to the instructor within seven (7) days of the missed quiz.
2. Students are expected to attend all classes. If absence is necessary, Instructor is to be notified before the fact, if possible. Absences will only be excused when meeting the requirements of University Policy Statement 22.
3. In-class participation and questions are encouraged. They may positively influence grading decisions in borderline cases.
4. Academic dishonesty will be dealt with according to university regulations and policy. It is each student’s responsibility to understand these regulations.
5. No eating, drinking, tobacco products, gum, magazines, or newspapers are allowed in CM classrooms.
6. Turn cell phones off, or place on the silent mode.

Course Policies:

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

Examinations
Two exams will be given in this class – a midterm and final. Exams will include computational and written components and will span both technical and policy aspects. The class will also include a project on hazard resistant construction, which will require a written report and oral presentation.

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

**Project Description**
Students will develop a model building project idea, including occupancy type, location, design life, approximate area, number of stories (e.g. a 2 story, 40,000 sf elementary school with design life of 60 years in Lake Charles, LA). Throughout the course of the semester, students will apply the course concepts to their individual projects and present their findings through oral and written reports in accordance with the course schedule.

**Course Notebook**
Students will be required to keep a course notebook. The notebook should be neat and organized. It should be tabbed and divided into sections that follow the course content. All class notes, handouts, assignments, exams, and other class materials should be filed in your notebook in the appropriate topic section. Notebooks may be collected anytime during the course with one week notice and if so, will count as a homework assignment.

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

**University Policies and Services:**

**Office of Disability Services**
If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member in the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible. Students that receive accommodation letters and require additional time on exams must make arrangements with me at least THREE (3) days prior to any exam where accommodation is requested.
**Tentative Course Outline**
(This schedule is subject to change with notification by instructor)

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of Course, Wind &amp; Wind-Borne Debris, Storm Surge &amp; Flooding</td>
<td>Student Input Responses</td>
</tr>
<tr>
<td>2</td>
<td>Concepts of Resilience, Disaster Resistant Buildings</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Hurricane Meteorology, Overview of &quot;Design&quot; Process</td>
<td>Response on Reading Assignment</td>
</tr>
<tr>
<td>4</td>
<td>National Flood Insurance Program, Mini-Project Building Introduction</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Site-Specific Flood Loads, FEMA Flood Zones</td>
<td>Project Description</td>
</tr>
<tr>
<td>6</td>
<td>Building Codes and Code Requirements for Wind and Flood Hazards / Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Project Siting</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Project Considerations for Wind and Flood</td>
<td>Project Siting</td>
</tr>
<tr>
<td>9</td>
<td>Permitting and Construction Requirements</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Detailing and Product Selection</td>
<td>Project Design</td>
</tr>
<tr>
<td>11</td>
<td>Resiliency and Sustainability</td>
<td>Project Specifications</td>
</tr>
<tr>
<td>12</td>
<td>&quot;Code-Plus&quot; Programs</td>
<td>Response on Reading Assignment</td>
</tr>
<tr>
<td>13</td>
<td>Interaction of Construction with Other Disciplines - Engr, Arch, etc.</td>
<td>Final Projects Due</td>
</tr>
</tbody>
</table>

**Final Exam**
Faculty Senate Courses and Curricula Committee

January 23, 2013

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their January 22, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the CM proposals:

CONSTRUCTION MANAGEMENT CERTIFICATION

- The Committee conditionally approved the proposal to add the online undergraduate certification pending a revision of the introduction and justification page for the CM Online Leveling and Certificate Courses. The Committee requested a more detailed justification statement editing the word “maters” and including course numbers and titles. The Committee also requested the editing of Part 4. Faculty for the inclusion of the asterisk in “Appointment”.

CM 2101

- The Committee conditionally approved the proposal to add CM 2101 pending the revision of the course syllabus, editing Policy #1 as well as determining whether or not the course project is instructor assigned or instructor approved.

CM 3111

- The Committee conditionally approved the proposal to add CM 3111 pending the revision of the course syllabus, determining whether or not the course project is instructor assigned or instructor approved.

CM 3401

- The Committee conditionally approved the proposal to add CM 3401 pending the revision of the course syllabus, editing Policy #1 as well as revising the assignments component of the grading criteria.

CM 4111

- The Committee conditionally approved the proposal to add CM 4111 pending the revision of the course syllabus, describing in detail the computer project component of the grading criteria.

CM 7030

- The Committee conditionally approved the proposal to add CM 7030 pending the revision of the course syllabus, editing Policy #1 as well as removing “Graduate Standing” as the course prerequisite.

CM 7111

- The Committee conditionally approved the proposal to add CM 7111 pending the revision of the course syllabus, editing Policy #1 as well as removing “Graduate Standing” as the course prerequisite.
CM 7150
- The Committee conditionally approved the proposal to add CM 7150 pending the revision of the course syllabus title as it differs from the course proposal form as well as the removal of "Graduate Standing" as the course prerequisite. The Committee also requested letters of support from the Mathematics and Experimental Statistics departments to show that there is no course overlap between the departments.

CM 7211
- The Committee conditionally approved the proposal to add CM 7211 pending the removal of "Graduate Standing" as the course prerequisite.

CM 7220
- The Committee conditionally approved the proposal to add CM 7220 pending the course title change. The course title should be spelled out in full. The Committee also requested editing Policy #1, removing "consent of instructor" as the prerequisite, and determining how the course project will be assigned.

CM 7230
- The Committee conditionally approved the proposal to add CM 7230 pending the submission of the course justification as well as a revised course syllabus describing in full the discussion leadership and research paper components of the grading criteria.

CM 7250
- The Committee conditionally approved the proposal to add CM 7250 pending the removal of the prerequisites as well as the submission of a revised syllabus editing Policy #1 and the Student Petition sections.

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

Department: School of Education 
College: Human Sciences and Education 

PROPOSED COURSE 
Rubric & No.: EDCL 7705 
Title: Applied Learning Theory for Exceptional Learners 

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

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

COURSE TYPE 
(Indicate hours in the appropriate course type) 

__ LEC/REC _ LEC/SEM _ 3 LEC _ LAB _ LEC/LAB _ SEM _ CLIN /PRACT _ RES/IND 

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

CATALOG TEXT 
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog) 
7705 Applied Learning Theory (3) A study of the development of human learning theories, experimental research, and the application of these theories and research to evaluating and modifying the behavior of exceptional learners in modern classrooms. 

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 11-26-12 (date) 
Department Chair's Signature 
(date) 
Grady Bennett 1-21-13 (date) 
Graduate Dean's Signature (for 4000 level and above) 
College Contact: Casey Bennett 
College Contact E-mail: cbenne5@lsu.edu 

College Faculty Approval 1-10-13 (date) 
College Dean's Signature 1-9-13 (date) 
Chair, FS C&C Committee 1/22/13 (date) 
Academic Affairs Approval 2/1/13 (date) 

REV. 3/2012
JUSTIFICATION:

EDCI 7705 is one of four core courses in the advanced Master of Education in Special Education degree, with the remaining three focusing on educational research methodology, education statistics, and special education legal and ethical issues. It is designed to provide certified special educators with a context for understanding interventions. Readings and discussion will pay particular attention to behavioral, cognitive, and constructive theories of learning that are provided as justification for varying interventions used in educational settings.

The special education master’s degree program is designed to expand the knowledge of certified special education teachers beyond initial teacher preparation by integrating knowledge and skills in the following specialty areas: (a) assessment and evaluation; and (b) instructional and behavioral support. Guided by the strong conviction that effective instruction for students with disabilities must be child centered, data driven, and outcome oriented, the M.Ed. in special education meets national and state standards and expectations set forth by organizations including the National Council for Accreditation of Teacher Education (NCATE), Council for Exceptional Children (CEC), and Louisiana Blue Ribbon Commission for advanced programs.

This course has not been taught as a special topics course. However, it is a requirement for certification as P-12 educational diagnostician in Louisiana.
EDCI 7705 SYLLABUS
Applied Learning Theory for Exceptional Learners

Catalog Description: A study of the development of human learning theories, experimental research, and the application of these theories and research to evaluating and modifying the behavior of exceptional learners in modern classrooms.

Required Texts

Student Learning Outcomes:
- Students will demonstrate understanding of the basics of the neuroscience of learning, information processing theory, constructivism, and cognitive learning processes.
- Students will demonstrate understanding of classical conditioning, operant conditioning, and social learning.
- Students will demonstrate ability to apply basic principles of research in the design of interventions for exceptional learners.

Tentative Class Outline – EDCI 7705

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course</td>
<td>Schunk: Chapter 1, Introduction to the Study of Learning</td>
</tr>
<tr>
<td>2</td>
<td>Behaviorism: Introduction</td>
<td>Catania: Chapter 1, Learning &amp; Behavior; Chapter 2, Behavior Taxonomy</td>
</tr>
<tr>
<td>3</td>
<td>Behaviorism: Behavior without Learning</td>
<td>Catania: Chapter 3, Evolution &amp; Development; Chapter 4, Elicited &amp; Emitted Behavior</td>
</tr>
<tr>
<td>4</td>
<td>Consequences: Reinforcement</td>
<td>Catania: Chapters 5 &amp; 6, Reinforcement</td>
</tr>
<tr>
<td>5</td>
<td>Consequences: Punishment, Escape, Avoidance</td>
<td>Catania: Chapters 7 &amp; 8, Punishment, Escape, &amp; Avoidance</td>
</tr>
<tr>
<td>6</td>
<td>Behaviorism and Motivation</td>
<td>Catania: Chapters 14 &amp; 15, Motivating Variables &amp; Reinforcement Schedules</td>
</tr>
<tr>
<td>7</td>
<td>Social Learning &amp; Cognitive Processes</td>
<td>Catania: Chapters 19 &amp; 28</td>
</tr>
<tr>
<td>8</td>
<td>Midterm Examination</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>9</td>
<td>Structure &amp; Function in Learning</td>
<td>Catania: Chapter 30</td>
</tr>
<tr>
<td>10</td>
<td>Neuroscience and Learning</td>
<td>Schunk: Chapter 2, Neuroscience of Learning</td>
</tr>
<tr>
<td></td>
<td>Information Processing Theory</td>
<td>Schunk: Chapter 5, Information Processing Theory</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Constructivism</td>
<td>Schunk: Chapter 6, Constructivism</td>
</tr>
<tr>
<td>12</td>
<td>Cognitive Learning Processes</td>
<td>Schunk: Chapter 7, Cognitive Learning Processes</td>
</tr>
<tr>
<td>13</td>
<td>Motivation</td>
<td>Schunk: Chapter 8, Motivation</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Weights**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes (5 total)</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% to 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79%</td>
</tr>
<tr>
<td>D</td>
<td>65% to 69%</td>
</tr>
<tr>
<td>F</td>
<td>less than 65%</td>
</tr>
</tbody>
</table>

There is no grading curve utilized in this scale.

**Grading Criteria:**

**Final Paper (25% of total grade).** The purpose of the final paper, due on the last class meeting, is to give students the opportunity to choose a learning theory discussed in the latter part of the class and to compare it to and contrast it with some aspect of behaviorism. Topics will be presented to the instructor and approved along with a two paragraph introduction in the 10th week of the course.

**Quizzes (5; each worth 5% of the total grade, 25% of total grade).** Quizzes will be given to evaluate the extent to which students are reading and understanding course materials read independently as well as the extent to which they have retained information presented and discussed in class. Quizzes will be objective in nature and generally will consist of short answer questions.

**Midterm (25% of total grade).** The midterm exam will be an objective test covering content for the first half of the semester. The midterm will consist of short answer and essay questions.

**Final Exam (25% of total grade).** The final exam will be cumulative in nature and cover content for the entire semester. The final will consist of short answer and essay questions.
REQUEST FOR ADDITION OF NEW COURSE

Department: Civil & Environmental Engineering  Date: 10/8/12
College: Engineering

PROPOSED COURSE
Rubric & No.: CE 7101  Title: Physical / Chemical Processes in Water and Wastewater Treatment
Short Title: PHYS / CHEM WAT TREAT

COURSE CREDIT
Graduate Credit:  X YES  NO
Semester Hours of Credit:  3.0
(Lecture Hrs. (For combination course types only):  Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of  credit hours.
Credit will not be given for this course and:

(Indicate rubrics and course numbers)

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

COURSE TYPE
(Attach justification if the proposed course will not hold a final exam during examination week.)
(Indicate hours in the appropriate course type)

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

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
CE 7101 Theory and Operation of Water Treatment Facilities (3) Prereq: EV5G 3110 or equivalent undergraduate preparation. Theoretical principles, design criteria, and analysis of physical and chemical unit operations in water and wastewater treatment. Includes process applications in municipal and industrial settings.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS
Department Faculty Approval 10/21/11
College Faculty Approval 11/5/12

Department Chair's Signature 11/15/12
College Dean's Signature 11/16/12
Chair, FS C&C Committee 1/9/13

Graduate Dean's Signature (for 4000 level and above) (date)
Academic Affairs Approval (date)
College Contact:  
(Please print name.)
College Contact E-mail:  

CIP #: 287830
Justification

This course is currently being taught as CE 7110 and is a core course in the Civil Engineering MS and PhD programs for students with an Environmental Engineering emphasis. The material is one of the core areas of Environmental Engineering, the physical and chemical treatment processes used to remove pollutants from water and wastewater. The course needs a more accurate course description and title to reflect what is being taught in the class. Subsequently, we are including a Form B to drop the previous course CE 7110.
CE 7101 Physical / Chemical Processes in Water and Wastewater Treatment


Course Grading: Grades for this course will be assigned based on a ten point scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Weights of exams, homework, projects, and literature review items. The weights will be:

- Exam(s) 2 at 25% 50%
- Homework 20%
- Projects(s)/reports 20%
- Class participation 10%

Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>TOPICS</th>
<th>Ch.</th>
<th>Sect.</th>
<th>Problems</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 22-26</td>
<td>Introduction to Process Analysis</td>
<td>4</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug. 29-Sept. 2</td>
<td>Continue</td>
<td>4</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept. 7-9</td>
<td>Introduction to Treatment Plant Performance, Statistics</td>
<td>15</td>
<td>3</td>
<td>All 3-3 thru -5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept. 12-16</td>
<td>Continue</td>
<td>15</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sept 19-23</td>
<td>Intro. To Physical Unit Operations</td>
<td>5</td>
<td>5-4</td>
<td>Thru 5-13</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sept. 26-30</td>
<td>EXAM 1 And continue</td>
<td>5</td>
<td>5-4</td>
<td>Thru 5-13</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct. 3-7</td>
<td>Continue?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct. 10-12</td>
<td>Filtration and select term projects</td>
<td>11</td>
<td>11-3</td>
<td>Thru</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Week</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct. 17-21</td>
<td>Continue</td>
<td>11-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Oct. 24-28</td>
<td>UV Disinfection</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Oct. 31</td>
<td>Continue</td>
<td>12</td>
<td>12-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov. 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Nov. 7-11</td>
<td><strong>Term project presentations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov. 14-18</td>
<td>Intro. To Chemical Unit Processes</td>
<td>6</td>
<td>6-2 Thru</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coagulation</td>
<td></td>
<td>6-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Nov. 21</td>
<td>Continue</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Nov. 28-</td>
<td>Advanced Oxidation and</td>
<td>11</td>
<td>11-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dec. 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Dec. 5-10</td>
<td>Final Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term projects: A term project consisting of a literature review and analysis of a physical-chemical unit operations process is required. The project will be self-selected by the student from a list of possible unit-operation topics approved by the instructor. Student projects will be graded on written reports, final oral presentation and intermediate oral presentation updates made during the semester.
REQUEST FOR ADDITION OF NEW COURSE

Department: Civil & Environmental Engr
College: Engineering

PROPOSED COURSE
Rubric & No.: CE 7105
Short Title: Adv Top Water Qual
Title: Advanced topics in water quality and treatment

COURSE CREDIT
Graduate Credit: X YES NO
Semester Hours of Credit: 3.0
(For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs.)
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.
Credit will not be given for this course and:

(Indicate rubrics and course numbers)

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

COURSE TYPE
(Indicate hours in the appropriate course type)

1 LEC/REC 1 LEC/SEM 3 LEC 2 LAB 1 LEC/LAB 1 SEM 0 CLIN/PRACT 0 RES/IND

Maximum enrollment per section: 5
(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)

CE 7105 Advanced Topics in Water Quality and Treatment. (3) Theory and application of advanced chemical principles to water quality and treatment, advanced equilibrium chemistry calculation, redox and colloidal chemistry as applied to environmental engineering

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 10/28/11
\(\text{[Signature]}\) 11/15/12
\(\text{[Date]}\)

College Dean's Approval 11/16/12
\(\text{[Signature]}\) 11/15/12
\(\text{[Date]}\)

Chair, FS C&C Committee 11/19/13
\(\text{[Signature]}\) 11/19/13
\(\text{[Date]}\)

Graduate Dean's Approval (for 4000 level and above) 11/15/12
\(\text{[Signature]}\) 11/15/12
\(\text{[Date]}\)

College Contact: 

College Contact E-mail: 

Academic Affairs Approval 2/1/13
CE 7105 Justification

A graduate course covering advanced aquatic chemical principles applied to environmental engineering problems is needed by the graduate program in Civil Engineering (Environmental concentration). Many students are conducting research in these areas and require an advanced course in this topic. This course would be an elective for the graduate students in the M.S. and Ph.D. programs. The course has been taught twice under the Special Topics rubrics 7701 and 7700. The number of students enrolled were 12, 11 and 5.
EVEG 7105
Advanced Topics in Water Quality and Treatment

CE 7105 Advanced Topics in Water Quality and Treatment. (3) Theory and application of advanced chemical principles to water quality and treatment, advanced equilibrium chemistry calculation, redox and colloidal chemistry as applied to environmental engineering

1. General course information
Instructor: Dr. John Pardue
Office: 3523 PFT
Phone: 578-8661
Office Hours: By appointment
Lecture: Tuesday/Thursday PFT 2412 9:00-10:30

2. Texts and readings:


Other readings will be provided throughout the semester to supplement the textbook.

3. Student Outcome Objectives

The learning objectives of this course are as follows:

- Students will solve complex acid-base equilibrium problems using multiple methods
- Students will apply equilibrium speciation models such as MINTEQ to multicomponent engineering problems
- Students will model the chemical processes affecting metals and metalloids in aquatic systems and methods of removal
- Students will solve complex gas exchange, redox chemistry of inorganic pollutants, and colloidal problems of importance to global aquatic systems
4. Grading

Two mid-term exams and a final exam will be given. In addition, a MINTEQ software project and homework assignments will make up a substantial portion of the grade. Details are presented in the table below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>200 pts</td>
</tr>
<tr>
<td>Exam #2</td>
<td>200 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>250 pts</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>100 pts</td>
</tr>
<tr>
<td>MINTEQA2 project</td>
<td>250 pts</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

The grading scale is 90-100 A, 80-89 B, 70-79 C, 60-69 D, and below 60 F.

5. MINTEQ Projects

A project using the geochemical speciation model, MINTEQ, will be due the last day of class. The model is installed on the computers in the Germano Center laboratory but is also available free of charge for you to install at the following link.

http://www.lwr.kth.se/English/OurSoftware/vminteq/

The project will be self-selected on an inorganic pollutant problem of interest. You are encouraged to select a problem related to the your thesis or dissertation research to provide an additional facet to your published work. Projects will involve modeling contaminant fate, using MINTEQ, across a range of geochemical conditions of interest. A write-up and presentation of the results will constitute the final project grade.

EVEG 7105 Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21/12</td>
<td>1.1. Course Introduction</td>
</tr>
<tr>
<td></td>
<td>1.2. Nature of water</td>
</tr>
<tr>
<td>8/23/12</td>
<td>1.3 Water composition and reactions</td>
</tr>
<tr>
<td>8/28/12</td>
<td>2.0 Thermodynamic basis for equilibrium</td>
</tr>
<tr>
<td>8/30/12</td>
<td>2.0 Thermodynamic basis for equilibrium</td>
</tr>
<tr>
<td>9/4/12</td>
<td>2.1 Activity and Concentration</td>
</tr>
<tr>
<td>9/6/12</td>
<td>3.0 Solving equilibrium problems</td>
</tr>
<tr>
<td>9/11/12</td>
<td>3.0 Solving equilibrium problems</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>9/13/12</td>
<td>3.0</td>
</tr>
<tr>
<td>9/18</td>
<td>3.1</td>
</tr>
<tr>
<td>9/20</td>
<td>4.0</td>
</tr>
<tr>
<td>9/25</td>
<td>4.0</td>
</tr>
<tr>
<td>9/27</td>
<td>4.0</td>
</tr>
<tr>
<td>10/2</td>
<td>4.0</td>
</tr>
<tr>
<td>10/4</td>
<td>5.0</td>
</tr>
<tr>
<td>10/9</td>
<td>5.0</td>
</tr>
<tr>
<td>10/11</td>
<td>5.0</td>
</tr>
<tr>
<td>10/16</td>
<td></td>
</tr>
<tr>
<td>10/18</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>5.1</td>
</tr>
<tr>
<td>10/25</td>
<td>5.1</td>
</tr>
<tr>
<td>10/30</td>
<td>5.1</td>
</tr>
<tr>
<td>11/1</td>
<td>5.1</td>
</tr>
<tr>
<td>11/6</td>
<td>5.2</td>
</tr>
<tr>
<td>11/8</td>
<td>5.2</td>
</tr>
<tr>
<td>11/13</td>
<td>5.2</td>
</tr>
<tr>
<td>11/15</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>6.0</td>
</tr>
<tr>
<td>11/22</td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>6.0</td>
</tr>
<tr>
<td>11/29</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Final Exam: Thursday December 6th 2012 7:30-9:30 AM
Graduate Course changes in the CE 71XX series

Date: 10/14/12

The Environmental Engineering group has undertaken a review of our graduate program offerings and is recommending the following changes.

1. We need to make title and course description changes for CE 7110, one of our core courses in the CE (EVEG) grad program. This necessitates cancelling the previous course and adding a new course with the revised title and course description.
   a. Form B to cancel CE 7110
   b. Form A to add CE 7101

2. CE 7180 had an incorrect course listed as a prerequisite for the course (course no longer exists).
   a. Form C to amend description of CE 7180

3. CE 7120 and CE 7115 have not been taught in over 10 years. While these courses are now inactive, we feel it is best to go ahead and process the paperwork to eliminate them from the record. We do not have any plans to teach these courses in the future.
   a. Form B to cancel CE 7120
   b. Form B to cancel CE 7115

4. Addition of a new course CE 7105, Advanced Topics in Water Quality and Treatment. Course has been taught twice as 7700 and 7701 in the past.
   a. Form A to add CE 7105
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Human Resource Education & Workforce Development

College: Human Sciences and Education

PROPOSED COURSE

Short Title: ADV ORG PSYC & WORK

Rubric & No.: HRE 4581

Title: Advanced Organizational Psychology & Work Behavior

COURSE CREDIT

Graduate Credit: X YES ___ NO

Semester Hours of Credit: 3

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

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

Final Exam: X YES ___ NO

Grading System: x Letter Grade Pass/Fail

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

COURSE TYPE

(Indicate hours in the appropriate course type)

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

Maximum enrollment per section: 50

(Catalog enrollment: 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)

4581 Advanced Organizational Psychology & Work Behavior (3) Introduces students to a wide variety of topics in organizational science derived from research in organizational psychology, management, human resources, organizational communication, and sociology. The major objective of this course is for students to gain a basic understanding of the conceptual and empirical knowledge that describes and defines human behavior within organizational systems, with a particular focus on workplace organizations.

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 9/26/12

(date)

College Faculty Approval 11-14-12

(date)

Department Chair's Signature

(date)

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

College Contact:

(Please print name.)

cbenne5@lsu.edu

College Contact E-mail:
Justification for HRE 4581 Advanced Organizational Psychology and Work Behavior

SHREWD wishes to institute an Advanced Organizational Psychology and Work Behavior course. Currently no such course exists at LSU for graduate and undergraduate students to study advanced organizational psychology. The need for this course was established by the faculty through an extensive review of the curriculum during which a decision was made to change curriculum requirements to include this course. SHREWD views the course as essential for undergraduate and graduate training in organizational development. The proposed HRE 4581 course would be offered on an annual basis to undergraduate and graduate students as a required Human Resource and Leadership Development curriculum component for the B.S. and M.S. degree programs beginning in the spring semester of 2013.
Course Description

This course is designed to introduce students to a wide variety of topics in organizational science derived from research in organizational psychology, human resources, organizational communication, and sociology. The major objective of this course is for students to gain a basic understanding of theoretical and methodological ways of understanding human behavior in organizational settings of different types (e.g., workplaces, professional associations, community action groups, etc.). **The course may be optionally taken for graduate credit.** Variations in course assignments apply and are noted throughout the syllabus.

Grading Policy

<table>
<thead>
<tr>
<th>Undergraduates:</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Term Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduates:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Term Paper</td>
<td>40%</td>
</tr>
<tr>
<td>2 Article Critiques</td>
<td>20%</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Bonus/extra credit points will be added directly to the total score. **Graduate students are not eligible to earn bonus/extra credit.**

Paper/Exam Make-Up Policy

**Papers:** Fifteen (15) points will be immediately deducted from late papers. **Ten (10) additional points** will be deducted for every 24 hr. period thereafter.

**Exams:** IF YOU MUST MISS due to circumstances that are considered excusable according to LSU Policy (see PS-22), you must notify Dr. Rizzo within 48 hrs. of the missed exam, and provide written documentation and complete the make-up exam within one week of the original exam date.

Course Policies

**Attendance:** Attendance is not required, but strongly encouraged. Unannounced bonus-point assignments may be given in class and can only be made-up if **PS-22 documentation** is provided. Abbreviated reading assignments will be announced in class as an incentive to those who attend.

**Classroom Etiquette:** Please arrive on time. If you’re running late, sit in the back of the class or in a side aisle. Talking in class will NOT BE TOLERATED. If your talking becomes disruptive, you will be asked to leave the room. Multiple disruptive incidents will lead to referral to the Dean of Students.

**Academic Honesty:** Dishonesty includes cheating on an exam or a graded homework, falsifying data, misrepresenting the work of others as your own, and will result in referral to the Dean of Students Office. For complete information about the University’s policy on Academic Honesty, consult the Policies and Rules
section of the Student Guide to the University, or the Code of Conduct, http://saa.lsu.edu/Code%20of%20Student%20Conduct%20August%202012.pdf.

**Disability:** Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member in the Disability Services (115 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

---

**Writing Assignments**

**Term Paper:**
You will have two options to choose from to fulfill your paper assignment. A summary of each paper topic is described below. **CHOOSE ONE.** You will choose your paper deadline. Once selected, your date **CANNOT** be changed. Undergraduate students are limited to 6 pages; Graduates are limited to 12 pages (double-spaced, APA format).

1. **Profession of Interest** – Choose a profession of interest that you would like to learn more about. You must identify someone with this job title, conduct a job analysis interview, and gather information about relevant knowledge, skills, and abilities required for the job. Personal accounts and interviews will be incorporated to develop a well-rounded analysis of the job and its context in the organizational environment. You must provide at least two academic sources with in-text citations and references.

2. **Current Events** – Choose a current-events topic relevant to those discussed in this class. You must provide at least two academic and two popular press sources with in-text citations and references. These sources must link the topic to information discussed in lecture, in-class discussions, and/or text chapters. References should come from credible newspaper, magazine, or website publications.


### I Content

**A** Statement of Topic (20 pts)
- Purpose of paper (thesis)
- Identification of relevant actors, context/Setting where this organization phenomena unfolds
- Historical perspective

**B** Academic Knowledge (40 pts)
- Theory - Describe key concepts, frameworks, definitions, theoretical and empirical perspectives/paradigms, etc.
- Methodology

**C** Broader Impact (20 pts)
- Practical implications
- Current events and lay perspectives
- Discussion of debates, controversies, & case studies related to topic

### II Paper Format (10 points)

**A** Title page and abstract

**B** Reference page

**C** Internal Citation/Literature Support
### Writing Quality/Style (10 points)

- A  Formal Language
- B  Spelling Errors
- C  Written Comprehension
- D  Grammar/Punctuation

#### Graduate Critiques:

Two written critiques will be required of all graduate students. Choose two articles to review from the list of supplementary readings appended to this document. Submit a 1-2 page review in advance of the week’s discussion.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS*/NOTES</th>
</tr>
</thead>
</table>
| **Week 1** | Course overview, history of I/O psychology  
Reading: Landy & Conte, Ch 1 & 2 | |
| **Week 2** | Research & Analysis  
interpretation & Individual Differences  
Reading: Landy & Conte, Ch 2 & 3 | Sign up for paper deadline |
| **Week 3** | Stats Review: Assessment & Performance  
Reading: Landy & Conte, Ch 4 & 5 | |
| **Week 4** | Job Analysis & Performance Appraisal  
Reading: Landy & Conte, Ch 5 & 6 | Last day to change paper deadline |
| **Week 5** | Staffing & Personnel Selection  
Reading: Landy & Conte, Ch 7 & 8 | |
| **Week 6** | Training & Development  
Reading: Landy & Conte, Ch 8 | |
| **Week 7** | Motivation  
Reading: Landy & Conte, Ch 9 | |
| **Week 8** | Job Attitudes & Justice  
Reading: Landy & Conte, Ch 10 & 11 | |
| **Week 9** | Leadership  
Reading: Landy & Conte, Ch 12 | |
| **Week 10** | Catch-up  
Paper Workshop | |
| **Week 11** | Organizational Theory & Change  
Reading: Landy & Conte, Ch 14 | |
| **Week 12** | Stress, Health, & Work Design  
Reading: Landy & Conte, Ch 15 & 16 | |
| **Week 13** | Teams & Groups  
Reading: Landy & Conte, Ch 13 | |
| **Week 14** | Workplace Safety & Violence  
Reading: Landy & Conte, Ch 16 | |
SUPPLEMENTARY READING LIST

TOPIC 1 - OVERVIEW OF ORGANIZATIONAL BEHAVIOR RESEARCH


TOPIC 2 - LEVELS AND CONTEXT IN OB


TOPIC 3 - MOTIVATION: THEORY, EMPIRICAL RESEARCH, PRACTICES


**TOPIC 4 - COGNITIVE AND AFFECTIVE PROCESSES: INDIVIDUAL CONSTRUCTIONS OF THE ORGANIZATIONAL EXPERIENCE**


**TOPIC 5 - NETWORK RELATIONSHIPS, LEADERSHIP, AND JUSTICE**


**TOPIC 6 - WORK OUTCOMES: PRODUCTIVITY, WITHDRAWAL BEHAVIORS, STRESS, AND ERRORS**


TOPIC 7 - GROUP PROCESS AND PERFORMANCE


Butterworth (1990). Detroit String Quartet in J. R. Hackman (Ed.) Groups that Work (and Those that Don't), San Francisco: Jossey- Meyerson. Weick & Kramer


TOPIC 8 – INNOVATION, LEARNING, & DEVELOPMENT


TOPIC 9 – CROSS-NATIONAL OB


**TOPIC 10-ISSUES ABOUT THE PHILOSOPHY OF SCIENCE**


From: Ed Holton  
Sent: Friday, January 18, 2013 11:36 AM  
To: Casey H Bennett  
Subject: FW: Advanced Org Psychology course

Here is the revised syllabus for the HRE 4050 course and the support from the management department.

Let me know if you need anything else.

From: Tracey E Rizzuto  
Sent: Friday, January 18, 2013 11:23 AM  
To: Ed Holton  
Subject: FW: Advanced Org Psychology course

Ed,  
Good news! See below.

So, I guess the Advance Org Psyc course is ready for resubmission to the CnC, but that we'll need to wait for EXST before we can move forward with the multivariate course.

Please let me know if you need any additional information from me for these courses.

Thanks!  
Tracey

Tracey E. Rizzuto, Ph.D.
Industrial/Organizational Psychologist  
Associate Professor, Human Resource & Leadership Development

School of Human Resource Education & Workforce Development  
College of Human Science & Education  
Louisiana State University  
142 Old Forestry Building  
Baton Rouge, LA 70803  
(225)578-2453 office; (225)578-5755 fax  
trizzut@lsu.edu

From: Timothy D Chandler  
Sent: Friday, January 18, 2013 11:07 AM
To: Tracey E Rizzuto  
Subject: RE: Advanced Org Psychology course

Dear Tracey,

The Management Department’s OB/HR curriculum has met to discuss your request regarding Advanced I/O Psych (4050). Although the course has some overlap with different courses taught in the Management Department, we have no objection to the establishment of the course in SHREWD. It looks like an interesting course that will provide value to your students. Please let me know if you have any questions.

Best, Tim

From: Tracey E Rizzuto  
Sent: Friday, January 11, 2013 12:11 PM  
To: Timothy D Chandler  
Subject: Advanced Org Psychology course

Dear Tim,

I hope 2013 is off to a good start for you! I am writing about a course that I hope to offer in my new academic "home," the School for Human Resource Education and Workforce Development (SHREWD). It is an undergraduate-level (4000) course entitled Advanced Organizational Psychology & Work Behavior that will cover theory and methods for understanding how people behave in organizations of different types: workplace orgs, voluntary orgs, etc. It will draw on literature from a variety of disciplines including human resources, sociology, communications, and org psychology. As you may be aware, the Department of Psychology had an Advanced I/O Psych (4050) course on its books for decades, but it hadn’t been offered in almost 15 years. With the dissolve of the I/O program, they dropped the course from its roster this year. Given the large number of undergraduate (and graduate) students I work with each semester who are interested in learning about the psychological/human aspects of organizations, I thought it might be a good for SHREWD to reintroduce the course. It will serve as a core requirement for our HRE BS (I/O Psychology Concentration) majors. I plan to structure the course so that it can also be taken by graduate students as well.

Given the fact that the course will include topics related to workplace organizations, the Courses and Curriculum Committee has asked that I seek a statement of "no objection to the course" from the Rucks Department of Management. Would you be willing to submit such a statement so that the course can be approved? If you have any questions about the course, I’d be happy to discuss it further. If you feel comfortable making the statement, I believe it can be sent to me via email. I will forward it on with the remainder of the C and C application materials.

On a separate note, I’m very sorry to hear that Hettie will be leaving us after this year. Such a loss for your department and for LSU as a whole.

All the best,
Tracey

Tracey E. Rizzuto, Ph.D.

Industrial/Organizational Psychologist
Associate Professor, Human Resource & Leadership Development
School of Human Resource Education & Workforce Development
College of Human Science & Education
Louisiana State University
142 Old Forestry Building
Baton Rouge, LA 70803
(225)578-2453 office; (225)578-5755 fax
trizzuto@lsu.edu
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 Human Resource Education & Workforce Development

College: Human Sciences and Education

PROPOSED COURSE
Rubric & No.: HRE 7577
Title: Training and Development in Organizations

COURSE CREDIT
Graduate Credit: X YES ___ NO

Semester Hours of Credit: 3

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

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

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

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

COURSE TYPE
(Indicate hours in the appropriate course type)

<table>
<thead>
<tr>
<th>LEC/REC</th>
<th>LEC/SEM</th>
<th>LEC</th>
<th>LAB</th>
<th>LEC/LAB</th>
<th>SEM</th>
<th>CLIN/FRACT</th>
<th>RES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Maximum enrollment per section: 50

(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)

7577 Training and Development in Organizations (3) Survey of the training and development function in modern organizations. Particular focus is given to learning theory and strategies, program design and evaluation in applied (field) settings. A multidisciplinary perspective is encouraged.

BUDGET IMPACT
If this course is approved, will additional staff be needed? ___ YES X ___ NO

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

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS
Department Faculty Approval 9/26/12

department Chair's Signature

College Dean's Signature

Chair, FS C&C Committee

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

College Contact:

College Contact E-mail: cbenne5@lsu.edu

Academic Affairs Approval

(date)

(date)

(date)

(date)

(date)
Justification for HRE 7577 Training and Development in Organizations

SHREWD wishes to institute a graduate-level Training and Development in Organizations course. Beginning in the spring of 2013, the proposed HRE 7577 course would be offered on an annual basis to graduate students as a required core component of the Human Resource and Leadership Development (HRLD) curriculum component of the Master of Science degree program, which currently has 63 students, and as an HRLD Elective Course for the Ph.D. program, which has 76 students. As the HRLD title implies, the curricula associated with degrees in this area focus on understanding how human and organizational systems evolve to maximize resource strengths and potential. A course in Training and Development in Organizations is essential to this focus in that it identifies and describes how to catalyze and support those developmental processes.
# HRE 7577 Training and Development in Organizations

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th>Meeting Time and Place:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tracey Rizzuto</td>
<td></td>
</tr>
<tr>
<td>(225) 578-2453; <a href="mailto:trizzut@lsu.edu">trizzut@lsu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

## Learning Objective:
This course aims to help students understand and apply fundamental psychological principles and theories to the organizational training and development context. Particular focus is given to program design and evaluation in applied (field) settings. A multidisciplinary perspective is encouraged.

## Course Expectations:
- Timely review of reading assignments
- Informed discussion and questions presented at weekly meetings (virtual and/or in-person)
- Field-based training observations, and term paper draft and final assignments
- Original insight into research topics and questions that may extend the existing literature. One guided discussion.

## Course Products and Deadlines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>Identify observation site</td>
</tr>
<tr>
<td>March 1</td>
<td>Conduct 1st observation</td>
</tr>
<tr>
<td>March 1</td>
<td>1st Draft (outline/literature review)</td>
</tr>
<tr>
<td>April 10</td>
<td>Conduct 2nd observation</td>
</tr>
<tr>
<td>April 10</td>
<td>2nd Draft (complete)</td>
</tr>
<tr>
<td>May 5</td>
<td>Final paper</td>
</tr>
</tbody>
</table>

## Course Evaluation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79 - 70</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59</td>
</tr>
</tbody>
</table>

### Participation – 10 pts
Regular class attendance, engagement in class discussions and activities, conscientious effort on assignments

### Guided Discussion – 15 pts
Choose one article to review. Write one-page summary. Give 15-20 min presentation to class.

### 1st Observation/Draft – 20 pts
Complete outline of the paper and 10-reference literature review. Description and reflections on first observation.

### 2nd Observation/Draft – 25 pts
Complete term paper draft in full APA format. Include description and reflections from second observation.

### Final Paper – 30 pts
Submit electronically and in paper.

## Theory and Technique:
- **1/19**: Introductions
- **1/26**: Learning Theory: Behavior Change
- **2/2**: Training Needs Assessment
- **2/9**: Trainee Characteristics; Training Methods and Delivery
- **2/16**: Training Effectiveness
- **2/23**: CATCH-UP/Virtual Training (Optional Field Trip – NCBRT)
- **3/2**: CATCH-UP/Expert Interview (Towler)

## Applied Issues:
- **3/16**: Mentoring and Coaching
- **3/23**: Organizational Learning/Learning Organizations
- **3/30**: Social Skill Training
- **4/6**: Multilevel & Statistical Issues
- **4/10**: (SIOP Webinar) – NO CLASS
- **4/20**: (Spring Break) – NO CLASS
- **4/27**: Training Transfer and Innovative Assignments
- **5/5**: FINALS
HRE 7 Training and Development in Organizations - Bibliography

Introduction


*Life-long learning for psychologists: Current status and a vision for the future.

Learning Theory; Behavior Change


Training Needs Assessment


Trainee Characteristics/ Training Methods and Delivery


Training Effectiveness & Evaluation


Mentoring and Coaching


Individual & Organizational Development; Organizational Learning/Learning Organization


“Soft Skills” Training


Stats, Methods, and Multilevel Issues:


Training Transfer


(*) indicates optional reading. All other references are required reading assignments.
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

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 acastri1@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: Mathematics

College: Science

PROPOSED COURSE

Short Title: Standards HS Math (S 19 characters)

Rubric & No.: MATH6303

Title: Implementing Curriculum Standards for Mathematics in High School

COURSE CREDIT

Graduate Credit: X YES ___ NO

Semester Hours of Credit: 1-3

(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 9 credit hours.

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

Final Exam: X YES ___ NO

Grading System: X Letter Grade ___ Pass/Fail

(Course TYPE

(Indicate hours in the appropriate course type)

/ LEC/REC 1/2 ___ LEC/SEM ___ LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRACT ___ RES/IND

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

CATALOG TEXT

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

6303 Implementing Curriculum Standards for Mathematics in High School (1-3) This course is intended primarily for participants in teacher-training programs. Mathematics selected from nationally recognized curriculum standards for high school, treated with attention to depth and the specific needs of teachers. May be repeated for up to 9 sem. hrs. credit if department certifies that topics do not overlap.

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 10-25-2012

(date) College Faculty Approval 11/13/12

(date)

Chair, C & C Committee ___ Date: ___

Department Chair's Signature ___ Date: ___

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

College Contact: Kim Krbicek (Please print name.)

College Contact E-mail: kkribicek@lsu.edu

College Dean’s Signature ___ Date: ___

Chair, FS C & C Committee ___ Date: ___

Academic Affairs Approval ___ Date: ___
Math 6303: Implementing Curriculum Standards for Mathematics in High School

**Justification**

The Mathematics Department does not have a course parallel to Math 6301 Implementing Curriculum Standards for Mathematics in the Elementary Grades (proposed new title) and 6302 Implementing Curriculum Standards for Mathematics in the Middle Grades (proposed new title) that is specifically for the high school level. Math 6300 in the past could have served this purpose, though it had different requirements and restrictions. But we have proposed eliminating 6300 and replacing it with a different course that will better address the original intent of 6300. This leaves a gap in the 6300 series, which Math 6303 will fill.

**Relationship to other courses.** This course is not an “instructional methods” course, and does not overlap with School of Education courses such as EDCI 7109 Studies in the Teaching of Elementary Mathematics or EDCI 7141 Studies in the Teaching of Mathematics in Secondary Schools, which (quoting the LSU Catalog) are concerned with “techniques and materials for teaching...mathematics” and with “relationship[s] between learning theories and acquisition of mathematical skills and concepts”.

**Comment.** Math 6303 will treat mathematical concepts that are significant in recognized curriculum standards. The course is balanced, treating mathematics with rigor and depth as well as paying attention to the problems that teachers encounter in communicating about mathematics and in designing and delivering instruction.

**Sample Syllabus**

This implementation of this 1-3 hour course will be for 3 hours. The course focuses on the algebra and geometry presented in high-school. Topics include: number systems, expressions and equations, functions (linear, quadratic, polynomial and exponential), coordinates, analytic geometry, Euclidean geometry, and applications of mathematics to modeling. The student is expected to have mastery of these topics at or above the minimum level expected of a certified high school math teacher. This course aims to analyze these topics with the rigor and depth needed to understand the underlying logic of the high school curriculum, the meaning and relevance of national and international content standards and connections to the university-level mathematics curriculum. This knowledge will be applied to the problems that teachers encounter in designing and delivering instruction and in communicating about mathematics.

**Format.** This course is often delivered to MNS candidates over a period of six weeks in the summer. A minimum of 84 clock hours is scheduled, in blocks no longer than 4 hours. All work related to this course will take place within these time blocks. In order to meet contact hour requirements, at least 37.5 hours of this time is in the presence of the instructor and directly under his or her supervision. The remaining time is for assigned work, some of which will require students to assemble in small groups. The contact time is allocated as follows: 1/3 Lecture, 2/3 Seminar. (In a 14-week semester format, the 37.5 hours would be scheduled like a normal 3-hour class and the additional time would be assumed for homework and writing assignments.)
Sample 14-week semester format. The following illustrates how topics for this course might be distributed over a 14-week semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Laws of arithmetic: commutative, associative and distributive laws. Relations to “order of operations.”</td>
</tr>
<tr>
<td>2</td>
<td>Polynomials: formal definition and algebraic properties.</td>
</tr>
<tr>
<td>3</td>
<td>Analogies between (Z) (the ring of integers) and (R[x]) (the ring of polynomials).</td>
</tr>
<tr>
<td>4</td>
<td>Rational numbers and rational functions.</td>
</tr>
<tr>
<td>5</td>
<td>The Remainder Theorem. Factoring polynomials.</td>
</tr>
<tr>
<td>6</td>
<td>The Fundamental Theorem of Algebra.</td>
</tr>
<tr>
<td>7</td>
<td>Factorization in (Z[x]). Gauss’s Lemma.</td>
</tr>
<tr>
<td>8</td>
<td>Absolute value as an algebraic operation. Piecewise linear functions.</td>
</tr>
<tr>
<td>9</td>
<td>Coordinate geometry: Linear change of coordinates in 2 dimensions.</td>
</tr>
<tr>
<td>10</td>
<td>Coordinate geometry: Transformations.</td>
</tr>
<tr>
<td>11</td>
<td>Conic Sections I: definitions and basic examples</td>
</tr>
<tr>
<td>12</td>
<td>Conic Sections II: simplifying equations by using transformations.</td>
</tr>
<tr>
<td>13</td>
<td>Conic Sections III: real projective space.</td>
</tr>
<tr>
<td>14</td>
<td>Conic Sections IV: complex projective space.</td>
</tr>
</tbody>
</table>

Grading. The course grade is based on the following:

a) [30-40%] participation in group activities. This course will employ grading policies consistent with principles described in (Slavin 1995).

b) [40-50%] portfolio of assigned written work.

c) [20%] final exam.

Points will be assigned for each component and a total calculated. Letter grades are determined as follows: A = 90-100% (total), B = 80-89%, C = 70-79%, D = 60-69%, F = less than 69%. A student whose participation in group activities is not satisfactory will be advised by the instructor and told what actions need to be taken to remedy the situation. Students who are unable to fully participate in collaborative, class activities due to disability should advise the course instructor on the first day of class and should consult the LSU Office of Disability Services.

Rationale. Numerous research studies demonstrate that cooperative activities that adhere to specific design parameters are highly effective at all levels, including college classes. An extensive review of the research literature as well as specific guidelines for organizing and grading cooperative activities is contained in (Slavin 1995). The Louisiana Department of Education currently evaluates teachers based heavily on the extent to which their students are observed to be actively engaged in cooperative, student-led activities; see the link to the Compass Teacher Rubric at http://www.louisianaschools.net/topics/ppmLtr.html. M6303 is not intended to provide guidance about organizing the classroom, but it must provide mathematical content in a form that is deployable in the kind of classrooms that have been shown to be effective by high-quality research and that are encouraged by the state. For these reasons, cooperative activities are
included in the class, and the grading policy is designed to give commensurate weight to them. The instructor may adjust the actual emphasis, using the suggested range (above) as a guide.

Expanded List of Topics.

Other implementations of M6303 may treat a selection of topics from the following list.

**Algebra topics**

1. Arithmetic and Algebra
   1.1. Number systems. *Natural numbers, integers, rational numbers. The number line.*
   1.3. The rules of arithmetic. *Rings and fields.*
   1.4. Advanced topic: *Euclidean algorithm and continued fractions*

2. Expressions and Equations,
   2.2. Variables and expressions with variables.
   2.3. Equations and solving equations.
   2.4. Word problems.
   2.5. Advanced topic: Descartes’ *Geometry.*

3. Coordinates and Graphs
   3.2. Coordinate systems in the plane. Graphing equations.
   3.3. Lines in the plane.
   3.4. Linear maps from the plane to the plane; matrices.

4. Logic.
   4.1. Connectives (“and”, “or” and “not”) and logically complex propositions.
   4.2. Existential quantifiers (“for all” and “there exists”).

5. Functions
   5.1. Definitions and examples. Functions between sets.
   5.2. Linear functions and groups of linear functions.
   5.3. Composition and inversion
   5.4. Exponent and Logarithm.
   5.5. Sequences and recursion.

6. Polynomials and rational functions
   6.2. Quadratics.
   6.3. Factoring and the Remainder Theorem.
   6.4. Polynomials of several variables.
   6.5. Conic sections.
   6.6. Advanced topic: Algebraic curves.

7. Word problems and modeling.

**Geometry Topics**

1. Euclid’s *Elements*
1.1. Informal deductive rigor: definitions, postulates and propositions
1.2. Book I: Triangles and congruence
1.3. Book I: The Parallel Postulate and its consequences
1.4. Book I: Area by dissection
1.5. Book V: Measurement, ratio and proportion
1.6. Book VI: Similarity

2. Descartes' Geometry
   2.1. Introducing a unit. Multiplying and finding roots by geometry
   2.2. Dynamic figures analyzed using similarity
   2.3. Coordinates

3. Transformations
   3.1. Isometries and similarity transforms: classification
   3.2. Transformation groups
   3.3. Advanced topic: Inversion (in a circle) and hyperbolic geometry

Research Base

Educational research\textsuperscript{1,2,3} demonstrates that mathematics teachers need:
   • a deep understanding of the structure, content and goals of the curriculum,
   • a large repertoire of fully analyzed mathematical examples that may be incorporated in lessons and tests, and
   • ability to conceptualize and assess the mathematical knowledge of others and select appropriate actions in response.

This course is designed to develop these competencies.

Numerous research studies demonstrate that cooperative activities that adhere to specific design parameters are highly effective at all levels, including college classes. An extensive review of the research literature as well as specific guidelines for organizing and grading cooperative activities at numerous different levels is contained in (Slavin 1995). It is expected that students in M6303 will be capable of making substantial prepared contributions to seminar-style group activities, and have the executive skills required to organize a group discussion engage one another productively. The style and format of the activities in this course reflects the greater maturity that would be expected in a high school classroom (in comparison with a middle- or elementary-school classroom).

References

\textit{Main Primary Sources}


**Other Important Primary Sources**

**Secondary Sources**

**High School Reference Texts**
We will use the four CME Project texts: *Algebra I, Geometry, Algebra II and Precalculus*. The CME Project is a four-year, NSF-funded, comprehensive high school mathematics program that is problem-based, student centered, and organized around the traditional high-school course sequence. The series was developed by the Center for Mathematics Education at Education Development Center, Inc. (EDC) in Newton, Massachusetts, and is published by Pearson Education, Inc. See: http://cmeqaeducation.com
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

November 21, 2012

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

**MATH 3001 and 4003**
- The Committee conditionally approved the proposals to drop MATH 3001 and 4003 pending the submission and approval of the proposals to change EDCI 3001 and 4003.

**MATH 6301 and 6302**
- The Committee returned the proposals to change MATH 6301 and 6302. The Committee requests more detailed justifications explaining who will be the “gatekeeper” for students taking the course for repeat credit. Additionally, the syllabi must include 14 week outlines, an explanation of what the group activities are, as well as an explanation on why the participation grade is worth 40% of the total grade.

**MATH 6303**
- The Committee returned the proposal to add MATH 6303. The Committee requests more detailed justifications explaining who will be the “gatekeeper” for students taking the course for repeat credit. Additionally, the syllabi must include 14 week outlines as well as an explanation on why the participation grade is worth 40% of the total grade.

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: Civil & Environ. Engr. 
Course Rubric and #: EVEG 2000
College: Engineering
Date: 10/20/12

Present Course Description
Title: Introduction to Environmental Engineering

Semester Hours of Credit: 3.0
If combination course type, # hrs. of credit for
lecture: ___ /rec: ___
Repeat Credit Max (if repeatable): ___
Graduate Credit? Yes: ___ No: X
Credit will not be given for this course and:

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

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

2000 Introduction to Environmental Engineering (3) Prereq.: CHEM 1202 and MATH 1550. Credit will not be given for this course and CE 2700. Basic principles of calculations in environmental engineering; overview of professional ethics; regulations and multimedia aspects of environmental problem solving with emphasis on fundamental concepts and definitions.

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 10/31/12
Department Chair's Signature: [Signature] (Date: 11/13/12)

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

College Faculty Approval Date: 11/5/12
College Dean's Signature: [Signature] (Date: 11/10/12)
Chair, FS C & C Committee: [Signature] (Date: 11/13/12)

Academic Affairs Approval: [Signature] (Date: [Date])
Justification

A new 1-hour freshman course, EVEG 1050, is being added with the title Introduction to Environmental Engineering, therefore we need to change this course title to Environmental Engineering I to avoid confusion. The EVEG 2000 course is completely different from EVEG 1050. EVEG 2000 is an introductory analysis course that involves presentation of technical material on mass balances, unit and other processes. EVEG 1050 is an introductory course to the profession of Environmental Engineering which introduces professional and personal development as the student begins the road to becoming a licensed engineer.
Justification for removal of CE 2700 as a substitute for EVEG 2000

EVEG 2000 is an introductory analysis course that involves presentation of technical material on mass balances, unit and other processes. It is different in content and rigor to the introductory class in Civil Engineering (CE 2700). Therefore, for students who started in Civil Engineering and take CE 2700 and transfer to Environmental Engineering, they will lack fundamental information needed for other courses. While it potentially affects a small handful of students, we are proposing the removal of this substitution while we are doing the course title change.
Request for CHANGING an Existing Course

Department: History
Course Code: HIST 7956
College: H&SS
Date: 10/8/2012

Present Course Description
Title: Reading Seminar in American History from 1865 to the present

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:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC LAB SEM 3 REC RES/IND CLIN/PRAC
Total Weekly Contact Hours: 3
Grading System: Letter Grade XPass/Fail

Course Description:
Include course number, title, etc. as it appears in the General Catalog
7955, 7956 Reading seminar in American History from 1865 to the present (3) 7955 and 7956 may be taken together

Proposed Course Description
Title: Reading Seminar in American History from 1890 to the present

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:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC LAB SEM 3 REC RES/IND CLIN/PRAC
Total Weekly Contact Hours: 3
Grading System: Letter Grade XPass/Fail

Course Description:
Include course number, title, etc. as it appears in the General Catalog
7956 Reading seminar in American History 1890 to the present (3)

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 10/9/2012
Department Chair's Signature: 10/9/2012

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

College Faculty Approval Date: 10-24-13
Malcolm Richardson
College Dean's Signature: (Date)
Chair, FS C & C Committee: 11/9/13

Academic Affairs Approval: 11/13/13
Justification:

This change is necessary due to the deletion from the General Catalog of HIST 7955, Reading Seminar in American History 1865-present. It is also necessary to change the date from 1865 to 1890 to reflect the current 3-semester sequence in American history reading seminars: HIST 7951, American history 1607-1815; HIST 7952 American history 1815-1890, and HIST 7956, American history 1890-present.
Specific requirements for a MA in United States History

Required courses:

Hist 7904 (3 hours) American Historiography
Hist 7908 (3 hours) Introduction to Historical Research
Hist 7951 (3 hours) Reading Seminar in United States History, to 1815
Hist 7952 (3 hours) Reading Seminar in United States History, 1815-1890
Hist 7956 (3 hours) Reading Seminar in United States History, 1890-present
Hist 7957 (3 hours) Research Seminar in United States History
Hist 7959 (6 hours) Reading Seminar--Special Topics in US History
Hist 8000 (6 hours) Thesis Research

Ordinarily, students will take these courses in the following order:
First semester: Hist 7908, 7951, and 7959
Second semester: Hist 7952, 7957, and 7959
Third semester: Hist 7956, 7904, and 8000
Fourth semester: Hist 8000 and other courses
Dear Anna-

Please see below for the History response to the proposal including HIST 7956. Will this email suffice or would you prefer that he send this information to you on departmental letterhead? Of course, I'll make sure to tell him that he'll need to do separate proposals to remove any other prerequisites from course descriptions.

Thanks!
Becky

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

---

Hi Becky,

I did in fact talk to Gaines about it, & we both agreed that not only is there no need for adding the prerequisite for 7956 that the committee asked about, but that we should remove the current one listed in the catalog for the other courses. Should I draw up a formal memo to that effect? Or will this email do?

best,

Victor

---

Hi Victor-

Did you hear back from Gaines about the information that you wanted? I know that the folks in the Registrar's Office are eager to get this one resolved, so any updates that you can provide would be appreciated.

Thanks!
Becky
From: Anna M Castrillo
Sent: Monday, January 07, 2013 3:35 PM
To: Rebecca Caire
Subject: HIST 7956

Becky,

Just touching base on the HIST 7956 and if you have heard anything from the History Department.

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
Request for CHANGING an Existing Course

Department: Civil & Environmental Eng.  
Course Rubric and #: CE 3300  
College: Engineering  
Date: 10/24/12

Present Course Description

Title: Geotechnical Engineering I

Semester Hours of Credit: 3

If lecture/lab, # hrs. of credit for lecture: 3  
lab: 0

Repeat Credit Max (if repeatable): 

Graduate Credit?  Yes: [ ]  No: [X]

Credit will not be given for this course and: 

Contact Hours Per Week (from ACM):
LEC: 3  LAB: 0  SEM: 0  RES/IND: 0  CLIN/PRACT: 0

Total Weekly Contact Hours: 3

Grading System: Letter Grade [X]  Pass/Fail [ ]

Course Description:

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

3300 Geotechnical Engineering I (3 hrs. Prereq.: GEOL 1001, CHEM 1200, CE 2200 and credit or registration in CE 3330 (a grade of "C" or better is required in CHEM 1202 and CE 2200). Introduction to properties and engineering behavior of soil as a native earth material, an engineering material and an environmental medium subject to flux and transport of liquids, gases and contaminants; understanding of elementary, chemical and biological phenomena as such phenomena influence the engineering behavior of soils.

Proposed Course Description

Title: Geotechnical Engineering I

Semester Hours of Credit: 3

If lecture/lab, # hrs. of credit for lecture: 3  
lab: 0

Repeat Credit Max (if repeatable): 

Graduate Credit?  Yes: [ ]  No: [X]

Credit will not be given for this course and: 

Contact Hours Per Week:
LEC: 3  LAB: 0  SEM: 0  RES/IND: 0  CLIN/PRACT: 0

Total Weekly Contact Hours: 3

Grading System: Letter Grade [X]  Pass/Fail [ ]

Course Description:

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

3300 Geotechnical Engineering I (3 hrs. Prereq.: GEOL 1001, CHEM 1202, CE 2200 (a grade of "C" or better is required in CHEM 1202 and CE 2200). Introduction to properties and engineering behavior of soil as a native earth material, an engineering material and an environmental medium subject to flux and transport of liquids, gases and contaminants; understanding of elementary, physical, chemical and biological phenomena as such phenomena influence the engineering behavior of soils.

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: 11/29/2012  
Department Chair's Signature: 

College Faculty Approval Date: 12/7/12  
College Dean's Signature: 

Graduate Dean's Signature: 

Academic Affairs Approval: 2/1/13  
Chair, FS C & C Committee: 

(Date)  
(Date)  
(Date)  
(Date)
Change Justification
"Credit or registration in CE 3350" was removed. As stated in the current catalog, CE 3350 is the lab which requires credit or registration in CE 3300. The lecture 3300 and the lab 3350 will be taught independently, but the lab can only be taken with or after the lecture.
Request for CHANGING an Existing Course

Department: Oceanography & Coastal Sciences
Course Rubric and #: OCS 4170
College: Coast & Environment

Present Course Description
Title: Physical Oceanography

Semester Hours of Credit: 3
If lecture/lab, # hrs. of credit for lecture: 3
Graduate Credit?: Yes: X No: ___
Current Contact Hours Per Week (from ACM):
LEC __ LAB __ SEM __ RES/IND __ CLIN/PRACT __

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

4170 Physical Oceanography (3) Prereq.: CE 2200 and graduate standing or consent of instructor. Physics of the ocean; with emphasis on dynamical problems; physical properties of sea water, marine instrumentation, flow dynamics in the earth's rotating coordinate system, water waves, general circulation.

Proposed Course Description
Title: Physical Oceanography
Short Title: PHYSICAL OCEANOGRAPH

Semester Hours of Credit: 3
If lecture/lab, # hrs. of credit for lecture: 3
Graduate Credit?: Yes: X No: ___

Proposed Contact Hours Per Week:
LEC __ LAB __ SEM __ RES/IND __ CLIN/PRACT __

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

4170 Physical Oceanography (3) Prereq.: Two semester course in Physics and MATH 1552 or MATH 1554; or consent of the instructor. Physics of the ocean; with emphasis on dynamical problems: general circulation of the ocean, physical properties of sea water, flow dynamics in the earth's rotating coordinate system, estuarine and coastal ocean dynamics.

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 1-21-13
Department Chair's Signature: 12/26/12 (Date)

Graduate Dean's Signature: 1-21-13 (Date)

College Faculty Approval Date: 12/18/12
College Dean's Signature: 1/22/13 (Date)
Chair, FS C & C Committee

Academic Affairs Approval: 2/11/13 (Date)
JUSTIFICATION

The structure of the course has evolved over the years since OCS 4170 was first taught several decades ago. The course was originally taught to only graduate students, most of them in our MS and PhD program. Recently we have been getting some undergraduates from our new Coastal Environmental Science program and Chemical Engineering and graduate and undergraduate students interested in coastal engineering. OCS 4170 is one of the core courses in our graduate program and most of our incoming graduate students have interests in the estuaries and coastal ocean of the northern Gulf of Mexico. It is time that the course description accurately reflects the content of the course. The emphasis will still be on ocean dynamics with the addition of applications to estuaries and the coastal ocean.

We are also changing the prerequisites to more accurately reflect the background students must have for the course. The course covers basic fluid dynamics as applied to oceanic processes and, thus, CE 2200 or equivalent is not necessary. Students still need basic physics and calculus which are prerequisites for CE 2200.
PHYSICAL OCEANOGRAPHY
OCS 4170
Fall 2012

Dr. Lawrence Rouse
Room 1279 Energy, Coast, and Environment
578-3030
lrouse@lsu.edu

This course discusses the physics of the ocean with an emphasis on dynamical problems. The initial lectures set the stage for the dynamics through a discussion of the properties of seawater and the general circulation of the oceans. The Navier-Stokes equations which describe fluid motion on a rotating Earth will then be derived and applied to special cases. The final set of lectures will address special topics such as water waves, tides, and coastal circulation. PowerPoint slides and other information will be posted on Moodle

EXAMS: There will be three exams of equal weight.

TEXT: Robert Stewart, Introduction to Physical Oceanography
http://oceanworld.tamu.edu/home/course_book.htm

OTHER REFERENCES:
Pickard and Emery - Descriptive Physical Oceanography, 5th Edition
Pond & Pickard - Introductory Dynamic Oceanography, 2nd Edition
McLellan - Elements of Physical Oceanography
The Open University Series
The Ocean Basins: Their Structure and Evolution
Seawater: Its Composition, Properties, and Behaviour
Ocean Circulation
Waves, Tides, and Shallow-Water Processes

LEARNING OBJECTIVES:
By the end of this course, you will understand the circulation and structure of the world ocean. Because we will derive the equations of oceanic motion from basic physics principles, you will also understand the forces that drive circulation in the ocean, including estuaries and the coastal ocean. More importantly, you will also be able to apply the physical processes described in the course to biological, chemical, and geological processes in the ocean.

GRADING:  
A - 90 - 100%
B - < 90 - 80%
C - < 80 - 70%
D - < 70 - 60%
F - < 60%
## Preliminary Schedule of Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
<th>Chapters in Stewart</th>
<th>Open University Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction - Shape of the Ocean Basins</td>
<td>1 - 3</td>
<td>Ocean Basins</td>
</tr>
<tr>
<td>2</td>
<td>Properties of Water and Seawater</td>
<td>6</td>
<td>Seawater</td>
</tr>
<tr>
<td>3</td>
<td>Water Masses and Ocean Circulation</td>
<td>13</td>
<td>Ocean Circulation</td>
</tr>
<tr>
<td>4</td>
<td>Ocean Circulation</td>
<td></td>
<td>Ocean Circulation</td>
</tr>
<tr>
<td>5</td>
<td>Conservation Laws - Math Review - Test 1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Basic Physical Laws</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Equations of Motion</td>
<td>7 - 8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Scaling the Equations of Motion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Currents without Friction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Currents with Friction - Test 2</td>
<td>4, 9, 11</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Vorticity</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Waves</td>
<td>16</td>
<td>Waves, Tides, ...</td>
</tr>
<tr>
<td>13</td>
<td>Tides</td>
<td>17</td>
<td>Waves, Tides, ...</td>
</tr>
<tr>
<td>14</td>
<td>Estuaries</td>
<td>17</td>
<td>Waves, Tides, ...</td>
</tr>
<tr>
<td>15</td>
<td>Wetland Hydrology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Exam - 3 Dec 2012 - 7:30 - 9:30 AM
Request for CHANGING an Existing Course

Department __Mathematics__  
College __Science__

Course Rubric and # __Math 3903__  
Date __10/10/12__

Present Course Description

Title __Methods of Problem Solving__

Semester Hours of Credit __1__

If lecture/lab, # hrs. of credit for lecture: ___ lab: ___

Repeat Credit Max (if repeatable): ___

Graduate Credit? Yes: ___  x  No: ___

Credit will not be given for this course and: ___

Contact Hours Per Week (from ACM):

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

Total Weekly Contact Hours: ___  Pass/Fail: x

Grading System: Letter Grade ___

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

3903 Methods of Problem Solving (1) Prereq.: MATH 1552 and MATH 2070, 2085, or 2090. May be taken for a max. of 3 hrs. of credit when topics vary. Pass-fail grading. Instruction and practice in solving a wide variety of mathematical and logical problems, and participation in the Putnam competition.

Proposed Course Description

Title __Methods of Problem Solving__

Short Title ___ PROBLEM SOLVING ___

Semester Hours of Credit __2__

If lecture/lab, # hrs. of credit for lecture: ___ lab: ___

Repeat Credit Max (if repeatable): ___

Graduate Credit? Yes: ___  x  No: ___

Credit will not be given for this course and: ___

Contact Hours Per Week:

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

Total Weekly Contact Hours: ___  Pass/Fail: x

Grading System: Letter Grade ___

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

3903 Methods of Problem Solving (2) Prereq.: MATH 1552 and MATH 2070, 2085, or consent of the department. May be taken for a max. of 6 hrs. of credit when topics vary. Pass-fail grading. Instruction and practice in solving a wide variety of mathematical and logical problems as seen in the Putnam competition.

_THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED:_

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

Is this course included in any curricula, concentrations, or minors? Yes ___ 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 __10-25-2012__

Charles A. (Date)

Graduate Dean's Signature (Date)

Academic Affairs Approval (Date)
Justification

The proposal is to change Math 3903 in five ways:

1. To change the "type" of this course from lecture to seminar. This reflects how this course is actually run.
2. To add "... or consent of the department" to the list of prereqs. We had a few freshmen who made a positive score (which is very good) on the Putnam competition in fall 2011 and who wouldn't have been able to take Math 3903 with the old list of prereqs.
3. To change "... and participation in the Putnam competition" to "...as seen in the Putnam competition." The old statement suggests that students are required to participate in the Putnam competition; the new statement indicates (correctly) that they are not required to do so.
4. Change the short title of Math 3903 (used in the Schedule Booklet) from "METH OF PROB SOLVING" to "PROBLEM SOLVING."
5. To increase the number of student credit hours of Math 3903 from 1 to 2. This course meets twice a week and is a lot of work for the students (see 14-week list of topics below). They are reluctant to sign up for this course if it is only one credit hour.

SAMPLE SYLLABUS

MATH 3903 – Problem Solving

Summary: Students in the course meet two hours weekly to learn and practice a variety of mathematical problem solving techniques. Students are encouraged to participate in the William Lowell Putnam Mathematics Competition each December, or regional collegiate problem-solving competitions in the spring, as well as to submit solutions to problems posed in mathematical journals.


Grading: This course is graded on a Pass/Fail basis. A passing grade is earned by regularly attending problem sessions and submitting a complete solution to at least one problem.

14-Week Topic List:

1. Assorted Putnam Problems
2. Mathematical Induction
3. Pigeonhole principle
4. Calculus
5. Combinatorial methods
6. Generating Functions
7. Elementary Number Theory
8. Geometry
9. Probability
10. Recurrences and sequences
11. Inequalities
12. Polynomials
13. Complex Numbers and Matrices
14. Assorted Putnam Problems
Faculty Senate Courses and Curricula Committee

December 5, 2012

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their December 4th, 2012 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MATH proposals:

**ACTUARIAL SCIENCE CONCENTRATION**

- The Committee conditionally approved the proposal to change the Actuarial Science concentration pending clarification on whether or not this course is a required course in the concentration or just an option as mentioned in the justification. If the course is just an option, it needs to be taken out of the required courses section listed in the concentration and made clear that it is indeed an option.

**MATH 3903**

- The Committee conditionally approved the proposal to change MATH 3903: Methods of Problem Solving pending an explanation on why the reference to the Putnam Competition is needed in the course description. The Committee believed this statement to be better situated in the course syllabus; however, similar wording is acceptable for the course description as follows, “Logical problems as seen in the Putnam competition”.

**MATH 6301, 6302, 6303**

- The Committee returned the proposals to change MATH 6301 and 6302 and add MATH 6303. The Committee would like to see a straightforward explanation of what group activities will be, not just a citation from Slavin. The Committee would like to see examples of what group activities will include.

**MATH 7400**

- The Committee returned the proposal to change MATH 7400. The Committee sees this as a new course; therefore, MATH 7400 must be dropped and a new course with a new course number must be created.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastri1@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

PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department: French Studies
Course Rubric and #: French 4070
College: Arts and Sciences
Date: 11/5/08

Present Course Description

Title: Literature of Africa and the Caribbean

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: __________ lab: __________
Graduate Credit? Yes: X No: ____

Current Contact Hours Per Week (from ACM):
LEC 3.0 LAB ____ SEM ____ RES/IND ____ CLIN/PRACT ____

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

4070 Literature of Africa and the Caribbean (3) Major aspects of francophone African and Caribbean literature.

Proposed Course Description

Title: Literature of Africa and the Caribbean
Short Title: LIT OF AFR & CARIB

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: __________ lab: __________
Graduate Credit? Yes: X No: ____

Proposed Contact Hours Per Week:
LEC 3.0 LAB ____ SEM ____ RES/IND ____ CLIN/PRACT ____

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

4070 Literature of Africa and the Caribbean (3) Prereqs: FREN 3071 and 3072 or equivalents, or permission of instructor. Major aspects of francophone African and Caribbean literature.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (X)
Is this course included in any curricula? Yes (X) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite 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: 5/10/07
Department Chair's Signature: (Date) 1/06/09
Graduate Dean's Signature: (Date) 5/15/09

College Faculty Approval Date: 1/21/09
College Dean's Signature: (Date) 5/7/09
Chair, FS C & C Committee: (Date) 12/18/12

Academic Affairs Approval: (Date) 7/1/13
French 4070

Justification: All 4000-level literature courses in French presuppose familiarity with the material included in our literature surveys, 3071 and 3072. Signalling these courses as prereqs clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level literature classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)
French and Francophone Political Studies (FFPS)
International Business (INTLBS)
International Studies (INTLST)
Literary Studies (LITSTD)

<table>
<thead>
<tr>
<th>FREN 4000</th>
<th>FREN 4001</th>
<th>FREN 4004</th>
<th>FREN 4005</th>
<th>FREN 4010</th>
<th>FREN 4020</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFCS</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>LITSTD</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td>INTLBS</td>
<td>FFPS</td>
<td>INTLBS</td>
<td>INTLST</td>
</tr>
<tr>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLST</td>
<td>INTLST</td>
<td>LITSTD</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREN 4030</th>
<th>FREN 4031</th>
<th>FREN 4040</th>
<th>FREN 4041</th>
<th>FREN 4050</th>
<th>FREN 4051</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITSTD</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>FFCS</td>
<td>FFCS</td>
<td>FFCS</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td>INTLBS</td>
<td>FFPS</td>
<td>INTLBS</td>
<td>INTLST</td>
</tr>
<tr>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td>LITSTD</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREN 4060</th>
<th>FREN 4070</th>
<th>FREN 4080</th>
<th>FREN 4090</th>
<th>FREN 4095</th>
<th>FREN 4100</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFCS</td>
<td>FFCS</td>
<td>FFCS</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>LITSTD</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td>INTLBS</td>
<td>FFPS</td>
<td>INTLBS</td>
<td>INTLST</td>
</tr>
<tr>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td>LITSTD</td>
</tr>
<tr>
<td>LITSTD</td>
<td>LITSTD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| FREN 4915 | |
|-----------|-
| FFCS      | FFPS    |
| INTLBS    | INTLST  |
| LITSTD    |         |
This from Joyce Jackson regarding FREN 3071 and 3072 as prereqs for FREN 4070.

From: Joyce M Jackson  
Sent: Thursday, October 11, 2012 6:09 PM  
To: Jack Yeager  
Subject: FREN 4070

Jack,
I agree to adding the prerequisite courses FREN 3071 Survey of French Literature I and FREN 3072 Survey of French Literature II for FREN 4070 Literature of Africa and the Caribbean in order to better prepare the students for a more advanced and specific course. In addition, I would also like to see a permission of the instructor statement in the catalog in case there needs to be an override for a student. Thanks.

Joyce

Joyce Marie Jackson, Ph.D., Director  
African & African American Studies Program Associate Prof., Dept. of Geography & Anthropology  
Affiliate Faculty Member, Women’s & Gender Studies Louisiana State University Baton Rouge, LA 70803 AAAS (225) 578-5246; G & A (225) 578-5942 jjackson@lsu.edu
Request for CHANGING an Existing Course

PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department: French Studies
Course Rubric and #: French 4090
College: Arts and Sciences
Date: 11/5/08

Present Course Description
Title: French and Francophone Women Writers

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: lab:
Graduate Credit? Yes: X No: ___
Current Contact Hours Per Week (from ACM):
LEC 3.0 LAB SEM RES/IND CLIN/PRACT
Course Description:
Include course number, title, etc., exactly as it appears in the General Catalog
4090 French and Francophone Women Writers (3)
Prereq: 3000-level French course or equivalent.
Women’s writing in France and in Francophone countries from the middle ages to the present.

Proposed Course Description
Title: French and Francophone Women Writers
Short Title: FREN WOMEN WRITERS

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: lab:
Graduate Credit? Yes: X No: ___
Proposed Contact Hours Per Week:
LEC 3.0 LAB SEM RES/IND CLIN/PRACT
Course Description:
Include course number, title, etc., exactly as it will appear in the General Catalog
4090 French and Francophone Women Writers (3)
Prereq: FREN 3071 and 3072 or equivalents, permission of instructor. Women’s writing in France and in Francophone countries from the middle ages to the present.

Has this change been discussed with and approved by "departments/colleges affected? Yes ( ) No ( ) N/A (X)
Is this course included in any curricula? Yes (X) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite 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: 5/10/07
Department Chair’s Signature: ___________________________ (Date) 11/06/09
Graduate Dean’s Signature: ___________________________ (Date) 11/06/09

College Faculty Approval Date: 1-21-09
College Dean’s Signature: ___________________________ (Date) 5-7-09
Chair, FSC C & C Committee: ___________________________ (Date) 12/18/12

Academic Affairs Approval: ___________________________ (Date) 11/13
French 4090

Justification: All 4000-level literature courses in French presuppose familiarity with the material included in our literature surveys, 3071 and 3072. Signalling these courses as prereqs clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level literature classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)
French and Francophone Political Studies (FFPS)
International Business (INTLBS)
International Studies (INTLST)
Literary Studies (LITSTD)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 4000</td>
<td>FREN 4001</td>
<td>FREN 4004</td>
<td>FREN 4005</td>
<td>FREN 4010</td>
<td>FREN 4020</td>
</tr>
<tr>
<td>FFCS</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>LITSTD</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td></td>
<td>FFPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTLBS</td>
<td>INTLBS</td>
<td></td>
<td>INTLBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTLST</td>
<td>INTLST</td>
<td></td>
<td>INTLST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITSTD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 4030</td>
<td>FREN 4031</td>
<td>FREN 4040</td>
<td>FREN 4041</td>
<td>FREN 4050</td>
<td>FREN 4051</td>
</tr>
<tr>
<td>LITSTD</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>FFCS</td>
<td>FFCS</td>
<td>FFCS</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td></td>
<td>FFPS</td>
<td>FFPS</td>
<td>FFPS</td>
</tr>
<tr>
<td>INTLBS</td>
<td>INTLBS</td>
<td></td>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLST</td>
</tr>
<tr>
<td>INTLST</td>
<td>INTLST</td>
<td></td>
<td>INTLST</td>
<td>INTLST</td>
<td>LITSTD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 4060</td>
<td>FREN 4070</td>
<td>FREN 4080</td>
<td>FREN 4090</td>
<td>FREN 4095</td>
<td>FREN 4100</td>
</tr>
<tr>
<td>FFCS</td>
<td>FFCS</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>LITSTD</td>
<td>FFCS</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td>FFPS</td>
<td></td>
<td></td>
<td>FFPS</td>
</tr>
<tr>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLST</td>
<td>INTLBS</td>
</tr>
<tr>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td></td>
<td>INTLST</td>
</tr>
<tr>
<td>LITSTD</td>
<td>LITSTD</td>
<td></td>
<td></td>
<td></td>
<td>LITSTD</td>
</tr>
</tbody>
</table>

FREN 4915

FFCS
FFPS
INTLBS
INTLST
LITSTD
Dear Ms. Castrillo,

Please see the approval below from WGS for the prereqs for FREN 4090 and 4095.

Thank you,
Jack Yeager

From: Rebecca E Caire  
Sent: Monday, June 04, 2012 12:59 PM  
To: Jack Yeager  
Subject: FW: WGS minor

Dear Jack-

Please see below.

Becky

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

From: Director of Women and Gender Studies [mailto:dwgs@lsu.edu]  
Sent: Monday, June 04, 2012 12:20 PM  
To: Rebecca E Caire  
Subject: RE: WGS minor

I think that would be fine.

Thanks,
Kate

From: Rebecca E Caire [mailto:rcaire@lsu.edu]  
Sent: Friday, June 01, 2012 11:13 AM  
To: Director of Women's & Gender Studies  
Cc: Jack Yeager  
Subject: WGS minor

Hi Kate-
I am working with Dr. Yeager in French Studies on some of his course proposals and I am writing to you regarding a FREN course in the WGS minor, FREN 4090 and 4095. They are requesting to add a prerequisite of FREN 3071: Survey of French Literature I and FREN 3072: Survey of French Literature II to better prepare students for the more advanced and specific FREN 4090 and 4095. Please note that these prerequisites may be overridden with permission of the course instructor. Would you have any objections to this change in prerequisites? Please let me know at your earliest opportunity.

Thanks very much,

Becky

Rebecca Caire, Assistant Dean
College of Humanities & Social Sciences
Louisiana State University
119 Hodges Hall
Baton Rouge, LA 70803
Phone: (225) 578-3141
Fax: (225) 578-6447
rcaire@lsu.edu
Request for CHANGING an Existing Course
PLEASE SUBMIT 17 COPIES OF EACH REQUEST

Department: French Studies
Course Rubric and #: French 4031
College: Arts and Sciences
Date: 11/5/08

Present Course Description
Title: The French Film

Semester Hours of Credit: 3.0
If lecture/lab, # hrs. of credit for lecture: lab:
Graduate Credit? Yes: X No: 
Current Contact Hours Per Week (from ACM):
LEC 3.0 LAB SEM RES/IND CLIN/PRACT

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

4031 The French Film (3) V Art of the French film from Louis Lumière to the present; its interrelations with French literature; screening and analyses of representative films.

Has this change been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (X)
Is this course included in any curricula? Yes (X) No ( ) If yes, list curricula; use separate sheet.
Is this course a prerequisite 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: 5/10/07
Department Chair's Signature: 1/06/09
Graduate Dean's Signature: 5/19/09

College Faculty Approval Date: 1-2-09
College Dean's Signature: 5-1-09
Chair, FS C & C Committee: 1/7/2013

Academic Affairs Approval: 2/1/13
French 4031

Justification: All 4000-level courses in French presuppose advanced study in grammar and writing. Signalling 3060 as a prereq clarifies course sequencing in the French curriculum and will enhance student success in our 4000-level classes.
Major Concentrations in French Studies

French and Francophone Cultural Studies (FFCS)
French and Francophone Political Studies (FFPS)
International Business (INTLBS)
International Studies (INTLST)
Literary Studies (LITSTD)

<table>
<thead>
<tr>
<th>FREN 4000</th>
<th>FREN 4001</th>
<th>FREN 4004</th>
<th>FREN 4005</th>
<th>FREN 4010</th>
<th>FREN 4020</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFCS</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>LITSTD</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td></td>
<td>FFPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTLBS</td>
<td>INTLBS</td>
<td></td>
<td>INTLBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTLST</td>
<td>INTLST</td>
<td></td>
<td>INTLST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITSTD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREN 4030</th>
<th>FREN 4031</th>
<th>FREN 4040</th>
<th>FREN 4041</th>
<th>FREN 4050</th>
<th>FREN 4051</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITSTD</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>FFCS</td>
<td>FFCS</td>
<td>FFCS</td>
</tr>
<tr>
<td>FFPS</td>
<td></td>
<td></td>
<td>FFPS</td>
<td>FFPS</td>
<td>FFPS</td>
</tr>
<tr>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLST</td>
<td>INTLST</td>
</tr>
<tr>
<td>INTLST</td>
<td></td>
<td>INTLST</td>
<td></td>
<td>LITSTD</td>
<td></td>
</tr>
<tr>
<td>LITSTD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREN 4060</th>
<th>FREN 4070</th>
<th>FREN 4080</th>
<th>FREN 4090</th>
<th>FREN 4095</th>
<th>FREN 4100</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFCS</td>
<td>FFCS</td>
<td>FFCS</td>
<td>LITSTD</td>
<td>LITSTD</td>
<td>FFCS</td>
</tr>
<tr>
<td>FFPS</td>
<td>FFPS</td>
<td>FFPS</td>
<td>INTLBS</td>
<td>INTLBS</td>
<td>FFPS</td>
</tr>
<tr>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLBS</td>
<td>INTLST</td>
<td></td>
<td>INTLBS</td>
</tr>
<tr>
<td>INTLST</td>
<td>INTLST</td>
<td>INTLST</td>
<td></td>
<td>INTLST</td>
<td>LITSTD</td>
</tr>
<tr>
<td>LITSTD</td>
<td>LITSTD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FREN 4915

FFCS
FFPS
INTLBS
INTLST
LITSTD
Anna M Castrillo

From: Jack Yeager
Sent: Wednesday, December 19, 2012 1:19 PM
To: Anna M Castrillo
Subject: FW: FREN 4031

Hello again,

Here is the Film and Media Arts approval for French 4031 prereqs.

Merci,
Jack

From: Film and Media Arts
Sent: Tuesday, December 18, 2012 4:03 PM
To: Jack A Davis; Jack Yeager
Subject: FREN 4031

Jack:

I have discussed the suggested change of FREN 4031, French Cinema, with a faculty member in FREN (and FMA) who regularly teaches the English-language section of the course.

He assures me that the "permission of instructor notation" will allow him and other faculty to sign FMA students into the class, and he will do so.

That said, FMA has no objection to the addition of FREN 3060 as prerequisite to FREN 4031.

Professor James V. Catano
Director, Program in Film and Media Arts
Professor, Dept. of English
Faculty, Women's and Gender Studies
219A Allen Hall
Louisiana State University
Baton Rouge, LA 70803
fma@lsu.edu
phone: 225-578-3140
fax: 225-578-4129
http://www.lsu.edu/fma/FMA_home.html
Request for CHANGING an Existing Course

Department: Mathematics  College: Science
Course Rubric and #: Math 6302  Date: 10/23/2012

Present Course Description

Title: Implementing the NCTM Standards II

Semester Hours of Credit (3)
If combination course type, # hrs. of credit for lecture: 1 lab/sem 2 rec:
Repeat Credit Max (if repeatable) 9
Graduate Credit? Yes
Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 1 LAB 2 SEM 2 REC 2 RES/IND 2 CLIN/PRACT
Total Weekly Contact Hours: 3
Grading System: Letter Grade x Pass/Fail
Course Description: Include course number, title, etc., exactly as it appears in the General Catalog.

6302 Implementing the NCTM Standards II (3) May be taken for a max. of 9 sem. hrs. of credit when topic vary. Enrollment is restricted to participants in the teacher-training and grant-supported programs. Topics for mathematics teachers (6-8) to be selected from those in the Principles and Standards of School Mathematics of the National Council of Teachers of Mathematics.

Proposed Course Description

Title: Implementing Curriculum Standards for Mathematics in the Middle Grades
Short Title: Standards Mid. Math

Semester Hours of Credit (1-3)
If combination course type, # hrs. of credit for lecture: 1 lab/sem 2 rec:
Repeat Credit Max (if repeatable) 9
Graduate Credit? Yes
Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 1 LAB 2 SEM 2 REC 2 RES/IND 2 CLIN/PRACT
Total Weekly Contact Hours: 1-3
Grading System: Letter Grade x Pass/Fail
Course Description: Include course number, title, etc., exactly as it appears in the General Catalog.

6302 Implementing Curriculum Standards for Mathematics in the Middle Grades (1-3) This course is intended primarily for participants in teacher-training programs. Mathematics selected from nationally recognized curriculum standards for the middle grades, treated with attention to depth and the specific needs of teachers. May be repeated for up to 9 sem. hrs. credit if department certifies that topics do not overlap.

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 10/25/2012
Department Chair's Signature: (Date)
Graduate Dean's Signature: (Date)
College Contact: Kim Kubicek
(Please print name.)
College Contact E-mail: KKubicek@isu.edu

College Faculty Approval Date: 11/3/11
College Dean's Signature: (Date)
Chair, FS C & C Committee: (Date)
Academic Affairs Approval: (Date)
Justification

6302 Implementing Curriculum Standards for Mathematics in the Middle Grades

The existing description was written in the 1990s, when the NCTM Standards were the most articulate standards for school mathematics that had national recognition. Since then many states developed their own standards, and lately the Common Core State Standards have been adopted by almost all states. It is no longer useful, therefore, to have a reference to the NCTM Standards in the course title and description.

We are changing the credit from (3) semester hours to variable (1-3) because the course is often implemented in conjunction with teacher workshops, where there may be insufficient time available to deliver a full 3-hour course. Nonetheless, a course of study beneficial to elementary teachers may be packaged within a shorter time frame.

The mathematics referred to in the Common Core State Standards for grades 6-8 is extensive enough to provide material for at least 9 semester hours (see the references in the syllabus attached), and therefore we wish to retain the option for repeat credit that appeared in the previous catalog description.

Relationship to other courses. This course is not an “instructional methods” course, and does not overlap with any School of Education courses such as EDCI 7109 Studies in the Teaching of Elementary Mathematics or EDCI 7141 Studies in the Teaching of Mathematics in Secondary Schools, which are concerned with “techniques and materials for teaching...mathematics” and with “relationship[s] between learning theories and acquisition of mathematical skills and concepts”.

Comments. The course will treat mathematical concepts that are significant in recognized curriculum standards. The course is balanced in treating mathematics with rigor and depth as well as paying attention to the mathematical problems that teachers encounter in communicating about mathematics and in designing and delivering instruction.
Sample Syllabus

6302 Implementing Curriculum Standards for Mathematics in the Middle Grades

This implementation of this 1-3 hour course will be for 3 hours. The course focuses on the mathematical ideas that come to the fore in eighth grade, as recommended in the Common Core State Standards. Topics include:

1. Expressions and equations, with emphasis on the analysis of the structure of the mathematical language;
2. The concept of a function and using functions to model situations arising in science and commerce;
3. Intuitive geometry of two- and three-dimensional figures, and
4. The Pythagorean Theorem, including several proofs and explorations of the relationships to topics 1)—3).

Format. This course is delivered in 14 three-hour evening sessions, each of which will include one hour of lecture and two hours of activities in small groups.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Structure of expressions: constant symbols, variable symbols &amp; function symbols. Tree diagrams.</td>
</tr>
<tr>
<td>2</td>
<td>Interpreting expressions as functions. Equivalent expressions.</td>
</tr>
<tr>
<td>3</td>
<td>Relation symbols. Equations and inequalities.</td>
</tr>
<tr>
<td>4</td>
<td>Logical connectives, sentential functions and truth tables.</td>
</tr>
<tr>
<td>5</td>
<td>Linear functions and their graphs. Fermat on loci. Equation for a line.</td>
</tr>
<tr>
<td>6</td>
<td>Using linear functions to model physical and economic phenomena.</td>
</tr>
<tr>
<td>7</td>
<td>Linear functions of two or more variables. Planes in 3-space.</td>
</tr>
<tr>
<td>8</td>
<td>Similarity, similarity transforms and linear functions.</td>
</tr>
<tr>
<td>9</td>
<td>Area in geometry. Euclid, Proposition I:35.</td>
</tr>
<tr>
<td>10</td>
<td>The Pythagorean Theorem and its proofs.</td>
</tr>
<tr>
<td>11</td>
<td>Coordinate geometry. The distance formula.</td>
</tr>
<tr>
<td>12</td>
<td>Coordinate geometry. Circles and lines.</td>
</tr>
<tr>
<td>13</td>
<td>Quadratic functions I: algebraic aspects and graphs.</td>
</tr>
<tr>
<td>14</td>
<td>Quadratic functions II: modeling with quadratic functions</td>
</tr>
</tbody>
</table>

Grading. The course grade is based on the following:

a) [30-40%] participation in group activities. This course will employ grading policies consistent with principles described in (Slavin 1995).

b) [40-50%] portfolio of assigned written work.

c) [20%] final exam.

Points will be assigned for each component and a total calculated. Letter grades are determined as follows: A = 90-100% (total), B = 80-89%, C = 70-79%, D = 60-69%, F = less than 60%. A
student whose participation in group activities is not satisfactory will be advised by the instructor and told what actions need to be taken to remedy the situation. Students who are unable to fully participate in collaborative, class activities due to disability should advise the course instructor on the first day of class and should consult the LSU Office of Disability Services.

Rationale. Numerous research studies demonstrate that cooperative activities that adhere to specific design parameters are highly effective at all levels, including college classes. An extensive review of the research literature as well as specific guidelines for organizing and grading cooperative activities is contained in (Slavin 1995). The Louisiana Department of Education currently evaluates teachers based heavily on the extent to which their students are observed to be actively engaged in cooperative, student-led activities; see the link to the Compass Teacher Rubric at http://www.louisianaschools.net/topics/ppmltr.html. M6302 is not intended to provide guidance about organizing the classroom, but it must provide mathematical content in a form that is deployable in the kind of classrooms that have been shown to be effective by high-quality research and that are encouraged by the state. For these reasons, cooperative activities are included in the class, and the grading policy is designed to give commensurate weight to them. The instructor may adjust the actual emphasis, using the suggested range (above) as a guide.

Research Base

Educational research demonstrates that mathematics teachers need:

- a deep understanding of the structure, content and goals of the curriculum,
- a large repertoire of fully analyzed mathematical examples that may be incorporated in lessons and tests, and
- ability to conceptualize and assess the mathematical knowledge of others and select appropriate actions in response.

This course is designed to develop these competencies.

References

Main Primary Source


---


**Secondary Sources**


Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

November 21, 2012

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

**MATH 3001 and 4003**
- The Committee conditionally approved the proposals to drop MATH 3001 and 4003 pending the submission and approval of the proposals to change EDC1 3001 and 4003.

**MATH 6301 and 6302**
- The Committee returned the proposals to change MATH 6301 and 6302. The Committee requests more detailed justifications explaining who will be the "gatekeeper" for students taking the course for repeat credit. Additionally, the syllabi must include 14 week outlines, an explanation of what the group activities are, as well as an explanation on why the participation grade is worth 40% of the total grade.

**MATH 6303**
- The Committee returned the proposal to add MATH 6303. The Committee requests more detailed justifications explaining who will be the "gatekeeper" for students taking the course for repeat credit. Additionally, the syllabi must include 14 week outlines as well as an explanation on why the participation grade is worth 40% of the total grade.

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**: Mathematics  
**College**: Science  
**Course Rubric and #**: Math 6301  
**Date**: 10/23/2012

---

### Present Course Description

**Title**: Implementing the NCTM Standards I  
**Semester Hours of Credit**: (3)  
If combination course type, # hrs. of credit for:  
lecture: 1 lab/sem 2 rec:  
Repeat Credit Max (if repeatable): 9  
Graduate Credit?: Yes

---

### Proposed Course Description

**Title**: Implementing Curriculum Standards for Mathematics in the Elementary Grades  
**Short Title**: Standards Elem Math  
**Semester Hours of Credit**: (1-3)  
If combination course type, # hrs. of credit for:  
lecture: 1 lab/se 2 m/rec:  
Repeat Credit Max (if repeatable): 9  
Graduate Credit?: Yes

---

**Credit will not be given for this course and:**  
**Contact Hours Per Week**: (Indicate hours in appropriate course type.)

<table>
<thead>
<tr>
<th>LEC</th>
<th>LAB</th>
<th>SEM</th>
<th>REC</th>
<th>RESI/IND</th>
<th>CLIN/PRAC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>1-3</td>
<td></td>
</tr>
</tbody>
</table>

Grading System: Letter Grade: _x_ Pass/Fail  
Course Description:  
Include course number, title, etc. exactly as it appears in the General Catalog

---

**6301 Implementing the NCTM Standards I (3) May be taken for a max. of 9 sem. hrs. of credit when topics vary. Enrollment is restricted to participants in the teacher-training and grant-supported programs. Topics for mathematics teachers (K-5) to be selected from those in the Principles and Standards of School Mathematics of the National Council of Teachers of Mathematics.**

---

**6301 Implementing Curriculum Standards for Mathematics in the Elementary Grades (1-3) This course is intended primarily for participants in teacher-training programs. Mathematics selected from nationally recognized curriculum standards for the elementary grades, treated with attention to depth and the specific needs of teachers. May be repeated for up to 9 sem. hrs. credit if department certifies that topics do not overlap.**

---

**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:**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-25-2012</td>
<td>11/13/12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair's Signature</th>
<th>College Dean's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles M. DeBell</td>
<td></td>
</tr>
<tr>
<td>11-27-2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean's Signature</th>
<th>Chair, FS C &amp; C Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>G Brycey</td>
<td>12-12-13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Contact:</th>
<th>Academic Affairs Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Kubicek</td>
<td>2/11/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Contact E-mail:</th>
<th>Academic Affairs Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:kkubicek@isu.edu">kkubicek@isu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
Justification

6301 Implementing Curriculum Standards for Mathematics in the Elementary Grades

The existing description was written in the 1990s, when the NCTM Standards were the most articulate standards for school mathematics that had national recognition. Since then many states developed their own standards, and lately the Common Core State Standards have been adopted by almost all states. It is no longer useful, therefore, to have a reference to the NCTM Standards in the course title and description.

We are changing the credit from (3) semester hours to variable (1-3) because the course is often implemented in conjunction with teacher workshops, where there may be insufficient time available to deliver a full 3-hour course. Nonetheless, a course of study beneficial to elementary teachers may be packaged within a shorter time frame.

The mathematics referred to in the Common Core State Standards for grades K-5 is extensive enough to provide material for at least 9 semester hours (see the references in the syllabus attached), and therefore we wish to retain the option for repeat credit that appeared in the previous catalog description.

Relationship to other courses. This course is not an “instructional methods” course, and does not overlap with any School of Education courses such as EDCI 7109 Studies in the Teaching of Elementary Mathematics or EDCI 7141 Studies in the Teaching of Mathematics in Secondary Schools, which are concerned with “techniques and materials for teaching...mathematics” and with “relationship[s] between learning theories and acquisition of mathematical skills and concepts”.

Comments. The course will treat mathematical concepts that are significant in recognized curriculum standards. The course is balanced in treating mathematics with rigor and depth as well as paying attention to the mathematical problems that teachers encounter in communicating about mathematics and in designing and delivering instruction.
**Sample Syllabus**

**6301 Implementing Curriculum Standards for Mathematics in the Elementary Grades**

This implementation of this 1-3 hour course will be for **3 hours**. The course focuses on the measurement and fraction strands of the Common Core State Standards. Topics include:

- Euclid’s paradigm for measurement (Elements, Book V) and the Euclidean Algorithm;
- Measurement systems, notation and conversion
- Rates
- Coordinate systems
- Arithmetic and geometric representations of fractions
- Foundations of fraction arithmetic

**Format.** This course is delivered in 14 three-hour evening sessions, each of which will include one hour of lecture and two hours of activities in small groups.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Magnitudes: definition, properties, examples. Adding and comparing magnitudes. The measurement process. Euclid <em>Elements</em>, Book V.</td>
</tr>
<tr>
<td>2</td>
<td>Three paradigms for measurement: a) multiplying the measured item, b) divining units, c) the Euclidean Algorithm</td>
</tr>
<tr>
<td>3</td>
<td>Examples and activities with lengths and weights. Making rulers and balances.</td>
</tr>
<tr>
<td>4</td>
<td>Euclid’s definition of ratio (<em>Elements</em>, Book V) and its relationship to real numbers.</td>
</tr>
<tr>
<td>5</td>
<td>Coordinate systems on the line; change of coordinates. Examples.</td>
</tr>
<tr>
<td>6</td>
<td>Using different measurement systems: feet, pounds and hours versus meters, kilograms and seconds.</td>
</tr>
<tr>
<td>7</td>
<td>Rates.</td>
</tr>
<tr>
<td>8</td>
<td>Dimensional analysis I. Basic principles.</td>
</tr>
<tr>
<td>9</td>
<td>Dimensional analysis II. Using symmetry.</td>
</tr>
<tr>
<td>10</td>
<td>Mathematical applications: algebraic foundations for fractions.</td>
</tr>
<tr>
<td>11</td>
<td>Mathematical applications: greatest common divisors and the structure of the integers.</td>
</tr>
<tr>
<td>12</td>
<td>Mathematical applications: the real number system.</td>
</tr>
<tr>
<td>13</td>
<td>Mathematical applications: Fibonacci series.</td>
</tr>
<tr>
<td>14</td>
<td>Mathematical applications: continued fractions.</td>
</tr>
</tbody>
</table>
Grading. The course grade is based on the following:

a) [30-40%] participation in group activities. This course will employ grading policies consistent with principles described in (Slavin 1995).

b) [40-50%] portfolio of assigned written work.

c) [20%] final exam.

Points will be assigned for each component and a total calculated. Letter grades are determined as follows: A = 90-100% (total), B = 80-89%, C = 70-79%, D = 60-69%, F = less than 60%. A student whose participation in group activities is not satisfactory will be advised by the instructor and told what actions need to be taken to remedy the situation. Students who are unable to fully participate in collaborative, class activities due to disability should advise the course instructor on the first day of class and should consult the LSU Office of Disability Services.

Rationale. Numerous research studies demonstrate that cooperative activities that adhere to specific design parameters are highly effective at all levels, including college classes. An extensive review of the research literature as well as specific guidelines for organizing and grading cooperative activities is contained in (Slavin 1995). The Louisiana Department of Education currently evaluates teachers based heavily on the extent to which their students are observed to be actively engaged in cooperative, student-led activities; see the link to the Compass Teacher Rubric at http://www.louisianaschools.net/topics/ppmltr.html. M6301 is not intended to provide guidance about organizing the classroom, but it must provide mathematical content in a form that is deployable in the kind of classrooms that have been shown to be effective by high-quality research and that are encouraged by the state. For these reasons, cooperative activities are included in the class, and the grading policy is designed to give commensurate weight to them. The instructor may adjust the actual emphasis, using the suggested range (above) as a guide.

Research Base

Educational research demonstrates that mathematics teachers need:

- a deep understanding of the structure, content and goals of the curriculum,
- a large repertoire of fully analyzed mathematical examples that may be incorporated in lessons and tests, and
- ability to conceptualize and assess the mathematical knowledge of others and select appropriate actions in response.

This course is designed to develop these competencies.

---


References

Main Primary Sources

Secondary Sources
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

November 21, 2012

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

**MATH 3001 and 4003**
- The Committee conditionally approved the proposals to drop MATH 3001 and 4003 pending the submission and approval of the proposals to change EDCI 3001 and 4003.

**MATH 6301 and 6302**
- The Committee returned the proposals to change MATH 6301 and 6302. The Committee requests more detailed justifications explaining who will be the “gatekeeper” for students taking the course for repeat credit. Additionally, the syllabi must include 14 week outlines, an explanation of what the group activities are, as well as an explanation on why the participation grade is worth 40% of the total grade.

**MATH 6303**
- The Committee returned the proposal to add MATH 6303. The Committee requests more detailed justifications explaining who will be the “gatekeeper” for students taking the course for repeat credit. Additionally, the syllabi must include 14 week outlines as well as an explanation on why the participation grade is worth 40% of the total grade.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.