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

Department: Mechanical and Industrial Engineering
College: Engineering
Name of Curriculum/Major: Industrial Engineering
Type of Degree: BS
Date: 2/26/12

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

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

ACTION (check appropriate box):

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

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

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

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

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
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<tbody>
<tr>
<td>Total semester hours in current curriculum:</td>
<td>126</td>
</tr>
<tr>
<td>Total semester hours in proposed curriculum:</td>
<td>126</td>
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</table>

APPROVALS:

Department Faculty Approval Date 10/25/12

[Signature] 2/27/2013
Department Chair's Signature (Date)

[Signature] 5/7/2013
Chair, FS C & C Committee (Date)

College Faculty Approval Date

[Signature] (Date)
College Dean's Signature (Date)

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

College Contact: ___________________________
(Please print name.)

College Contact E-mail: ___________________________
# GENERAL EDUCATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Year</th>
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<td>Analytical Reasoning (6 hrs.)</td>
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Present 8-semester path

**Critical: MATH 1021.**
- CMST 1061 OR ROTC 3
- CHEM 1201 GEN CHEMISTRY I [CR: MATH 1022/1023/1431/1550/1551] 3
- ENGL 1001 ENGL COMPOSITION 3
- IE 1002 INDUSTRIAL ENGR FUND 3
- MATH 1550 AN GEOM & CALCULUS-I 5

Total Semester Hours: 17

**Critical: MATH 1022 or MATH 1023.**
- CM 1030 ENGIN GRAPHICS 2
- CHEM 1202 GENERAL CHEMISTRY [CHEM 1201] 3
- IE 2060 INT USE OF COMPUTERS [CR: IE 1002] 3
- MATH 1552 AN GEOM & CALCULUS [MATH 1550/1551] 4
- PHYS 2101 GEN PHYS FOR TECH ST [PHYS 1100 CR: MATH 1552] 3
- PHYS 2108 LAB WRK TECHN PHYS [CR: PHYS 2001/2101] 1

Total Semester Hours: 16

**Critical: CHEM 1201.**
- ECON 2030 ECONOMIC PRINCIPLES 3
- GEN. ED. COURSE - HUMANITIES, ARTS OR SOCIAL SCIENCES 3
- MATH 2090 ELEM DIFF EQ & LIN ALGEBRA [MATH 1552] 4
- PHYS 2102 GEN PHYS FOR TECH ST [PHYS 2101, MATH 1552] 3
- PHYS 2109 GEN PHYSICS LAB [PHYS 2108 CR: PHYS 2002/2102] 1
- BIOL 1001/1201 3

Total Semester Hours: 17

**Critical: "C" or better in MATH 1550.**
- CE 2450 STATICS [MATH 1552, PHYS 2101] 3
- CM 2141 CONST PLANNING & SCHED [CM 2121/IE 1002, 2060] 3
- EE 2950 COMPREHENSIVE E E [MATH 1552] 3
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**Critical: "C" or better in PHYS 1100.**

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Total Semester Hours: 16
Proposed 8-semester path

**Critical: MATH 1021.**
- CMST 1061 OR RCTC 3
- CHEM 1201 GEN CHEMISTRY I [CR: MATH 1022/1023/1431/1550/1551] 3
- ENGL 1001 ENGL COMPOSITION 3
- IE 1002 INDUSTRIAL ENGR FUND 3
- MATH 1550 AN GEOM & CALCULUS-I 5

**Total Semester Hours: 17**

**Critical: MATH 1022 or MATH 1023.**
- CM 1020 ENGIN GRAPS FOR MECH 2
- CHEM 1202 GENERAL CHEMISTRY [CHEM 1201] 3
- IE 2050 INT USE OF COMPUTERS [CR: IE 1002] 3
- MATH 1552 AN GEOM & CALCULUS [MATH 1550/1551] 4
- PHYS 2101 GEN PHYS FOR TECH ST [PHYS 1100 CR: MATH 1552] 3
- PHYS 2108 LAB WRK TECHN PHYS [CR: PHYS 2001/2101] 1

**Total Semester Hours: 16**

**Critical: CHEM 1201.**
- ECON 2030 ECONOMIC PRINCIPLES 3
- GEN. ED. COURSE - HUMANITIES, ARTS OR SOCIAL SCIENCES 3
- MATH 2090 ELEM DIFF EQ & LIN ALGEBRA [MATH 1552] 4
- PHYS 2102 GEN PHYS FOR TECH ST [PHYS 2101, MATH 1552] 3
- PHYS 2109 GEN PHYSICS LAB [PHYS 2108 CR: PHYS 2002/2102] 1
- BIOL 1001/1201 3

**Total Semester Hours: 17**

**Critical: "C" or better in MATH 1550.**
- CE 2450 STATICS [MATH 1552, PHYS 2101] 3
- CM 2141 CONST PLANNING & SCHED [CM 2121/IE 1002, 2060] 3
- EE 2950 COMPREHENSIVE E E [MATH 1552] 3
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<tr>
<td>ENGL 2000</td>
<td>ENGLISH COMP [ENGL 1001]</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Semester Hours: 15</strong></td>
<td></td>
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<tr>
<td>IE 4425</td>
<td>INFO SYST ENGR [CR: IE 2060]</td>
<td>3</td>
</tr>
<tr>
<td>IE 4453</td>
<td>QUALITY CONT &amp; SIX SIGMA [IE 3302]</td>
<td>3</td>
</tr>
<tr>
<td>IE 4520</td>
<td>SUPPLY CHAIN LOGISTICS II [IE 3520]</td>
<td>3</td>
</tr>
<tr>
<td>ME 3633</td>
<td>MANUFACT PROCESS &amp; METHODS [CM 1020/1030, ME 2723/2733]</td>
<td>3</td>
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<tr>
<td>GEN. ED.</td>
<td>COURSE - HUMANITIES, ARTS OR SOCIAL SCIENCES</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Semester Hours: 15</strong></td>
<td></td>
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<tr>
<td>IE 4530</td>
<td>LEAN MAN SYSTEMS [IE 2060 CR: IE 4362, 3520]</td>
<td>3</td>
</tr>
<tr>
<td>IE 4516</td>
<td>PLANT &amp; SYSTEMS DESN [IE 3201 CR: IE 3520, CM 2141]</td>
<td>3</td>
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<tr>
<td>GEN. ED.</td>
<td>COURSE - HUMANITIES, ARTS OR SOCIAL SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>IE ELECTIVE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>IE ELECTIVE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Hours: 15</strong></td>
<td></td>
</tr>
<tr>
<td>IE 4461</td>
<td>HUMAN FACTORS ENGR [CR: IE 2400]</td>
<td>3</td>
</tr>
<tr>
<td>IE 4597</td>
<td>IE SENIOR DESIGN I [IE 4425, 4453, 4461, 4520, ME 3633 CR: IE 4516, 4530]</td>
<td>2</td>
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<tr>
<td>IE 4598</td>
<td>IE SENIOR DESIGN II [IE 4597]</td>
<td>2</td>
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<td>GEN. ED.</td>
<td>COURSE - HUMANITIES, ARTS OR SOCIAL SCIENCES</td>
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<tr>
<td>GEN. ED.</td>
<td>COURSE - HUMANITIES, ARTS OR SOCIAL SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td><strong>IE ELECTIVE</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Hours:** 16
Replace CM1030 (2ch) with CM1020 (2ch):

With the merging of Mechanical and Industrial Engineering, this change was initiated to simplify the engineering drawing courses offered in the college. Mechanical and Industrial Engineering are the only two engineering courses that still require a drawing class and thus the change to the IE curriculum will facilitate more efficient teaching scheduling while still providing the students the necessary course material.

Justification for > 120 credit hours:

1. Compare degree programs that require more than 120 credit hours to SREB peers and the new list of peers to determine if the credits required for graduation meet the national norms for that program. What are the core requirements at these institutions? How does LSU program differ from peers? What are the commonalities?

Table 1 (at end of this justification) provides credit hours required for 20 BS degree in Industrial Engineering at Southern Regional Education Board (SREB) peer institutions from 16 states such as TX, OK, AR, LA, TN, MS, AL, GA, FL, SC, NC, KY, WV, VA, MD, and DE. The average number of credit hours for these BSIE programs is 128. Approximately eight years ago, the Industrial Engineering program faculty made a significant effort to reduce the program hours - then at 132 - to the minimum needed to produce a competent BS industrial engineering graduate. Over several iterations, this resulted in reducing the program requirements to 125 hours by 2005. A later curriculum change increased the program requirements by 1ch to 126 hours. Out of the 20 peer BSIE programs surveyed, only 5 were lower - by 1-2 credit hours - all but one of which have substantially lower general education requirements and one about the same general education requirements. We are currently only covering the basic areas needed by all IE graduates as identified by our faculty, advisory board, and student employers. In fact, since 2005 internal and external advisory board assessment processes identified the need for additional coverage of work methods, necessitating addition of another IE course starting in the 2011-12 academic year. Fortunately, CMST 1060, a required course in the curriculum, has just been made a general education course, allowing offsetting 3 credit hours for no net change in total curriculum hours. The assessment process has also identified the need for a two semester design project sequence. That change generated a +1ch change to 126 hours. At present, the only way to reduce hours beyond 126 without compromising the quality of our graduating engineering students would be to reduce general education requirements.

Comparison of year-by-year course requirements in the new peer group shows remarkable similarities between the various BSIE degree programs, particularly the following observations:
   - Little or no core engineering in the freshman year
   - Most math and science completed by the 5th semester
   - Most industrial engineering courses concentrated in the 3rd and 4th years
   - IE fundamentals concentrated in year 3; IE design concentrated in years 3 (2nd half) and 4
   - Core course content and sequencing similar from one program to another

This further confirms the consistency between our current program and programs at other departments across the region.

2. Identify mandated requirements for accreditation and certification that increase the number of courses for graduation beyond the normal 120 credit hours. Specifically identify said mandates and provide the explanation as to how such mandates result in a degree program requiring more than 120 credit hours.
In the Accreditation Board for Engineering and Technology (ABET) criteria for Engineering programs, Criterion 5 includes the statement that “One year is the lesser of 32 semester hours (or equivalent) or one-fourth of the total credits required for graduation.” The explicit use of 32 semester hours per academic year stems from it being the average requirement identified by both ABET and NCEES, the National Council of Examiners for Engineering and Surveying. The curricula tables required for ABET specify a minimum of:

(a) Either 32 hours or 25% of curriculum hours in math and basic science, and

(b) Either 48 hours or 37.5% of curriculum hours in engineering topics.

By working backward from these criteria (i.e., 32 is 25% of 128 and 48 is 37.5% of 128), it can be seen that ABET implicitly defines 128 hours to be the minimum for an engineering curriculum (“Criteria for Accrediting Engineering Programs for 2011-2012 Review Cycle”, http://www.abet.org/forms.shtml, ABET Website, Jan 2011). In email communication with an ABET representative, the clarification relating to one fourth the total credits was added to address a number of 5-year and other non-traditional programs, especially on international visits. As seen from Table 1, this also is the average of the 20 BSIE programs examined. The LSU BSIE program, with approval of this curriculum change, will be 24h below the 128 average ABET curriculum; however the program meets all ABET requirements and was recently reviewed by ABET for re-accreditation with no deficiencies noted in curriculum.

The academic mission of LSU’s College of Engineering is to produce graduates prepared to contribute immediately in the workplace and ultimately qualified to meet the needs for licensed professional practice in engineering. The pressures to reduce the degree requirements for engineering are, and have been, a serious concern for the professional societies for some time as noted in the article excerpts below:

“At one time, the engineering profession was a leader, requiring more formal education to practice than other recognized professions. While other professions have increased educational requirements over the years, engineering has, in effect, decreased the requirements. The number of credit hours required for a bachelor’s degree has steadily decreased over the years, and the curriculum emphasis has shifted. These changes have resulted in a decrease in core engineering courses, a decrease in technical breadth and depth, and an increase in general studies (e.g., the average credit hours required for earning a BS degree in Engineering has decreased from 150 hrs in the 1920’s to 130 hours by 2003) (NCEES Licensure Qualification Oversight Group (LQOG); http://www.ncees.org/Documents/Public/AdditionalEducationInitiative/LQOG2005.pdf, 2005.)

“7.1.6 Engineering Education. Engineering education is falling behind other professions in preparing students for practice. There has been a persistent decrease in the credit hours required for an engineering degree over the past several decades. At present, the nominal (but nonuniform) requirement is 128 semester hours, corresponding to an eight-semester (four-year) program of four to six courses per semester. Based on national averages, 128 semester hours represent the low point on a downward trend—driven partly by a state centered desire to make the educational process as cost-efficient as possible and to compete for students across state lines—at least insofar as public institutions are concerned. This inexorable decrease in credit hours, coupled with ABET requirements for more and more of those credit hours for important but nontechnical professional training, represents a net national loss in the depth of engineering education in core subjects. Engineering education must properly prepare students for engineering practice, especially in two areas by (1) providing professional practice skills and (2) providing the appropriate breadth of technical subjects. The task force agrees that additional education beyond the current 128 +/- credit-hour programs is necessary in the future to prepare students for engineering practice at the professional level (“Report of the ENGINEERING LICENSURE QUALIFICATIONS TASK FORCE, National Society of Professional Engineers, pp 28, March 2003).
Mandating engineering programs to reduce credit hour requirements will devalue the BS degree and our graduates will ultimately be forced to obtain an additional year of coursework simply to become eligible to sit for the Professional Engineers (PE) licensing examination.

3. **Determine if there are campus and/or departmental policies that might contribute to excess hours for graduation.** Specifically identify said policies and provide an explanation as to how such mandates result in a degree program requiring more than 120 credit hours.

The SREB general education requirements mandated by 16 states is shown in Table 2 provided by the Louisiana Board of Regents and ranges anywhere from 30 to 44 credit hours (CH). Note the SACS general education requirements (30 CH) appended to the end of this table are less than Louisiana's 39 CH requirement. SACS expresses a combined Arts/Humanities requirement which is less restrictive and fewer hours than Louisiana (thus LSU) and a Science requirement that is also less restrictive as it does not mandate both a life and physical science. The LA Board of Regents attempted to revisit the issue and allow additional flexibility but substantive discussion never took place due to lack of support from key state institutions.

4. **If a rationale as to why it is necessary for a particular degree program to require more than 120 credit hours cannot be established a plan to reduce the degree requirements to 120 credit hours must be presented.**

The arguments listed above represent our rationale that it is necessary for the Industrial Engineering degree program to require more than 120 credit hours.
<table>
<thead>
<tr>
<th>Institution</th>
<th>BSIE # of Credits</th>
<th>General Education Requirements # of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Tech</td>
<td>136</td>
<td>33</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>132</td>
<td>34</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>130</td>
<td>29</td>
</tr>
<tr>
<td>University of Arkansas, Fayetteville</td>
<td>129</td>
<td>36</td>
</tr>
<tr>
<td>West Virginia University</td>
<td>129</td>
<td>21</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>128</td>
<td>38</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>128</td>
<td>24</td>
</tr>
<tr>
<td>Mississippi State University</td>
<td>128</td>
<td>36</td>
</tr>
<tr>
<td>University of Tennessee, Knoxville</td>
<td>128</td>
<td>42</td>
</tr>
<tr>
<td>University of Texas at Arlington</td>
<td>128</td>
<td>24</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>127</td>
<td>21</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>127</td>
<td>47</td>
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<tr>
<td>University of Houston</td>
<td>127</td>
<td>42</td>
</tr>
<tr>
<td>Auburn University</td>
<td>126</td>
<td>41</td>
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<tr>
<td>Oklahoma State University Main Campus</td>
<td>126</td>
<td>38</td>
</tr>
<tr>
<td>Florida State University</td>
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<td>24</td>
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<tr>
<td>University of Florida</td>
<td>125</td>
<td>36</td>
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<tr>
<td>North Carolina State University</td>
<td>125</td>
<td>27</td>
</tr>
<tr>
<td>University of Oklahoma Norman Campus</td>
<td>124</td>
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<tr>
<td>Clemson University</td>
<td>124</td>
<td>33</td>
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<tr>
<td><strong>AVERAGE</strong></td>
<td><strong>128</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td>LSU (proposed)</td>
<td>126</td>
<td>39</td>
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<tr>
<td>State</td>
<td>Policy</td>
<td>Total</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Alabama</td>
<td>Written Composition (6 cr.); Humanities &amp; Fine Arts (12 cr.); Natural Sciences &amp; Mathematics (11 cr.); History, Social, &amp; Behavioral Sciences (12 cr.)</td>
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<tr>
<td>Arkansas</td>
<td>English Composition (6 cr.); Speech Communication (0-3 cr.); Math (3 cr.); Science (8 cr.); Fine Arts/Humanities (6-9 cr.); Social Sciences; Government (3cr.); Other Social Science (6-9 cr.)</td>
<td>32-41</td>
</tr>
<tr>
<td>Delaware</td>
<td>*No state policy (appears defined by the 2 individual institutions in the state)</td>
<td></td>
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<tr>
<td>Florida</td>
<td>36 hours General Education required in English/Communication, Mathematics, Social Sciences, Humanities, and Natural Sciences- but only specifies 6 in English, and 6 in Math</td>
<td>36</td>
</tr>
<tr>
<td>Georgia</td>
<td>Essential Skills (9-10 cr.); Institutional Options (5 cr.); Humanities/Fine Arts (6 cr.); Science, Mathematics, Technology (10-11 cr.); Social Science (12 cr.)</td>
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</tr>
<tr>
<td>Kentucky</td>
<td>Communications (9 cr.); Humanities (6 cr.); Mathematics (3 cr.); Natural Sciences (6 cr.); Behavioral/Social Sciences (9cr.)</td>
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<td>Louisiana</td>
<td>Engr 6; Math 6; NatSci 9; Humanities 9; Arts 3; SocSci6</td>
<td>39</td>
</tr>
<tr>
<td>Maryland</td>
<td>*No State policy- new degree proposal guidelines only ask for &quot;total number of credits and their distribution&quot;</td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>*Reference to &quot;general education core&quot; in Academic Productivity Review Guidelines, but no information as to what it must include.</td>
<td></td>
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<tr>
<td>North Carolina</td>
<td>English (6 cr.); Humanities/Fine Arts (12 cr.); Social/Behavioral Sciences (12 cr.); Natural Sciences (8)/Mathematics (6)</td>
<td>44</td>
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<tr>
<td>Oklahoma</td>
<td>English (6 cr.); U.S. History &amp; U.S. Government (6 cr.); Science (6 cr.); Humanities (6 cr.); Mathematics (3 cr.); Psychology, Social Sciences, Foreign Languages, Fine Arts (3 cr.)= 30 * Additional Liberal Arts and Science courses as needed to meet the minimum of 40</td>
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<td>South Carolina</td>
<td>A minimum of 30 semester hours or equivalent in general education courses to include at least one (3-hour) course in the following areas, the humanities/fine arts, the social/behavioral sciences, and the natural sciences/mathematics. The curriculum must provide components designed to ensure competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.</td>
<td>30</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Communication (9 cr.); Humanities and/or Fine Arts (9cr.) *specifies that one course must be in literature; Social/Behavioral Sciences (6 cr.); History (6 cr.); Natural Sciences (8 cr.); Mathematics (3 cr.)</td>
<td>41</td>
</tr>
<tr>
<td>Texas</td>
<td>*State law states that at a minimum core curriculum will be 42 credit hours in the areas of &quot;liberal arts, humanities, and science and political, social, and cultural history&quot;</td>
<td>42</td>
</tr>
<tr>
<td>Virginia</td>
<td>*No state policy- defined by individual institutions.</td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>Communications (6 cr.); Humanities (6 cr.); Natural Sciences (6 cr.); Social Sciences (6 cr.); Mathematical Sciences or Computer Applications (3); other (9 cr.)</td>
<td>36</td>
</tr>
<tr>
<td>SACS 2.7.3 **Added to BoR Table</td>
<td>At least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. ... not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.</td>
<td>30</td>
</tr>
</tbody>
</table>
INDUSTRIAL ENGINEERING

TOTAL HOURS = 126

FALL 2012-2013

SPRING

FALL

SPRING

FALL

SPRING

FALL

SPRING

HOURS: 17 16 16 15 15 17 16 × 126

FLOWCHART LEGEND

Credit required
Credit or registration required
Grade of "C" or better required
One or more of the following courses
Gen Ed - General Education

Office: 2508 Patrick H. Taylor Hall  www.mtu.edu

© students must also meet GLOBAL KNOWLEDGE requirements. See the requirements listed at http://www.mtu.edu/cas/global/ or consult an academic advisor in the UM-ASH office or College of Engineering office.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE CONCENTRATION

Department English College Humanities and Social Sciences Date 5/23/12

Name of Concentration Literature

Name of Curriculum/Major English Type of Degree B.A.

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

ATTACH JUSTIFICATION for all actions: Use separate sheet.

ATTACH RESPONSE from any departments affected [i.e., any department whose course(s) are to be added!]

ACTION (check appropriate box):

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

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

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

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

CONCENTRATION

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current concentration: 36</td>
<td>Total semester hours in proposed concentration: 36</td>
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</tbody>
</table>

A maximum of nine hours at the 2000 level in addition to ENGL 2000; a minimum of nine hours at the 4000 level; six hours from ENGL 2025, 2027, 2029, 2123 (2823), 2024 (2824), 2148, 2201, 2202, 2220, 2270, 2300; nine hours from 3020, 3022, 3070, 3072; three hours from ENGL 3024, 3084; three hours from ENGL 4137, 4147, 4148; three hours from 2593, 2673, 2674, 3080, 3674, 3593, 4674, 4593; nine hours of upper division English electives, three of which must be at the 4000 level; and ENGL 4104

A maximum of nine hours at the 2000 level in addition to ENGL 2000; a minimum of nine hours at the 4000 level; six hours from ENGL 2025, 2027, 2029, 2123 (2823), 2024 (2824), 2148, 2201, 2202, 2220, 2270, 2300; nine hours from ENGL 3020, 3022, 3070, 3072; three hours from ENGL 3024, 3084; three hours from ENGL 4137, 4147, 4148; three hours from ENGL 2593, 2673, 2674, 3080, 3674, 3593, 4674, 4593, 4680; nine hours of upper division English electives, three of which must be at the 4000 level; and ENGL 4104

APPROVALS:

Department Faculty Approval Date May 4, 2012 5-29-12

Department Chair's Signature (Date) 5/7/2013

Chair, FS C & C Committee

College Faculty Approval Date 9-12-12

College Dean's Signature (Date)

Academic Affairs Approval (Date)
Justification for Proposed Changes to the Curriculum of the Literature Concentration of the B.A. in English

This proposal rectifies two oversights in the catalog entry for the Literature concentration, one typographical, and the other substantive.

The Literature concentration currently requires three hours chosen from the following list:

ENGL 2593, 2673, 2674, 3080, 3674, 3593, 4674, 4593.

These courses are understood by the English Department faculty to be ones in which there is a particular focus on Culture Studies in the examination of the body of literature and related artistic products (such as film) which are designated for each course.

These fall into sub-blocks. ENGL 2593, 3593, and 4593 are all concerned with the study of women in literature, and have a particular focus on the cultural contexts and implications of images of women in English-language literature.

ENGL 2674, 3674, and 4674 do the same with the representation of African-Americans and themes pertinent to African-American experience. And 2673 does the same for the study of ethnicities generally in English-language literature.

ENGL 3080 4680 are two existing courses in the catalog which do the same for postcolonial literature. But, apparently through oversight, ENGL 4680 was not included in the list of Culture Studies focused courses in the catalog entry for the Literature concentration.

The present proposal is to rectify this oversight.

It also adds the rubric ‘ENGL’ where it is missing at the front of two blocks of course numbers in the catalog entry for this concentration.

Other Departments or Curricula Affected: NONE.
Present

Literature

CRITICAL REQUIREMENTS
SEMESTER 1: “C” or better in
SEMESTER 2: Course from INTRO TO LITERARY STUDY.
SEMESTER 3: Course from INTRO TO LITERARY STUDY; Admission to the College.
SEMESTER 4: Course from BRITISH/AMERICAN LITERATURE SURVEY.
SEMESTER 5: First Course in Foreign Language Sequence; Course from
BRITISH/AMERICAN LITERATURE SURVEY.

Semester 1

CRITICAL: “C” or better in

First Course in Foreign Language Sequence (4)
General Education course - Analytical Reasoning (from Mathematics) (3)
General Education course - Natural Sciences Sequence (3)\(^1\)
General Education course - Humanities (other than English or foreign language) (3)
Total Semester Hours: 16

Semester 2

CRITICAL: Course from INTRO TO LITERARY STUDY.
Intro to Literary Study (3)\(^2\)
Second Course in Foreign Language Sequence (4)
General Education course - Natural Sciences Sequence (3)\(^1\)
Approved Electives (3-5)
Total Semester Hours: 13-15

Semester 3

CRITICAL: Course from INTRO TO LITERARY STUDY; Admission to the College.
Intro to Literary Study (3)\(^2\)
British/American Literature Survey (3)\(^3\)
Third Course in Foreign Language Sequence (4-3)
General Education course - Natural Sciences (3)\(^1\)
Total Semester Hours: 13-12

Semester 4

CRITICAL: Course from BRITISH/AMERICAN LITERATURE SURVEY.

Fourth Course in Foreign Language Sequence (4-3)
General Education course - Arts (3)
Approved Electives (6)
Total Semester Hours: 16-15

Semester 5

CRITICAL: First Course in Foreign Language Sequence; Course from BRITISH/AMERICAN LITERATURE SURVEY.

or

British/American Literature Survey (3)
General Education course - Analytical Reasoning (3)
General Education course - Social Sciences (3)
Approved Elective (3)
Total Semester Hours: 15

Semester 6

Area of Concentration Course (3)
British/American Literature Survey (3)
General Education course - Social Sciences (2000-level) (3)
Approved Electives (8)
Total Semester Hours: 17

Semester 7

Area of Concentration Course (3)
Upper-Division English Elective (3)
Approved Electives (9)
Total Semester Hours: 15

Semester 8

Upper Division English Electives (6)
Approved Electives (6)
Total Semester Hours: 15

120 Total Sem. Hrs.

1 - If two course sequence is taken in the physical sciences, the additional three hour course must be taken from the life sciences, and vice versa.
2. Choose six hours from the following:

3. Choose nine hours from the following:

4. Choose three hours from the following:

5. Nine hours of Upper-Division English electives, three of which must be at the 4000-level.
Proposed

Literature

CRITICAL REQUIREMENTS
SEMESTER 1: “C” or better in
SEMESTER 2: Course from INTRO TO LITERARY STUDY.
SEMESTER 3: Course from INTRO TO LITERARY STUDY; Admission to the College.
SEMESTER 4: Course from BRITISH/AMERICAN LITERATURE SURVEY.
SEMESTER 5: First Course in Foreign Language Sequence; Course from
BRITISH/AMERICAN LITERATURE SURVEY.
Semester 1

CRITICAL: “C” or better in

First Course in Foreign Language Sequence (4)
General Education course - Analytical Reasoning (from Mathematics) (3)
General Education course - Natural Sciences Sequence (3)
General Education course - Humanities (other than English or foreign language) (3)
Total Semester Hours: 16

Semester 2

CRITICAL: Course from INTRO TO LITERARY STUDY.
Intro to Literary Study (3)
Second Course in Foreign Language Sequence (4)
General Education course - Natural Sciences Sequence (3)
Approved Electives (3-5)
Total Semester Hours: 13-15

Semester 3

CRITICAL: Course from INTRO TO LITERARY STUDY; Admission to the College.
Intro to Literary Study (3)
British/American Literature Survey (3)
Third Course in Foreign Language Sequence (4-3)
General Education course - Natural Sciences (3)
Total Semester Hours: 13-12

Semester 4

CRITICAL: Course from BRITISH/AMERICAN LITERATURE SURVEY.

Fourth Course in Foreign Language Sequence (4-3)
General Education course - Arts (3)
Approved Electives (6)
Total Semester Hours: 16-15

Semester 5

CRITICAL: First Course in Foreign Language Sequence: Course from BRITISH/AMERICAN LITERATURE SURVEY.

or

British/American Literature Survey (3)¹
General Education course - Analytical Reasoning (3)
General Education course - Social Sciences (3)
Approved Elective (3)
Total Semester Hours: 15

Semester 6

Area of Concentration Course (3)⁴
British/American Literature Survey (3)³
General Education course - Social Sciences (2000-level) (3)
Approved Electives (8)
Total Semester Hours: 17

Semester 7

Area of Concentration Course (3)⁴
Upper-Division English Elective (3)⁵
Approved Electives (9)
Total Semester Hours: 15

Semester 8

Upper Division English Electives (6)⁵
Approved Electives (6)
Total Semester Hours: 15

120 Total Sem. Hrs.

¹ - If two course sequence is taken in the physical sciences, the additional three hour course must be taken from the life sciences, and vice versa.
2. Choose six hours from the following:

- ENGL 4020
- ENGL 4030
- ENGL 4040
- ENGL 4050
- ENGL 4060

or

3. Choose nine hours from the following:

- ENGL 4070
- ENGL 4080
- ENGL 4090
- ENGL 4100
- ENGL 4110

4. Choose three hours from the following:

- ENGL 4120
- ENGL 4130
- ENGL 4140

or

ENGL 4680 and choose three hours from the following:

- ENGL 4150
- ENGL 4160
- ENGL 4170

5. Nine hours of Upper-Division English electives, three of which must be at the 4000-level.
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

Department: Military Science
College: Humanities and Social Sciences
Date: 17 April 2013

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

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

ACTION (check appropriate box):
( ) ADDING: Show the entire new minor using catalog format, use plain sheets and attach.
( ) CHANGING: List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column use strikeout and bold to indicate deletions and additions. Explain all changes adequately on attachment.
( ) SUSPENDING: Provide an adequate explanation for suspending the minor on plain sheets and attach.
( ) DROPPING: Provide an adequate explanation for dropping the minor on plain sheets and attach.

MINOR

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current minor: 25</td>
<td>Total semester hours in proposed minor: 22</td>
</tr>
<tr>
<td>To graduate with a minor in professional leadership, students must complete MILS 3011, MILS 3012, MILS 3013, MILS 4011, MILS 4012, and courses in communications and military history approved by the professor of military science.</td>
<td>To graduate with a minor in professional leadership, students must complete MILS 3011, MILS 3012, MILS 3013, MILS 4011, MILS 4012, and courses in communications and military history approved by the professor of military science.</td>
</tr>
</tbody>
</table>

APPROVALS:
Department Faculty Approval Date: 16 A0, 2013
Department Chair's Signature: (Date) 5/5/2013
Chair, FS C & C Committee: (Date)
College Faculty Approval Date: 4/24/13
College Dean's Signature: (Date) 9/1/2013
Academic Affairs Approval: (Date)
ATCC-FFL-ALS

17 April 2013

MEMORANDUM FOR Faculty Senate Course and Curricula Committee

SUBJECT: Military Science Minor in Profession Leadership

1. The minor in Professional Leadership change is submitted to align the university course content with Training and Doctrine Command (TRADOC) and Cadet Command course requirements. The change in hours is not significant and remains above the university standard for minors.

2. The current course offering is:
   Professional Leadership Core – 19 hrs – MILS 3011, MILS 3012, MILS 3013, MILS 4011, MILS 4012
   Professional Leadership Communication Elective – 3 hrs – (18 courses)
   Professional Leadership MILS HIST Elective – 3 hrs – (9 courses)

3. The new course offering is:
   Professional Leadership Core – 19 hrs – MILS 3011, MILS 3012, MILS 3013, MILS 4011, MILS 4012
   Professional Leadership MILS HIST Elective – 3 hrs – HIST 4066

4. The communication elective is deleted because the Military Science course curriculum is infused with communication requirements. Students learn effective communication both written and spoken in the MILS 1000 and 2000 level courses through essays, assessments and public speaking. Students intensively apply effective communication skills in the MILS 3000 and 4000 level course through essays, assessments, research, public speaking, presentations and briefings.

5. TRADOC states the required college-level military history course should develop students’ awareness of the relationship of the military establishment to society, particularly in the United States. Further, the course should develop their interest in the evolution of war and the progression of military professionalism, give them an awareness of the history and purpose of joint operations, discuss the role of history in understanding their profession, and encourage the viewing of American military history from both joint and combined perspectives.

6. The United States Army Military History Instructor Course (MHIC) provides instruction on the American Military from 1689 to 2008 by defining Military History and examines the military from the colonial militia to combat action in Afghanistan. The university course should cover a
similar time period and HIST 4066 is currently the one course that meets this requirement and intent.

7. Point of contact is Linda Warmsley, (225) 578-8988 lwarms1@lsu.edu.

[Signature]

LAWRENCE M. BURNS
LTC, SC
Professor of Military Science
From: Rebecca E Caire
Sent: Thursday, April 18, 2013 1:55 PM
To: Rebecca E Caire
Subject: FW: MIL SCI Minor in Professional Leadership change - Form F & Justification

From: Reginald Brown
Sent: Thursday, April 18, 2013 1:44 PM
To: Rebecca E Caire; Lawrence M Burns; Darrin E Theriault
Subject: FW: MIL SCI Minor in Professional Leadership change - Form F & Justification

Concurrence from Communication & History Department

Respectfully,
Reginald Brown
Louisiana State University Military Science Department (ROTC), Contract Instructor, COMTek
106 Military Science Building, Baton Rouge, LA 70803
(225) 578-3568 or 2371 Work; (225) 578-3560 Fax; rbrow86@lsu.edu

From: Renee Edwards
Sent: Thursday, April 18, 2013 12:19 PM
To: Reginald Brown
Subject: RE: MIL SCI Minor in Professional Leadership change - Form F & Justification

Dear Reginald,

Thank you for notifying me about these changes; I support your decisions. Please let me know if the Department of Communication Studies can serve your students in any other way.

Sincerely,

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

From: Victor L Stater
Sent: Thursday, April 18, 2013 12:14 PM
To: Reginald Brown
Subject: RE: MIL SCI Minor in Professional Leadership change - Form F & Justification

The Department of History has no objection to the proposed changes.

Victor Stater
Professor and Chair
From: Reginald Brown
Sent: Thursday, April 18, 2013 11:33 AM
To: Victor L Stater; Renee Edwards
Subject: FW: MIL SCI Minor in Professional Leadership change - Form F & Justification

Dr. Stater and Edwards,

Please see below.

Dr. Stater, this is in line with a conversation you and LTC Burns had months ago. The change clearly aligns the curriculum content with guidance provided by the Army Training and Doctrine Headquarters.

Dr. Edwards, this may be new to you, but the Army Training and Doctrine Headquarters removed the communication requirement a few years ago and included more intensive communication instruction in our regular Military Science curriculum.

Respectfully,
Reginald Brown
Louisiana State University Military Science Department (ROTC), Contract Instructor, COMTek
106 Military Science Building, Baton Rouge, LA 70803
(225) 578-3568 or 2371 Work; (225) 578-3560 Fax; rfbrow86@lsu.edu
REQUEST FOR DROPPING A COURSE

Department School of Education
College Human Sciences and Education

Course rubric & no. ELRC 7431 Title Best Practices of School Leadership II
Semester hours of credit: 6

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

Has this drop been discussed with and approved by all departments/colleges affected? Yes ( ) No ( ) N/A (x)
This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)

M.Ed. In Educational Leadership

Is this course a prerequisite or corequisite for any other courses? Yes ( ) No (x)
If answer to above is yes, please list courses by rubric and course number.
(If additional space is needed, please attach a separate piece of paper.)

Rubric _______ Course # _______ Rubric _______ Course # _______
Rubric _______ Course # _______ Rubric _______ Course # _______

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

REASON FOR REQUEST TO DROP COURSE:
Starting in July 2013, the M.Ed. in Educational Leadership will be offered online in accordance with a contract between LSU and Academic Partners (AP). The contract with AP requires that courses be taught in seven week modules with students normally taking 3 credit hours per module.

ELRC 7431: Best Practices of School Leadership II is currently taught as a 6 credit hour course. Thus to meet AP’s requirement, it must be divided into two 3 credit hour courses. This request accompanies related requests to add two new courses: ELRC 7434 / Best Practices of Principal Leadership III and ELRC 7435 / Best Practices of Principal Leadership IV. Together, the two new courses will include the content formerly taught in the 6 credit hour ELRC 7431: Best Practices of School Leadership II.

APPROVALS:
Department Faculty Approval Date 3-14-13 4-16-13
Department Chair’s Signature (Date)
Graduate Dean’s Signature (Date)
College Contact: Casey Bennett
College Contact E-mail: cbenne5@lsu.edu

College Faculty Approval Date 5-1-13
College Dean’s Signature (Date)
Chair, FS C & O Committee (Date)
Academic Affairs Approval (Date)
REQUEST FOR DROPPING A COURSE

Department: School of Education

College: Human Sciences and Education

Course rubric & no.: ELRC 7430

Title: Best Practices of School Leadership I

Semester hours of credit: 6

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

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

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

M.Ed. in Educational Leadership

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

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

Rubric ELRC Course # 7431

Rubric _______ Course # _______

Rubric _______ Course # _______

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

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

Starting in July 2013, the M.Ed. in Educational Leadership will be offered online in accordance with a contract between LSU and Academic Partners (AP). The contract with AP requires that courses be taught in seven week modules with students normally taking 3 credit hours per module.

ELRC 7430: Best Practices of School Leadership I is currently taught as a 6 credit hour course. Thus to meet AP’s requirement, it must be divided into two 3 credit hour courses. This request accompanies related requests to add two new courses: ELRC 7432 / Best Practices of Principal Leadership I and ELRC 7433 / Best Practices of Principal Leadership II. Together, the two new courses will include the content formerly taught in the 6 credit hour ELRC 7430: Best Practices of School Leadership I.

APPROVALS:

Department Faculty Approval Date 3-14-13

Department Chair’s Signature 4-16-13

Graduate Dean’s Signature (Date)

College Faculty Approval Date 5-1-13

College Dean’s Signature (Date)

College Contact: Casey Bennett

College Contact E-mail: cbenne5@lsu.edu

Chair, FS CC & C Committee (Date)

Academic Affairs Approval (Date)
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education

College: Human Sciences and Education

PROPOSED COURSE
Rubric & No.: ELRC 7432
Short Title: Best Practices of Principal Leadership I
Title: Best Practices of Principal Leadership I

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

GRADING
Final Exam: YES
Grading System: Letter Grade
(Please specify if your 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: 15 (use integer, e.g. 25 not 20-30)

CATALOG TEXT
(Concise catalog statement exactly as you wish to appear in the LSU General Catalog)
ELRC 7432 Best Practices of Principal Leadership I (3) Introduction to the knowledge and experiential base to support decision making and action at a level of whole school responsibility.

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.)

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 3-14-13
(date)

College Faculty Approval 5-1-13
(date)

Department Chair's Signature
4-16-13
(date)

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

Chair, FS C&C Committee (date)

College Contact: Casey Bennett
(please print name: cbenne5@lsu.edu)

Academic Affairs Approval (date)
Justification for ELRC 7432

Starting in July 2013, the M.Ed. in Educational Leadership will be offered online in accordance with a contract between LSU and Academic Partners (AP). LSU faculty will teach the courses and graduates will earn the degree from LSU. The university has established a new academic calendar for online courses such that courses will be taught in seven week modules with students normally taking 3 credit hours per module.

To fit our program into this new format, a request is simultaneously being submitted to drop ELRC 7430: Best Practices of School Leadership I, formerly taught as a 6 credit hour course. This request to add a new course, ELRC 7432: Best Practices of Principal Leadership I, is accompanied by a companion request to add a new course, ELRC 7433: Best Practices of Principal Leadership II, each for 3 credit hours.

Together, these two new courses will maintain the content formerly taught in the 6 credit hour ELRC 7430: Best Practices of School Leadership I. On-campus students will be required to take ELRC 7432 and ELRC 7433 (the new 3-credit hour courses) together to provide the same curriculum as is currently offered on-campus. On-line students will take the two courses in sequence to maintain equivalency with the on-campus curriculum.
TEXTS


REQUİRED READINGS


The remarkable impact of creating a school community: One model of how it can be done – An interview with Anne Ratzki. (1988). *American Educator, 10*-17, 38-43.


WEBSITE


LDOE: [http://www.doe.state.la.us/](http://www.doe.state.la.us/)

Louisiana RS 17:416.13: Student code of conduct; requirement; bullying; prohibition; notice; reporting; accountability [http://www.legis.state.la.us/lss/lss.asp?doc=81029](http://www.legis.state.la.us/lss/lss.asp?doc=81029)

STUDENT LEARNING OBJECTIVES

1. Demonstrate a knowledge of a school vision of learning

2. Understand components of school culture

3. Understand the social context of schools

4. Demonstrate critical thinking & cogent writing abilities
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Projects Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Marzano, Waters, &amp; McNulty</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td></td>
<td>School Leadership</td>
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<td>2</td>
<td>National Standards for School Principals</td>
<td>ISLLC, NAESP, NASSP: Breaking Ranks</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td>3</td>
<td>Mission &amp; Vision</td>
<td>Kurland, Peretz, &amp; Hertz-Lazarowitz</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td>4</td>
<td>Culture &amp; Climate</td>
<td>Gorton &amp; Alston, Ch. 6, pages 162-169; The remarkable impact of creating a school community</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td>5</td>
<td>Social Justice</td>
<td>Dantley &amp; Tillman</td>
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<tr>
<td></td>
<td>Social Justice</td>
<td>Tooms &amp; Alston</td>
<td>DUE: Principal Interview Report: data &amp; signed consent form</td>
</tr>
<tr>
<td>6</td>
<td>Diversity</td>
<td>Deipit; Gerstl-Pepin;</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td>7</td>
<td>Diversity</td>
<td>Kohl; Sadasivan</td>
<td></td>
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<tr>
<td>8</td>
<td>Diversity</td>
<td></td>
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<tr>
<td>9</td>
<td>Leadership Theories &amp; Styles</td>
<td>Gorton &amp; Alston, Ch. 1</td>
<td>DUE: Journal</td>
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<tr>
<td>10</td>
<td>Leadership Theories &amp; Styles</td>
<td>Gorton &amp; Alston, Ch. 3</td>
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<tr>
<td>11</td>
<td>Leadership Theories &amp; Styles</td>
<td>Web, Metha &amp; Jordan, Ch. 3&amp;4</td>
<td>DUE: Journal</td>
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<td>12</td>
<td>Leadership Theories &amp; Styles</td>
<td>Gorton &amp; Alston, Ch. 4</td>
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<tr>
<td>13</td>
<td>Organizational &amp; Individual Behavior</td>
<td>Web, Metha &amp; Jordan, Ch. 11,12 &amp; 13</td>
<td>DUE: School Data Protocol</td>
</tr>
<tr>
<td>14</td>
<td>Organizational &amp; Individual Behavior</td>
<td>Gorton &amp; Alston, Ch. 6, pages 169 - 181</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Grade Weights (Percentages)</td>
<td>Grading Scale</td>
<td></td>
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<tr>
<td>-------------------------------------</td>
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<tr>
<td>Principal Interview Report</td>
<td>100-90 = A</td>
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</tr>
<tr>
<td>Data quality, analysis, interpretation</td>
<td>89-80 = B</td>
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<tr>
<td>Report @ 10</td>
<td>79-70 = C</td>
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<tr>
<td>Journal/Portfolio</td>
<td>69-60 = D</td>
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<tr>
<td>School Data Protocol</td>
<td>&lt;60 = F</td>
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<tr>
<td>Final Exam</td>
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<td>Active Participation</td>
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<td>Total</td>
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</table>

**Grading Criteria**

**Principal Interview Report (20% of total grade):** The purposes of this project are to enhance students’ knowledge about the work of a principal and provide students with experience in collecting and analyzing qualitative data. Students will conduct an interview with an in-service principal and write a report of the findings.

**Journal of Course Readings (5% of total grade):** For each course reading, students are to write the following in a journal and be prepared to discuss the reading.

- A two sentence summary of the reading.
- A brief description of how the principal promoted (or could promote) students’ academic and social learning.
- Two ideas you think are important for improving student learning. These ideas can come directly from the reading or indirectly through ideas that the reading brought to mind.
- Two questions you have about the reading.

**Student Portfolio (5% of total grade):** You are required to develop and maintain a portfolio of your work during your master’s program. Course instructors will inform you of project artifacts that are to be submitted to the portfolio. The portfolio should be maintained on a CD which will be submitted at the end of the semester in which you graduate.

**School Data Protocol (35% of total grade):** The purpose of this project is to assist students’ in beginning to develop the whole school perspective needed by a principal.

**Final Exam (20% of total grade):** The final exam format will be primarily essay and will be based on all course readings and class discussions.

**Active Participation (15% of total grade):** All reading assignments are expected to be completed each week. Students are expected to participate in online discussions, cooperate and support one another in the learning process, show respect for individual differences in style, and be open to new ideas and possibilities for personal growth.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education

College: Human Sciences and Education

PROPOSED COURSE
Short Title: BEST PRACT PRAC PR LD RI
Rubric & No.: ELRC 7433 Title: Best Practices of Principal Leadership II

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: N/A

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

(Course Type
Indicate hours in the appropriate course type)

LEC/REC LEC/SEM LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND
Maximum enrollment per section: 15

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
ELRC 7433 Best Practices of Principal Leadership II (3) Prereq.: credit or registration in ELRC 7432. Knowledge and experiential base to support decision making and action at a level of whole school responsibility.

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

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 3-14-13 College Faculty Approval 5-1-13

Graduate Dean’s Signature (for 4000 level and above) College Contact: Casey Bennett (Please print name)
College Contact E-mail: cbenne5@lsu.edu

Chair, FS C&C Committee Academic Affairs Approval
Justification for ELRC 7433

Starting in July 2013, the M.Ed. in Educational Leadership will be offered online in accordance with a contract between LSU and Academic Partners (AP). LSU faculty will teach the courses and graduates will earn the degree from LSU. The university has established a new academic calendar for online courses such that courses will be taught in seven week modules with students normally taking 3 credit hours per module.

To fit our program into this new format, a request is simultaneously being submitted to drop ELRC 7430: Best Practices of School Leadership I, formerly taught as a 6 credit hour course. This request to add a new course, ELRC 7433: Best Practices of Principal Leadership II, is accompanied by a companion request to add a new course, ELRC 7432: Best Practices of Principal Leadership I, each for 3 credit hours.

Together, these two new courses will maintain the content formerly taught in the 6 credit hour ELRC 7430: Best Practices of School Leadership I. On-campus students will be required to take ELRC 7432 and ELRC 7433 (the new 3-credit hour courses) together to provide the same curriculum as is currently offered on-campus. On-line students will take the two courses in sequence to maintain equivalency with the on-campus curriculum.
TEXTS


REQUIRED READINGS


WEBSITES


LDOE: [http://www.doe.state.la.us/](http://www.doe.state.la.us/)

Louisiana RS 17:416.13: Student code of conduct; requirement; bullying; prohibition; notice; reporting; accountability [http://www.legis.state.la.us/iss/iss.asp?doc=81029](http://www.legis.state.la.us/iss/iss.asp?doc=81029)


STUDENT LEARNING OBJECTIVES

1. Describe approaches to learning that are appropriate for the acquisition and application of knowledge and for students’ knowledge production.

2. Explain the role of learner-centered teaching in promoting and assessing student academic and social learning.

3. Use reflective practice processes to identify issues related to one’s own leadership practices.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Projects Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Course Overview</td>
<td>• Hoy &amp; Miskel, Ch. 1 &amp; 2;</td>
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<td></td>
<td>• Learning Theory</td>
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<td>2</td>
<td>• Motivation Theory</td>
<td>• Hoy &amp; Miskel, Ch. 3;</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td>3</td>
<td>• Curriculum &amp; Instruction</td>
<td>• Web, Metha, &amp; Jordan, Ch. 14</td>
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<td>o Disciplinary</td>
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<tr>
<td>4</td>
<td>• Curriculum &amp; Instruction</td>
<td>• Web, Metha, &amp; Jordan, Ch. 14</td>
<td>DUE: Journal</td>
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<tr>
<td></td>
<td>o Interdisciplinary</td>
<td></td>
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<tr>
<td>5</td>
<td>• Curriculum &amp; Instruction</td>
<td>• Primary Years Programme Curriculum Framework;</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td></td>
<td>o Transdisciplinary / Integrative</td>
<td></td>
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<tr>
<td>6</td>
<td>• Curriculum &amp; Instruction</td>
<td>• Carnegie Task Force</td>
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<td></td>
<td>o Common Core State Standards</td>
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<tr>
<td>7</td>
<td>• Student Discipline</td>
<td>• Louisiana RS 17:416:13</td>
<td>DUE: Research Paper</td>
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<tr>
<td></td>
<td>o State Law</td>
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<td>8</td>
<td>• Student Discipline</td>
<td>• Flaspohler et al.</td>
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<tr>
<td></td>
<td>o Bullying</td>
<td>• American Psychological Association</td>
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<td></td>
<td>o Zero Tolerance Policies</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>• Student Discipline</td>
<td>• Maiese, M. Retributive Justice</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td></td>
<td>• Retributive Justice</td>
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<tr>
<td>10</td>
<td>• Student Discipline</td>
<td>• Varnham;</td>
<td>DUE: Journal</td>
</tr>
<tr>
<td></td>
<td>o Restorative Justice</td>
<td>• Gorton &amp; Alston, Ch. 10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>• Decision Making Models</td>
<td>• Gorton &amp; Alston, Ch. 2</td>
<td></td>
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<tr>
<td>12</td>
<td>• Decision Making Models</td>
<td>• Web &amp; Norton</td>
<td>DUE: Actual School Case Study</td>
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<tr>
<td>13</td>
<td>• Change Theory</td>
<td>• Gorton &amp; Alston, Ch. 7</td>
<td></td>
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<tr>
<td>14</td>
<td>• Change Theory</td>
<td>• Gorton &amp; Alston, Ch. 14</td>
<td>Final Exam</td>
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<td>Grade Weights (Percentages)</td>
<td>Grading Scale</td>
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<td>----------------------------</td>
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<tr>
<td>Research Paper</td>
<td>100-90 = A</td>
<td></td>
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<tr>
<td>Actual School Case Study</td>
<td>89-80 = B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>79-70 = C</td>
<td></td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>69-60 = D</td>
<td></td>
<td></td>
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<tr>
<td>Active Participation</td>
<td>&lt;60 = F</td>
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<td>Total</td>
<td>100</td>
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</tbody>
</table>

**Grading Criteria**

**Research Paper (30% of total grade):** The purpose of the research paper is to deepen master's students' knowledge about instructional strategies that engage P-12 students in higher order thinking. The 6-8 page paper will include a summary explaining the usefulness of the strategy to principals.

**Actual School Case Study (30% of total grade):** The purposes of this project are to enable students to develop a holistic understanding of a school and to apply in context the theories and concepts discussed in ELRC 7432. Data for the case study will be based on the completed School Data Protocol.

**Journal of Course Readings (10% of total grade):** For each course reading, students are to write the following in a journal and be prepared to discuss the reading.
- A two sentence summary of the reading.
- A brief description of how the principal promoted (or could promote) students' academic and social learning.
- Two ideas you think are important for improving student learning. These ideas can come directly from the reading or indirectly through ideas that the reading brought to mind.
- Two questions you have about the reading.

**Final Exam (20% of total grade):** The final exam format will be primarily essay and will be based on all course readings and class discussions.

**Active Participation (10% of total grade):** All reading assignments are expected to be completed before class. Students are expected to participate as appropriate, submit high quality work as scheduled, cooperate and support one another in the learning process, show respect for individual differences in style, and be open to new ideas and possibilities for personal growth.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education  Date: 4/9/13
College: Human Sciences and Education

PROPOSED COURSE
Short Title: Best Practices of Principal Leadership III
Rubric & No.: ELRC 7434  Title: Best Practices of Principal Leadership III

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: N/A)

GRADING
Final Exam:  X  YES  NO  Grading System:  X  Letter Grade  ___ Pass/Fail
(Indicate rubrics and course numbers)

COURSE TYPE
(Indicate hours in the appropriate course type)

/ LEC/REC  / LEC/SEM  3 LEC  / LAB  / LEC/LAB  SEM  CLIN/IPRACT  RES/IND
Maximum enrollment per section: 15
(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)
ELRC 7434 Best Practices of Principal Leadership III (3) Prereq.: ELRC 7433. Builds upon students' knowledge and experiential base to support decision making and action at a level of whole school responsibility.

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  3-14-13
College Faculty Approval  5-1-13

Department Chair's Signature
4-16-13

College Dean's Signature
Chair, FS C&C Committee

Graduate Dean's Signature (for 4000 level and above)
College Contact: Casev Bennett
(College Contact E-mail: chenne5@lsu.edu)

Academic Affairs Approval
(date)
Justification for ELRC 7434

Starting in July 2013, the M.Ed. in Educational Leadership will be offered online in accordance with a contract between LSU and Academic Partners (AP). LSU faculty will teach the courses and graduates will earn the degree from LSU. The university has established a new academic calendar for online courses such that courses will be taught in seven week modules with students normally taking 3 credit hours per module.

To fit our program into this new format, a request is simultaneously being submitted to drop ELRC 7431: Best Practices of School Leadership II, formerly taught as a 6 credit hour course. This request to add a new course, ELRC 7434: Best Practices of Principal Leadership III, is accompanied by a companion request to add a new course, ELRC 7435: Best Practices of Principal Leadership IV, each for 3 credit hours.

Together, these two new courses will maintain the content formerly taught in the 6 credit hour ELRC 7431: Best Practices of School Leadership II. On-campus students will be required to take ELRC 7434 and ELRC 7435 (the new 3-credit hour courses) together to provide the same curriculum as is currently offered on-campus. On-line students will take the two courses in sequence to maintain equivalency with the on-campus curriculum.
TEXTS


REQUIRED READINGS


WEBSITES


LDOE: [http://www.doe.state.la.us/](http://www.doe.state.la.us/)

Louisiana RS 17:416.13: Student code of conduct; requirement; bullying; prohibition; notice; reporting; accountability [http://www.legis.state.la.us/lss/lss.asp?doc=81029](http://www.legis.state.la.us/lss/lss.asp?doc=81029)

**STUDENT LEARNING OBJECTIVES**

<p>| 1. | Foster an understanding of the importance of the mission, vision, and guiding principles as the collective framework for school decision making. |
| 2. | Continue development of knowledge about, appreciation for, and sensitivity to diversity among stakeholders. |
| 3. | Develop the basic knowledge needed to create and manage school schedules. |
| 4. | Examine laws and policies as they pertaining to school management. |
| 5. | Understanding various methods of communication and their use. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Projects Due</th>
</tr>
</thead>
</table>
| 1    | - Course Overview  
      - Standards and Effective Principal Leadership  
        o Instructional and Management | - NAESP  
      - Marzano, Ch. 4 | |
| 2    | - Standards and Effective Principal Leadership  
      - Managing Time and Tasks | - NAESP  
      - Marzano. Ch. 18 | DUE: Journal |
| 3    | - School Scheduling  
      o Traditional / Block / Integrative / Transdisciplinary | - Canady & Rettig, Ch. 1 & 2 | |
| 4    | - School Scheduling  
      o Elementary / Secondary | - Canady & Rettig, Ch. 6 & 7 | DUE: Journal |
| 5    | - Organizational Communication | - Epstein, Ch. 5 | |
| 6    | - Organizational Communication | - Lawson | DUE: Journal |
| 7    | - Public Relations  
      o Involving and Engaging Parents | - Warren | |
| 8    | - Public Relations  
      o Cultural competence | - Warren; Epstein, Ch. 8 | DUE: Parent Involvement Project |
<p>| 9    | - Community Engagement | - Shirley | DUE: Journal |
| 10   | - Community Advocacy | - Shirley | |
| 11   | - Effective Communication | - Cantillon | DUE: Ideal School Portraits and Comparison |
| 12   | - Effective Communication | - Marzano, Ch. 12 | |
| 13   | - Conflict Management and Resolution | - Johnson &amp; Johnson | DUE: Master Schedule Project |
| 14   | - Conflict Management and Resolution | - Epstein, Ch. 11 | Final Exam |</p>
<table>
<thead>
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<th>Grade Weights (%)</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Journal</td>
<td>10</td>
</tr>
<tr>
<td>School Master Schedule Project</td>
<td>20</td>
</tr>
<tr>
<td>Parent Involvement Project</td>
<td>20</td>
</tr>
<tr>
<td>Ideal School Portraits Project</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
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<tr>
<td>Active Participation</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Criteria**

**Journal of Course Readings (10% of total grade):** For each course reading, write the following in a journal and be prepared to discuss it in class.
- A two sentence summary of the reading.
- A brief description of how the principal promoted (or could promote) students’ academic and social learning.
- Two ideas you think are important for improving student learning. These ideas can come directly from the reading or indirectly through ideas that the reading brought to mind.
- Two questions you have about the reading.

**School Master Schedules (20% of total grade):** The purpose of this project is to enable students to develop a master schedule when a computer program is not available.

**Parent Involvement Project (20% of total grade):** The purpose of this project is to enable students to develop a school activity that will increase parent involvement in and engagement with the school.

**Ideal School Portraits and Comparison (20% of total grade):** The purposes of this project are for students to develop a “big picture” perspective of their school and to prepare them to develop a school improvement plan which is required in ELRC 7423: Advanced School Improvement/Action Research.

**Final Exam (20% of total grade):** The final exam format will be primarily essay and will be based on all course readings and class discussions.

**Active Participation (10% of total grade):** All reading assignments are expected to be completed each week. Students are expected to participate in online discussions, cooperate and support one another in the learning process, show respect for individual differences in style, and be open to new ideas and possibilities for personal growth.
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Education
College: Human Sciences and Education

Date: 4/9/13

PROPOSED COURSE
Short Title: BEST PRACT [<= 19 characters]
Rubric & No.: ELRC 7435 Title: Best Practices of Principal Leadership IV

COURSE CREDIT
Graduate Credit: [X YES NO]

Semester Hours of Credit: 3

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of _____ credit hours.
Credit will not be given for this course and: N/A

(Indicate rubrics and course numbers)

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

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

COURSE TYPE
(Indicate hours in the appropriate course type)

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

Maximum enrollment per section: 15

(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

ELRC 7435 Best Practices of Principal Leadership IV (3) Prereq.: Credit or registration in ELRC 7434. Extends the knowledge and experiential base to support decision making and action at a level of whole school responsibility.

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 3-14-13  College Faculty Approval 5-1-13
(date) (date)

Department Chair’s Signature __________________________  College Dean’s Signature __________________________
(date) (date)

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

College Contact: Casey Bennett __________________________
(Please print name)
College Contact E-mail: cbennet5@lsu.edu __________________________
(date)

Chair, FS C&C Committee __________________________
(date)

Academic Affairs Approval __________________________  (date)
Justification for ELRC 7435

Starting in July 2013, the M.Ed. in Educational Leadership will be offered online in accordance with a contract between LSU and Academic Partners (AP). LSU faculty will teach the courses and graduates will earn the degree from LSU. The university has established a new academic calendar for online courses such that courses will be taught in seven week modules with students normally taking 3 credit hours per module.

To fit our program into this new format, a request is simultaneously being submitted to drop ELRC 7431: Best Practices of School Leadership II, formerly taught as a 6 credit hour course. This request to add a new course, ELRC 7435: Best Practices of Principal Leadership IV, is accompanied by a companion request to add a new course, ELRC 7434: Best Practices of Principal Leadership III, each for 3 credit hours.

Together, these two new courses will maintain the content formerly taught in the 6 credit hour ELRC 7431: Best Practices of School Leadership II. On-campus students will be required to take ELRC 7434 and ELRC 7435 (the new 3-credit hour courses) together to provide the same curriculum as is currently offered on-campus. On-line students will take the two courses in sequence to maintain equivalency with the on-campus curriculum.
TEXTS


REQUIRED READINGS


WEBSITES


LDOE: [http://www.doe.state.la.us/](http://www.doe.state.la.us/)

Louisiana RS 17:416.13: Student code of conduct; requirement; bullying; prohibition; notice; reporting; accountability [http://www.legis.state.la.us/ls/lss/lss.asp?doc=81029](http://www.legis.state.la.us/ls/lss/lss.asp?doc=81029)


STUDENT LEARNING OBJECTIVES

1. Foster ability to identify and assess a school’s strengths and weaknesses.
2. Examine various school governance models.
3. Develop the basic knowledge needed to create and manage school budget.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Projects Due</th>
</tr>
</thead>
</table>
| 1    | • Course Overview  
       • School Budgeting  
       ○ School Finance Structures | • Odden & Ficus, Ch. 1 & 2 |   |
| 2    | • School Budgeting  
       ○ Legal Issues in School Finance  
       ○ Allocation and Use of Funds | • Odden & Ficus, Ch. 3-5 | DUE: Journal |
| 3    | • Accountability  
       ○ Federal | • Hoy & Miskel, Ch. 8;  
       LDOE | DUE: Journal |
| 4    | • Accountability  
       ○ State | • Hoy & Miskel, Ch. 8;  
       LDOE |   |
| 5    | • Student Interventions  
       ○ The Principal Role in RTI | • Gerzel-Short & Wilkins | DUE: Budget Project |
| 6    | • Student Interventions  
       ○ SES / School Improvement | • Klinger & Edwards  
       • Elliot |   |
| 7    | • Personnel Evaluations  
       ○ Formative verses Summative | • Odden & Ficus, Ch. 4 & 12 | DUE: Journal |
| 8    | • Personnel Evaluations  
       ○ Educator Effectiveness (Act 1) / Compass / TAP  
       ○ Other State Evaluation Systems | • TAP Guidelines  
       • Compass Teacher Rubric |   |
| 9    | • School Safety  
       ○ Crisis Management | • Louisiana RS 17:416.13 | DUE: Journal |
| 10   | • School Safety  
       ○ Crisis Management | • Cornell & Sheras |   |
<p>| 11   | • Special Education and Inclusion | • Richards, Pavri, Golez, &amp; Murphy |   |</p>
<table>
<thead>
<tr>
<th>Grade Weights (Percentages)</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Journal</td>
<td>15</td>
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<tr>
<td>100-90 = A</td>
<td></td>
</tr>
<tr>
<td>Budget Project</td>
<td>25</td>
</tr>
<tr>
<td>89-80 = B</td>
<td></td>
</tr>
<tr>
<td>Actual School and Ideal School Comparison Report</td>
<td>25</td>
</tr>
<tr>
<td>79-70 = C</td>
<td></td>
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<tr>
<td>Final exam</td>
<td>25</td>
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<td>69-60 = D</td>
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<tr>
<td>Active Participation</td>
<td>10</td>
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<tr>
<td>&lt;60 = F</td>
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**Grading Criteria**

**Journal of Course Readings (15% of total grade):** For each course reading, write the following in a journal and be prepared to discuss it in class.
- A two sentence summary of the reading.
- A brief description of how the principal promoted (or could promote) students’ academic and social learning.
- Two ideas you think are important for improving student learning. These ideas can come directly from the reading or indirectly through ideas that the reading brought to mind.
- Two questions you have about the reading.

**School Budget (25% of total grade):** The purpose of this project is to acquaint students with aspects of a school budget and to involve them in an authentic simulation in which the allocation and justification of funds are required.

**Actual School and Ideal School Comparison Report (25% of total grade):** The purpose of this project is for student to identify differences between their actual school and their ideal school which provide direction for school improvement. The project will be used to develop a school improvement plan which is required in ELRC 7422: Introduction to School Improvement/Action Research.

**Final Exam (25% of total grade):** The final exam format will be primarily essay and will be based on all course readings and class discussions.

**Active Participation (10% of total grade):** All reading assignments are expected to be completed each week. Students are expected to participate in online discussions, cooperate and support one another in the learning process, show respect for individual differences in style, and be open to new ideas and possibilities for personal growth.
Request for CHANGING an Existing Course

**Department**: Philosophy & Religious Studies  
**College**: Humanities & Social Sciences  
**Course Rubric and #**: REL 2001  
**Date**: 4/10/2013

**Present Course Description**

**Title**: Faith and Doubt

**Semester Hours of Credit**: 3

If combination course type, # hrs. of credit for lecture: _lab/sem__/rec: ____________

Repeat Credit Max (if repeatable): ______  
Graduate Credit? Yes: ______  No: ______

Credit will not be given for this course and: ____________

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

<table>
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<tr>
<th>LEC</th>
<th>3</th>
<th>LAB</th>
<th>SEM</th>
<th>REC</th>
<th>RES/IND</th>
<th>CLIN/PRACT</th>
</tr>
</thead>
</table>

Total Weekly Contact Hours: __3__

Grading System: Letter Grade _X_  Pass/Fail ______

Course Description:

*2001 Faith and Doubt (3) Intellectual sources of religious doubt; alternatives to traditional Judeo-Christian religion, including existentialism, Freudianism and psychological behaviorism.*

**Proposed Course Description**

**Title**: Faith and Doubt

**Short Title**: FAITH AND DOUBT

**Semester Hours of Credit**: 3

If combination course type, # hrs. of credit for lecture: _lab/sem__/rec: ____________

Repeat Credit Max (if repeatable): ______  
Graduate Credit? Yes: ______  No: ______

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>3</th>
<th>LAB</th>
<th>SEM</th>
<th>REC</th>
<th>RES/IND</th>
<th>CLIN/PRACT</th>
</tr>
</thead>
</table>

Total Weekly Contact Hours: __3__

Grading System: Letter Grade _X_  Pass/Fail ______

Course Description:

*2001 Faith and Doubt (3) Considers how religious faith is challenged or supported by various factors, such as reason, morality, organized religion, and the experience of suffering.*

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

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

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

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

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

**JUSTIFICATION/EXPLANATION**: Use separate sheet.

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

**APPROVALS:**

Department Faculty Approval Date: 4/10/13  
Department Chair’s Signature: ____________________________ (Date)  
Graduate Dean’s Signature: ____________________________ (Date)  
College Contact: ____________________________ (Please print name.)  
College Contact E-mail: ____________________________

College Faculty Approval Date: 4-24-13  
College Dean’s Signature: ____________________________ (Date)  
Chair, FS C & C Committee: ____________________________ (Date)  
Academic Affairs Approval: ____________________________ (Date)
CURRICULA

REL 2001 may count as an elective for the B.A. in Philosophy with a concentration in Religious Studies or for the minor in Religious Studies.

JUSTIFICATION

Certain specific topics listed in the old catalog description (i.e., “existentialism, Freudianism and psychological behaviorism”) are no longer covered in this course. The new description more accurately describes the content of the course.
"There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle." - Albert Einstein

"There are two ways to slide easily through life: to believe everything or to doubt everything; both ways save us from thinking." - Alfred Korzybski

COURSE DESCRIPTION
As described in the LSU course catalog, REL 2001 considers how religious faith is challenged or supported by various factors, such as reason, morality, organized religion, and the experience of suffering.

REL 2001 addresses various questions of religious faith and skepticism in course readings: (1) Is belief in God compatible with reason? (2) Is it valid to evaluate religious faith by critical reason? (3) Is it possible to have religious knowledge, and if so, what are the limits of such knowledge? (4) To what extent is religious belief validated by the existence of moral norms? (5) To what extent does an individual’s faith depend upon or come into conflict with organized religion? (6) How has traditional theistic belief and language been challenged or modified by modern religious thinkers? (7) Is religious faith compatible with the experience of suffering and evil?

REL 2001 takes up these questions of faith and skepticism through a set of challenging textual selections. The first group of readings (Hume, Paine, Clifford, James) will concentrate on the criticism on rational grounds of religious faith and the belief in God’s existence and nature (as postulated by religious communities). The second group of readings (Tillich, Kant, Kierkegaard) will address the question of the validity of critical reason in matters of religious faith, the possibility and limits of religious knowledge, and the relationship between faith and moral social norms. The third group of readings (Hesse, selected mystics, Weil) will address the relationship between organized religion and individual faith and doubt. The fourth group of texts (Kushner, Job, Faith and Doubt at Ground Zero) will address how reflection on the experience of suffering and evil impacts religious faith and skepticism. The fifth group of texts (Robinson, Knitter, Romero, The Third Miracle) brings these different questions together in recent, contemporary discourse.

While many of our questions are profound, our approach is very straightforward. This course is about each of us making the commitment to read books and essays outside of class, to think and write about them intensively, and then to come to class and discuss their deepest ideas with each other. The course has been designed with the expectation that you will spend at least four to six hours per week outside class time preparing readings and assignments. Being in college is hard work, but hopefully it is work you enjoy doing and take pride in doing well. You owe it to yourself, to others in the class, and to the integrity of the learning process to approach your academic work with sufficient seriousness.

GENERAL EDUCATION OBJECTIVES
REL 2001 is designed to fulfill the Humanities requirement of General Education by addressing the following learning outcomes:
1. Students will acquire an understanding of how knowledge is acquired in the humanities discipline of Religious Studies.
2. Students will exercise the ability to make rational inquiries into the human experience.
3. Students will gain competency in written and oral communication.

COURSE REQUIREMENTS (subject to change – see moodle for updates)
25% Midterm Exam (10-12 short essay questions)
25% Classwork and homework
20% Book Review
30% Final Exam (cumulative, short and long essay questions)

GRADING SCALE
A 90-100
B 80-89
C 70-79
D 60-69
F below 60
REQUIRED TEXTS

David Hume, Dialogues Concerning Natural Religion
Thomas Paine, The Age of Reason
Soren Kierkegaard, Fear and Trembling
The Book of Job
John Robinson, Honest to God

Clifford, The Ethics of Belief
William James, The Will to Believe
Herman Hesse, Siddhartha
Simone Weil, Waiting for God
Online handouts (*required, accessible online)

INSTRUCTOR POLICIES

- Class attendance is REQUIRED. Many class sessions will include classwork (both individual and group work) that may not be made up for excused or unexcused absences, but at the end of the semester, I will drop the 2 lowest classwork/homework grades to accommodate any unforeseen emergencies. “Classwork” may include pop quizzes on the author’s thesis. 2 minute essays on the reading, or group discussion of some question relevant to the reading, so come to class having read and understood the assignment. “Homework” typically involves a 1-3 paragraph response to the reading submitted on moodle.

- The reading assigned below for each day is required and must be completed before class time. Be sure to read thoroughly and carefully and take notes as needed. Come to class understanding the material covered in the book and prepared to discuss it in greater detail or raise substantive questions about it. While reading any assignment, always take note of the author’s thesis and argument and look for 3-5 interesting questions raised or provocative points made by the author.

- Good note-taking is an essential skill in college learning. Most class sessions will include brief lectures and group discussion. I often raise questions for discussion that will provide the basis for later exam essay questions, so a good note-taker would record both these questions and the major points of discussion and controversy or conflict that emerge. Contact me if you would like me to look over your notes and ensure you are recording information that will prepare you well for the exams.

- Always see moodle for any announcements, class handouts or links, and for suggestions on what to focus on while reading particular assignments.

- All homework assignments and book reviews must be completed alone, without any collaboration among students. Any student suspected of academic dishonesty will be reported to the Office of Academic Affairs to face severe consequences. Online moodle assignments must be submitted on time before the deadline (9am) to earn full credit. If for any reason you have trouble submitting the responses online, please e-mail me your answer before the deadline to earn full credit. Late writing assignments can be e-mailed directly to me within 24 hours for partial credit. These written responses will be graded for accuracy and depth of response to the reading as well as clarity and good writing mechanics.

- Exams will cover issues discussed in class based on the readings, in short essay format.

- If you miss an exam because of serious illness, you must contact me by e-mail the same day to request permission to take a makeup exam.

- If you find you are having trouble with any of the material, please contact me as early in the semester as possible, while there are still opportunities to raise your grade. By the last week of class, students dissatisfied with their grades will find themselves alone with their regrets and my sympathy.

- The best way to contact me is by e-mail. Always sign your name clearly in any e-mail correspondence and write REL 2001 in the subject line. I will attempt to reply to e-mails within 24 hours. If you would like to meet with me, please e-mail me to make an appt. before or after class.

TENTATIVE COURSE SCHEDULE  (always check moodle for changes)

Aug 20 Introduce course. Listen to David Foster Wallace, “This is Water”.
Aug 22 Read David Hume, Dialogues Concerning Natural Religion, Parts 1-4
Aug 24 Hume, Parts 5-6

Aug 27 Hume, Parts 8-12
Aug 31 Paine, p.38-98

Sep 3 Labor Day, No Class.
Sep 5 Paine, p.152-182.
Sep 7 Paine
Sep 10 Read Clifford. “The Ethics of Belief” (moodle)
Sep 12 Listen to Sam Harris interview on NPR (moodle)
Sep 14 Read W. James “The Will to Believe” (moodle) and discuss Pascal’s wager.

Sep 17 Read Tillich. The Dynamics of Faith, online handout of Ch.1-2. (moodle) Discuss ultimate concern and symbol.
Sep 19 Read online handout on Kant’s Religion Within the Limits of Reason Alone
Sep 21 Kierkegaard, Fear and Trembling, Intro, Preface. Preamble from the Heart p.41-82.

Sep 28 Kierkegaard

Oct 1 Midterm Exam
Oct 3 Hesse, Siddhartha, Part 1. p.3-42.
Oct 5 Hesse, p. 45-100.

Oct 8 Hesse, p.101-152.
Oct 10 Christian, Hindu, and Muslim Mystics handout (moodle)
Oct 12 Mystics handout (moodle)

Oct 15 Weil, Waiting for God, p.3-41.
Oct 17 Weil, p.43-82.
Oct 19 Fall Break. No Class.

Oct 24 Weil
Oct 26 Read Harold Kushner handouts (moodle) and watch Faith and Doubt at Ground Zero

Oct 29 Watch Faith and Doubt at Ground Zero
Oct 31 Read Book of Job
Nov 2 Read Book of Job

Nov 5 Robinson, Honest to God
Nov 7 Robinson
Nov 9 Robinson

Nov 12 Liberation theology handout (moodle)
Nov 14 Knitter. Without the Buddha, I Could Not be Christian excerpt (moodle)
Nov 16 Knitter excerpt (moodle)

Nov 19 Watch Romero
Nov 21 Watch Romero. TBA
Nov 23 Thanksgiving. No Class

Nov 26 Book Review Due. Watch The Third Miracle
Nov 28 Watch The Third Miracle
Nov 30 Watch The Third Miracle
Request for CHANGING an Existing Course

Department: Experimental Statistics
Course Number: EXST 7142
College: Agriculture
Date: 2/22/2013

Present Course Description

Title: Statistical Data Mining

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): 

Graduate Credit? Yes: x No: 

Credit will not be given for this course and:

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

Total Weekly Contact Hours: 3

Grading System: Letter Grade ___x___ Pass/Fail ___

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

EXST 7142 Statistical Data Mining (3) Prereq.: EXST 7013, EXST 7014, EXST 7015, EXST 7019 or equivalent. Data preparation tools; model prediction; objects grouping; and variables classification.

Proposed Course Description

Title: Statistical Data Mining
Short Title: Stats Data Mining

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): 

Graduate Credit? Yes: x No: 

Credit will not be given for this course and:

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

Total Weekly Contact Hours: 3

Grading System: Letter Grade ___x___ Pass/Fail ___

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

EXST 7142 Statistical Data Mining (3) Prereq.: EXST 7013, EXST 7014, EXST 7015, EXST 7019 or equivalent. Data preparation tools; model prediction; objects grouping; and variables classification.

Justification/Explanations: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 2/22/13

Department Chair's Signature: (Date) 

Graduate Dean's Signature: (Date)

College Contact:
(Please print name.)

College Contact E-mail: 

College Faculty Approval Date: 2/27/13

College Dean's Signature: (Date) 

Chair, FS C & C Committee: (Date) 

Academic Affairs Approval: (Date)
Is this course included in any curricula, concentrations, or minors? Yes (x) No ( ) If yes, please list on a separate sheet.

Yes, this course is included as an elective statistics course for students in the MAPST degree program. It is also included in the Master of Science in Analytics (MSA) program that is jointly administered by the Department of Information Systems and Decision Sciences in the College of Business and the Department of Experimental Statistics in the College of Agriculture.

Justification for changes

The current course description is incomplete and lacks specificity. The new description remedies these shortcomings and provides a much more complete and accurate picture of the material covered in the course. This will help prospective students decide whether or not to take the course.
From: James R Van Scotter <jvanscot@lsu.edu>
Subject: RE: Comprehensive Exam Questions
Date: February 25, 2013 12:58.26 PM CST
To: Kevin S McCarter <mccarter@lsu.edu>

Kevin,

I think your revised description of EXST 7142 is fine.

Jim

James R. Van Scotter, Ph.D.
Master of Science in Analytics (MSA) Advisor
Associate Professor of Information Systems & Decision Sciences
Department of Information Systems & Decision Sciences
E. J. Ourso College of Business Administration
Louisiana State University
Baton Rouge, LA 70803
Office: (225) 578-4792
FAX: (225) 578-2511

From: Kevin S McCarter
Sent: Thursday, February 14, 2013 12:19 PM
To: James R Van Scotter
Subject: Re: Comprehensive Exam Questions

Jim,

I am in the process of modifying the course description for EXST 7142 in the university catalog to make it a more specific and up-to-date description of what we cover in the course. Since the MSA students take this course, I would like for you to take a look at it and let me know whether or not you approve of the changes.

CURRENT CATALOG DESCRIPTION:

EXST 7142 Statistical Data Mining (3)
Prereq.: EXST 7013, EXST 7014, EXST 7015, EXST 7019 or equivalent. Data preparation tools; model prediction; objects grouping; and variables classification.

PROPOSED NEW CATALOG DESCRIPTION:

EXST 7142 Statistical Data Mining (3) Prereq.: EXST 7013, EXST 7014, EXST 7015, EXST 7019 or equivalent. Data preparation for data mining; Predictive modeling techniques, including but not limited to: traditional multiple regression modeling (logistic and normal-based), decision-tree modeling, neural network modeling; Model assessment; Model comparison; Model implementation and scoring of new data; Pattern discovery using clustering techniques. Extensive hands-on use of modern data-mining software.
Thanks for your help!

Kevin

Kevin S. McCarter
Associate Professor
Department of Experimental Statistics
Louisiana State University
171 Martin D. Woodin Hall
Baton Rouge, LA 70803-5606
mccarter@lsu.edu
http://mccarter.lsu.edu
225-578-8381 (direct line)
225-578-8389 (departmental office)
225-578-8344 (fax)
EXST 7142 – Statistical Data Mining  
Fall 2013

Instructor: Dr. Kevin McCarter  
Office: 171 Martin D. Woodin Hall  
Phone: (225) 578-8381  
e-mail: mccarter@lsu.edu  
Office Hours: 10:45am – 11:30am Tuesday & Thursday. Appointments available upon request according to availability.  
Prerequisites: EXST 7013, 7014, 7015, 7019, or equivalent.

Course Description (from catalog):

EXST 7142 Statistical Data Mining (3) Prereq.: EXST 7013, 7014, 7015, 7019 or equivalent. Data preparation; predictive modeling, including normal-based and logistic regression, decision trees, neural networks, ensemble methods, handling missing data, model assessment and model comparison, model implementation and scoring of new data, pattern discovery.

Point Allocation:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>30.00%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30.00%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40.00%</td>
</tr>
</tbody>
</table>

Note: Projects or outside work for additional credit are NOT available.

Grading Scale:

- 90% and above  
- At least 80% but less than 90%  
- At least 70% but less than 80%  
- At least 60% but less than 70%  
- Less than 60%

A  
B  
C  
D  
F

Attendance

Attendance is crucial to your success in this course. Missing a single lecture can adversely affect your understanding for the rest of the semester, therefore attendance is required. If you must miss class, it will be your responsibility to find out what was covered during the lecture(s) you missed and what you will be required to know or be prepared to do when you get back. Contact fellow classmates to get notes and assignments you may have missed.
Online resources

The Moodle online course management system will be used to provide access to course materials such as datasets.

Academic Integrity / Classroom Decorum

In order to protect the classroom atmosphere and maintain the highest quality learning environment, students are expected to conduct themselves in a mature, professional manner at all times. Cell phones and other non-classroom-related electronic devices must be turned off/silenced and stowed during lectures and exams. To protect the privacy of students in the classroom and to maintain the academic integrity of the course, audio/video recording, audio/video broadcasting, and photography will not be allowed during exams or during lectures. Students are expected to abide by the LSU General Statement on Academic Integrity and the LSU Code of Student Conduct, which can be obtained at www.lsu.edu/sag.

Exams

There will be two in-class exams during the regular semester. The final exam will be comprehensive. The final exam is scheduled for Monday, December 3, from 5:30pm until 7:30pm. Your instructor will tell you the location for the exam.

Enrollment in this course implies that you agree to take exams at the scheduled times. If unforeseen circumstances prevent you from taking an exam at the scheduled time, it is your responsibility to contact me as soon as possible to schedule a make-up exam. Make-up exams will be given only for legitimate reasons, such as hospitalization, death of a family-member, etc. Documentation of the reason for missing the exam will be required. The decision whether to grant a make-up exam will be made by me after evaluating the situation and supporting documentation. Missed exams for which makeups are not allowed will be assigned a grade of zero.

Special Accommodations

If you have a condition 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, 225-578-5919) so that such accommodations can be considered. Students that receive accommodation letters should meet with me as early in the semester as possible to discuss the provisions of those accommodations.
EXST 7142 - Statistical Data Mining - Topics

Topics covered in the course will be taken from the following:

- Preparing data for mining
- Predictive modeling
  - Traditional statistical multiple regression modeling
    - Normal-based regression
    - Logistic multiple regression
  - Decision tree modeling (CART)
    - Automatic variable selection
    - Ability to handle missing values
    - Gini purity index, Entropy, Chi-square, Worth, Log-worth
  - Neural network modeling
    - Multi-layer perceptron (MLP) NN models
    - Radial basis function NN models
  - Memory-based reasoning
  - Collaborative filtering
  - Ensemble modeling
  - Model assessment
  - Comparison of models
  - Confusion matrix, Sensitivity/Specificity, PPV/NPV, Cumulative Gain, Lift, ROC
  - Model interpretation
  - Model implementation
  - Data scoring (model application)
- Pattern discovery
  - Cluster detection
    - K-means
    - Gaussian mixture models
    - Divisive clustering
    - Agglomerative clustering
    - Self-organizing maps
  - Interpreting clusters
  - Assessing quality of clusters
  - Application of clustering and pattern discovery techniques
    - Customer segmentation
    - Market basket analysis
- Introduction to text mining
- Extending SAS Enterprise Miner
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

March 27, 2013

At their March 26, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the EXST proposal:

**EXST 7142**
- The Committee returned the proposal to change EXST 7142. The Committee requests a shortened, broad statement for the catalog description. The proposed statement should be on the syllabus or on the departmental website.

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 rouse@lsu.edu.
Request for CHANGING an Existing Course

Department: Physics & Astronomy
Course Code & #: MEDP 7210
College: Science

Present Course Description
Title: Clinical Principles of Radiation Therapy

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: 3 lab/sem 0
Repeat Credit Max (If repeatable): 0
Graduate Credit? Yes: X No:

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC: _3___ LAD: ___ SEM: ___ REC: ___ RES/IND: ___ CLIN/PRAC: ___
Total Weekly Contact Hours: _3_
Grading System: Letter Grade X Pass/Fail

Course Description:
MEDP 7210 Clinical Principles of Radiation Therapy (3) Prereq.: MEDP 7121, 7331. Open only to students currently enrolled in the Master of Science in Medical Physics and Health Physics program. Introduction to radiation oncology and its impact on the evolution of radiation therapy; general oncology considerations; tumor biology, non-intentional effects of radiation and altered fractionation, discussion of tumor biopsy and behavior, normal tissue effects and treatment planning and delivery techniques for specific organ systems.

Proposed Course Description
Title: Clinical Principles of Radiation Therapy
Short Title: CL IN PR IN RAD TH RPY

Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: 3 lab/sem 0
Repeat Credit Max (If repeatable): 0
Graduate Credit? Yes: X No:

Credit will not be given for this course and:

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC: _3___ LAD: ___ SEM: ___ REC: ___ RES/IND: ___ CLIN/PRAC: ___
Total Weekly Contact Hours: _3_
Grading System: Letter Grade X Pass/Fail

Course Description:
MEDP 7210 Clinical Principles of Radiation Therapy (3) Prereq.: MEDP 7121, 7331. Open only to students currently enrolled in the Master of Science in Medical Physics and Health Physics program. Introduction to radiation oncology and its impact on the evolution of radiation therapy; general oncology considerations; tumor biology, non-intentional effects of radiation and altered fractionation, discussion of tumor biopsy and behavior, normal tissue effects and treatment planning and delivery techniques for specific organ systems.

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 5/2/2013
Department Chair's Signature

College Faculty Approval Date 3/28/13
College Dean's Signature

Graduate Dean's Signature

College Contact: Kim Kubicki
College Contact E-mail: KUBICKI@ACSVEP.Academic Affairs Approval 5/7/13
JUSTIFICATION

Change in Course Description for MEDP-7210

The existing course description restricts this course to “students currently enrolled in the Master of Science in Medical Physics and Health Physics program.” In December 2011, a concentration in Medical Physics (PMPHP) was approved for the PhD in Physics. The proposed course description updates this restriction to allow these PhD students to take MEDP-7210.

Curricula and Concentrations Affected

- This course is used in the curriculum of the Master of Science in Medical Physics and Health Physics (SMHP) program.
- This course is used in the curriculum for the concentration in Medical Physics (PMPHP) of the PhD in Physics program.
Request for CHANGING an Existing Course

Department: Physics & Astronomy  
College: Science  
Course Code: MEDP 7250  
Date:  

Present Course Description

Title: Clinical Radiation Therapy Physics Rotation  
Semester Hours of Credit: 3  
If combination course type, # hrs. of credit for:  
lecture: 0  
lab/sem: 3  
rec:  
Repeat Credit Max (If repeatable): 0  
Graduate Credit?: Yes: X  
No: 
Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
LEC  
LAB  
SER  
REC  
RES  
IND  
CLIN/PRAC  

Total Weekly Contact Hours: 9  
Grading System: Letter Grade X  
Pass/Fail  

Course Description:  

Proposed Course Description

Title: Clinical Medical Physics Rotation  
Short Title: CLIN M ED PHYS ROTAT  
Semester Hours of Credit: 4  
If combination course type, # hrs. of credit for:  
lecture: 0  
lab/sem: 4  
rec:  
Repeat Credit Max (If repeatable): 0  
Graduate Credit?: Yes: X  
No:  
Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
LEC  
LAB  
SER  
REC  
RES  
IND  
CLIN/PRAC  

Total Weekly Contact Hours: 12  
Grading System: Letter Grade X  
Pass/Fail  

Course Description:  

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: 5 Feb 2013  
Department Chair's Signature:  
Date:  
Graduate Dean's Signature:  
Date:  
College Contact:  
College Contact E-mail:  

College Faculty Approval Date: 28/13  
College Dean's Approval:  
Date:  
Chair, FS C & C Committee Approval:  
Date:  
Academic Affairs Approval:  
Date:  

Rev. 3/2012
JUSTIFICATION

Change in Credit Hours, Course Title, and Course Description for MEDP-7260

MEDP-7260 is a clinical rotation where our graduate students interact with the clinical staff at the Mary Bird Perkins Cancer Center; students also have the opportunity to observe clinical operations at other associated facilities, such as the Pennington Biomedical Research Center. Prior to 2004, students spent less than 9 hours per week participating in the rotations, and the existing 3 credit hour level of the course reflected the time commitment expected then. Beginning in 2004 and occurring over several years, the scope of activities in the rotation was expanded to provide a broader experience for our students. The current incarnation of MEDP-7260 requires a minimum weekly time commitment of 12 hours per student spent in the clinical environment; we have taught this expanded rotation for several years now and believe it is mature and stable. We request that the semester credit be increased to 4 credit hours, more closely reflecting the actual time commitment. The course description also has been updated to reflect the current scope of activities.

Also, because the scope of MEDP-7260 includes a broad range of clinical medical physics topics, we propose a more general course title of “Clinical Medical Physics Rotation.” Also, MEDP 4111 (Intro to Medical Imaging) is added to the prerequisites, so that prior coursework in both radiation therapy physics and medical imaging physics is required.

Finally, the existing course description restricts the rotation to “students currently enrolled in the Master of Science in Medical Physics and Health Physics program.” In December 2011, a concentration in Medical Physics (PMPHP) was approved for the PhD in Physics. The proposed course description updates this restriction to allow the PhD students in the medical physics concentration to take MEDP-7260.

Curricula and Concentrations Affected

- This course is used in the curriculum of the Master of Science in Medical Physics and Health Physics (SMPHP) program.
- This course is used in the curriculum for the concentration in Medical Physics (PMPHP) of the PhD in Physics program.

Sample Syllabus

A sample syllabus for Fall 2013 is attached.
MEDP 7260
Clinical Medical Physics Rotation

Schedule, Fall Semester 2013

Course Objectives

The student will be introduced to clinical aspects of medical physics in the areas of radiation therapy physics and radiological imaging physics. Rotation will be made through the different clinical duties of the medical physicist, with reports assigned throughout the course. Hands-on experience is emphasized for each of the medical physics topics. This knowledge will introduce the student to the practice of clinical physics, as well as preparing the student for advanced training in a residency program and for research in medical physics.

Course Instructors

John Gibbons, Ph.D.

Phone #  Location

215-1145   MBPCC

Recommended References


Basis of Grades

Final grades will be based on the following weighting:

Clinical Notebook (20%)  
Each student will keep a notebook detailing the material covered during the course. This notebook will include notes taken during any didactic instruction, outside reading, operational instructions for equipment, computer programs or clinical procedures, and any associated self-study. Notebooks will be turned in at the conclusion of the semester.

Clinical Assignments / Reports (40%)
Throughout the course, reports will be assigned relating to the clinical area being studied. These reports will be completed and submitted within 1 week of assignment.

Oral Exams (40%)
Four oral exams will be given periodically to assess the understanding of the material. Exams will be approximately 30 minutes each, and will include the clinical areas covered during the most recent portion of the rotation.

Letter grades will be assigned on a scale of 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, & <60 = F.
### Course Schedule

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 19 – Aug 23</td>
<td>Treatment Rotation / CT-Simulation</td>
<td>Augustus / Naden</td>
</tr>
<tr>
<td>Aug 26 – Aug 30</td>
<td>Computer Treatment Planning (3D and IMRT)</td>
<td>Apollo</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Labor Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Sept 3 – Sept 6</td>
<td>MU Calculations / Block Cutting</td>
<td>Gibbons / Apollo</td>
</tr>
<tr>
<td>Sept 9 – Sept 12</td>
<td>IMRT – QA / Patient Chart Review</td>
<td>Chu / Apollo</td>
</tr>
<tr>
<td>Sept 13</td>
<td><strong>Oral Exam #1</strong></td>
<td></td>
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<tr>
<td>Sept 16 – Sept 20</td>
<td>Equipment calibration / Scanning Dosimetry</td>
<td>Stam / Neck</td>
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<tr>
<td>Sept 23 – Sept 27</td>
<td>Linac QA and Calibration</td>
<td>Gibbons / Olano</td>
</tr>
<tr>
<td>Sept 30 – Oct 4</td>
<td>TLDs / Film Dosimetry</td>
<td>Chu / Perrin</td>
</tr>
<tr>
<td>Oct 7 – Oct 9</td>
<td>Respiratory Gating</td>
<td>Chu</td>
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<tr>
<td>Oct 10 – Oct 11</td>
<td><strong>Fall Break</strong></td>
<td></td>
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<tr>
<td>Oct 14 – Oct 17</td>
<td>SRS / TSET</td>
<td>Neck</td>
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<tr>
<td>Oct 18</td>
<td><strong>Oral Exam #2</strong></td>
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<tr>
<td>Oct 21 – Oct 25</td>
<td>Brachytherapy – LDR (Prostate seed/eye plaque)</td>
<td>Apollo / Gibbons</td>
</tr>
<tr>
<td>Oct 28 – Nov 1</td>
<td>Brachytherapy – HDR QA and Tx Planning</td>
<td>Fontenot</td>
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<tr>
<td>Nov 4 – Nov 7</td>
<td>Brachytherapy – Source calib &amp; Regulations</td>
<td>Stam</td>
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<tr>
<td>Nov 8</td>
<td><strong>Oral Exam #3</strong></td>
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<tr>
<td>Nov 11 – Nov 14</td>
<td>Radiographic Units / Mammo / CT-Scanner Inspections and QA</td>
<td>Matthews</td>
</tr>
<tr>
<td>Nov 15 – Nov 20</td>
<td>MRI QA</td>
<td>Matthews</td>
</tr>
<tr>
<td>Nov 21 – Nov 26</td>
<td>Nuclear medicine surveys and QA</td>
<td>Matthews</td>
</tr>
<tr>
<td>Nov 27 – Nov 29</td>
<td><strong>Thanksgiving Holiday</strong></td>
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</tr>
<tr>
<td>Dec 2</td>
<td>Ultrasound QA</td>
<td>Matthews</td>
</tr>
<tr>
<td>Dec 3</td>
<td><strong>Oral Exam #4</strong></td>
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