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

Department: Chemical Engineering
College: Engineering
Name of Curriculum/Major: Chemical Engineering
Type of Degree: B.S.
Date: 5/31/201

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: The entire new curriculum, by semester, must be typed on plain sheets and attached to Form D. (See sample layout attached.)

( ) CHANGING: Regardless if all semesters of a curriculum are to be changed or only parts, the present and proposed (eight-semester) recommended path should be attached on separate pages. On the Present recommended path, use strikeout and on the Proposed recommended path, highlight areas to identify deletions and additions. Do not use boldface to designate changes as boldface is reserved for critical requirements within the recommended path. Explain all changes adequately on attachment.

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

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

CURRICULUM

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

APPROVALS:
Department Faculty Approval Date 5/17/2013

May Yui Ho Woot

Chair's Signature

College Dean's Signature

Academic Affairs Approval

( ) SUBMITTAL/RESUBMITTAL

Chair, FS C & C Committee

( ) SUBMITTAL/RESUBMITTAL

College Contact:

(Please print name.)

College Contact E-mail:
Explanation for the requested changes

These changes are needed to accommodate the fact that the Physics department is changing its sequence of entry level classes. The old entry level classes, Physics 2101 and 2102 will be phased out and replaced by Physics 2110 and 2113.
### Present Recommended Path

**CRITICAL REQUIREMENTS**

**SEMESTER 1:** MATH 1021.

**SEMESTER 2:** MATH 1022/1023.

**SEMESTER 3:** "C" or better in CHEM 1201.

**SEMESTER 4:** "C" or better in MATH 1550.

**SEMESTER 5:** "C" or better in PHYS 1100.

### RECOMMENDED PATH

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<td>ENGL 1001 ENGL COMPOSITION</td>
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<td>MATH 1550 AN GEOM &amp; CALCULUS-I</td>
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<td>MATH 1022/1023</td>
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**Semester 5**

- CHEM 3101 MOENTUM TRANSFER (CHEM 2171, MATH 2090) | 3
- CHEM 3172 CHE THERMODYNAMICS (CHEM 2171) | 3
- CHEM 4491 PHYSICAL CHEMISTRY (CHEM 1202/1422, MATH 2057/2090, PHYS 1202/2102) | 3
- ME 2733 MATERIALS OF ENGR (CHEM 1201) | 3
- CO: PHYS 2102 | 3
- GEN. ED. COURSE - HUMANITIES | 3
- GEN. ED. COURSE - SOCIAL SCIENCES | 3
- *Total Semester Hours:* | 11

**Semester 6**

- CHE 3102 HEAT/MASS TRANSFER (CHEM 3101/CE 2200, MATH 2065/2090) | 4
- CHE 3104 ENGR MEASUREMENT LAB (CHEM 2176) | 3
- CR: CHEM 3102 | 3
- CHE 3171 PROCESS ECON/OPTIMIZ (CHEM 3171) | 3
- CHE 3173 HETEROGENOUS EQUILIBRUM (CHEM 3173) | 3
- APPROVED ELECTIVE/AREA-OF-CONCECATION COURSE | 3-5
- *Total Semester Hours:* | 16-14

**Semester 7**

- CHE 4101 UNI/OPS DESIGN (CHEM 3102, 3171, 3173) | 4
- CHE 4152 UNIT OPERATIONS LAB (CHEM 3104 CR: CHEM 4151) | 3
- CHE 4100 CHEM REACTION ENGR (CHEM 3102, 3173) | 3
- CHE 4198 PROCESS DYNAMICS (CHEM 3171 CR: CHEM 4151) | 3
- APPROVED ELECTIVE/AREA-OF-CONCECATION COURSE | 3
- *Total Semester Hours:* | 16

**Semester 8**

- CHE 4172 PROCESS DESIGN (CHEM 4151, 4198) | 4
- APPROVED ELECTIVES/AREA OF CONCENTRATION COURSES | 9
- *Total Semester Hours:* | 13
Proposed Recommended Path

CRITICAL REQUIREMENTS

SEMESTER 1: MATH 1021.
SEMESTER 2: MATH 1022/1023.
SEMESTER 3: "C" or better in CHEM 1201.
SEMESTER 4: "C" or better in MATH 1550.
SEMESTER 5: "C" or better in PHYS 2100.

RECOMMENDED PATH

Semester 1

Critical: MATH 1021.

ENGL 106 ENGL COMPOSITION 3
MATH 2502 AN GEOM & CALCULUS I 3
GEN. ED. COURSE - ARTS 3
GEN. ED. COURSE - HUMANITIES 3
Total Semester Hours: 17

Semester 2

Critical: MATH 1022/1023.

BIO 1201 1RNL FOR SCI MAJ [CHEM 1201] 3
CHEM 1202 GENERAL CHEMISTRY [CHEM 1201] 3
CHEM 2122 GENERAL CHEM LAB [CR: CHEM 1001/1202/1222] 2
MATH 1522 AN GEOM & CALCULUS I (MATH 1550/1551) 3
PHYS 2110 INTRO CHEM ENGINEER 4
Total Semester Hours: 16

Semester 3

Critical: "C" or better in CHEM 1201.

CHEM 2162 COMPUTER MODELING [MATH 1550] 3
CHEM 2211 CHE FUND MAT EN BAL [MATH 1550, CHEM 1202, CHE 1100] 3
CHEM 2261 ORGANIC CHEMISTRY [CHEM 1202] 3
MATH 2262 ELEM DIFF EQ & LIN ALGEBRA [MATH 2552] 4
GEN. ED. COURSE - HUMANITIES 3
Total Semester Hours: 18

Semester 4

Critical: "C" or better in MATH 1550.

CHEM 2172 MATH MOD CHM ENGSYS [CHEM 2162, 2171, MATH 2090] 3
CHEM 2262 ORGANIC CHEMISTRY [CHEM 2261] 3
CHEM 2364 ORGANIC CHEM LAB [CHEM 2121, 2060 CR: CHEM 2252/2452] 2
ECON 2030 ECONOMIC PRINCIPLES 3
ENGL 2000 ENGLISH CORP [ENGL 1001] 3
Total Semester Hours: 14

Semester 5

Critical: "C" or better in PHYS 2100.

CHE 3101 MOMENTUM TRANSFER [CHE 2171, MATH 2090] 3
CHE 3172 CHE THERMODYNAMICS [CHE 2171] 3
CHEM 3201 PHYSICAL CHEMISTRY [CHEM 1202/1422, MATH 2057/2060, PHYS 1201/2102] 3
ME 2731 MATERIALS OF ENGR [CHEM 1202, ENGR 2102] 3
GEN. ED. COURSE - HUMANITIES 3
GEN. ED. COURSE - SOCIAL SCIENCES 3
Total Semester Hours: 18

Semester 6

CHE 3102 HEAT/MASS TRANSFER [CHE 3101/CE 2200, MATH 2055/2060] 4
CHE 3104 ENGR MEASUREMENT LAB [CHE 2176 CR: CHE 3102] 3
CHE 3171 PROCESS ECON/OPTIMIZ [CHE 2176 CR: CHE 3102, 3171] 3
CHE 3173 HETEROGENUS EQUILIBRIUM [CHE 3172] 3
APPROVED ELECTIVE/AREA OF CONCENTRATION COURSE 3
Total Semester Hours: 16

Semester 7

CHE 4151 UNIT OPS DESIGN [CHE 3102, 3171, 3174] 4
CHE 4162 UNIT OPERATIONS LAB [CHE 3104 CR: CHE 4151] 3
CHEM 4260 CHEM REACTION ENGR [CHE 3102, 3171] 3
CHE 4181 PROCESS DYNAMICS [CHE 3171 CR: CHE 4151] 3
APPROVED ELECTIVE/AREA OF CONCENTRATION COURSE 3
Total Semester Hours: 16

Semester 8

CHE 4172 PROCESS DESIGN [CHE 4151, 4150] 3
APPROVED ELECTIVES/AREA OF CONCENTRATION COURSES 3
Total Semester Hours: 13
Justification for a Three-Semester Physics Sequence for Technical Majors

The current course sequence of 2101/2102 with PHYS 1100 was implemented twenty years ago to improve retention of students in engineering programs. PHYS 1100 was not part of any degree program, but was offered to help those students with no or poor physics backgrounds prepare for the PHYS 2101/2102 sequence. The PHYS 2101/2102 sequence adopted a "mile-wide, inch-deep" approach comprising all of mechanics, fluids, thermodynamics and sound in the first semester, then electricity, magnetism, optics and occasionally some modern physics in the second. This was done to satisfy the needs of the College of Engineering for students being ready for three courses: Statics, Thermodynamics, and Circuits. It was clear that too much material was in the 2101 class, and over the years, some of that material (vectors, kinematics, Newton's Laws) migrated into 1100, and then was reviewed quickly in 2101.

Students were placed in PHYS 1100 based on the physics placement test, which was a twenty question multiple choice test on mechanics with an extensive formula sheet provided. The minimum passing score was first set at 60%, but pressure from the administration at the time lowered it to 45%. This test is less rigorous than the current 1100 final exam, and does not do a good job of testing for those skills that 2101 requires. We also had evidence that the contents of the test were known to some high schools. Three years ago we revised 5 of the 20 questions, and provided two versions of the test, and percentage of students who passed dropped from over 60% to 43% and has remained there. It is clear that a marginally passing score on this placement exam is not a good predictor of success in PHYS-2101. A significant number of students who earned a "pass," and thus 3 hours credit, on the placement test were nonetheless encouraged by the advisors in engineering and science to enroll in PHYS-1100 in order to improve their likelihood of future success. In the past three years, as the University aggressively expanded its enrollment, we saw that the percentage of students taking PHYS 1100 because they were ill prepared has dramatically swollen. Currently, over 85% of students in the technical physics sequence take 1100.

This resulted in a situation where a majority of students in physical science and engineering were taking 9 credit hours of physics even though one of the courses did not count for their degree. It is worth pointing out that it has been a source of irritation for the parents of some of those students that one of the three hour courses in physics did not count towards the major. Furthermore, the pace in 1100 was very slow, and even with shifting of some material into 1100, the pace in 2101 and 2102 was still too fast to ensure most students mastered the material. Finally, the decision taken last year by the Faculty Senate to no longer require physics in high school as an admission requirement at LSU, allowing it to be replaced by courses such as introduction to technology or environmental science, means that more and more students will come in with no high school physics background.

This situation has been made worse by the new state legislation mandating that all physics courses be completely transferrable between any public institutions in the state, and that 2 year
schools be allowed to produce associate degree programs in science that would allow students to take their engineering physics courses before arriving at LSU. It is clear that no recognition is being paid to the widely varying levels of rigor in these courses, not to mention the fact that several schools in Louisiana are awarding college credit for physics to students who sit in a high school classroom and never set foot in a post-secondary institution, being taught by someone who may not have the credentials to teach at the college level. When students with these mediocre backgrounds arrive here, they do not do well in their physics courses.

Given the disparate skill levels of students entering the current PHYS-2101 (i.e., poorly prepared but successful PHYS-1100, marginal but passing placement score, well prepared with high placement score, AP credit, etc), a reorganization of PHYS-2101 into a course more suitable for a “cold start” in physics is indicated. A reduction in topics covered, coupled with a reduction in class size, is recommended.

To address the need for a broad overview of physics, including topics in modern physics, as well as the detailed treatment of topics needed to prepare students for their core engineering discipline courses (Statics, Dynamics, Thermodynamics, Electric Circuits) the Department of Physics and Astronomy will adopt a three-semester sequence in physics: PHYS-2110, 2112, 2113. PHYS 2110 will be a prerequisite for PHYS 2112 and PHYS 2113, but the latter two courses can be taken in either order, and could even be taken simultaneously.

**Recommendations**

- Drop PHYS 1100 and the physics placement test.
- Restore Newtonian Mechanics to PHYS 2110, but reducing it to a careful treatment of particle mechanics only, removing waves, sounds, fluids and thermodynamics.
- Move wave, sound, fluids, thermodynamics into a new PHYS 2112, and add material in modern physics.
- Retain electricity and magnetism as the main theme of PHYS 2113, culminating in electromagnetic waves.
- PHYS 2112 and 2113 can be taken in either order, or simultaneously, and only require 2110.
- PHYS 2110 will have PHYS 2108 lab, and PHYS 2113 will have PHYS 2109 lab. No lab for 2112.
- All three courses will be General Education - Physical Science courses.

All students who used to take the 2101/2102 sequence would take the new PHYS 2110, but the individual discipline may decide on one or both of PHYS 2112 and 2113, possibly with one of those in the required curriculum and another as a recommended technical elective.

We realize that if all three courses are taken, then this means a 3 credit hour increase in the amount of courses for the degree. We counter that by pointing out that we had a system where one of those three hours, PHYS 1100, was done "off the books" as far as credit was concerned,
and so now we are explicitly recognizing that most students who need these classes have been taking 9 hours.

Math Prerequisites

After much discussion, we feel very strongly that the first semester of calculus should be a prerequisite, not a co-requisite, for PHYS 2110. The structure of PHYS 2110 requires the students understand and be ready to use derivatives by the third week of class, and that they be able to use integrals by the seventh week of class. The syllabus for MATH 1550/1551 shows that these concepts are not covered until 3 or 4 weeks later than we need them.

In PHYS 2113, with its emphasis on vector calculus, it is necessary that student have some familiarity with that subject, which is presented in MATH 2057. While we feel that a co-requisite of MATH 2057 is appropriate, this course is not required for many majors that need the 2113 class. We are working with the College of Engineering to formulate some additional online material that the students can use to fill in the missing math background. However, they must be familiar with calculus II, so we have imposed a corequisite of MATH 1552 for PHYS 2110 so that students taking 2112 or 2113 have the minimum background. Furthermore, the student must have completed calculus II with a C or better before attempting PHYS 2112 or 2113.

This may cause some difficulty in pushing back some courses that have a physics prerequisite, since a student who comes in ready to take calculus will not start the physics sequence until the second semester. However, a student who makes timely progress through the calculus sequence will be able to complete the physics sequence as early as their third semester if they take both 2112 and 2113 in the third semester. Also, if one of the physics courses is delayed until their fourth semester, that will only affect either the Circuits or the Thermodynamics class that the engineering students take.

Transfer Credit

By its very structure, this sequence will fit into the Board of Regents articulation matrix. In spring 2012, faculty from across the state met to attempt to implement the new statewide course catalog, which will form the curriculum to be incorporated in the anticipated statewide Associate Degree. We presented this model to them as a way to maintain rigor and still help weaker students. They endorsed the slower, more thorough, approach of this new sequence. The new statewide course descriptions mirror the descriptions of these courses. It was felt that 2 year colleges might be able to teach the 2110 class and possibly one of the other classes, but not teach the full sequence. The statewide Associate Degree that is now mandated could include PHYS 2110, and make the others optional.

The other difficulty will be in transfer credit from out of state institutions where this class is still two semesters (6 credit hours). This will prevent us from accepting a 6 hour 2-semester class for the 9 credit hours of the 2110/2112/2113 sequence. The material in the first semester of the standard physics sequence covers all of the material in PHYS 2110 and then more, we would be awarding credit for PHYS 2110 for any course that covered at least that material. The second semester of the usual two semester sequence covers the same material as PHYS 2113. Because
of the additional material in 2113 on modern physics, which is rarely covered in a two semester sequence, and the more thorough treatment of thermodynamics and wave motion, we would probably not be awarding transfer credit for PHYS 2112.

For College Board Advanced Placement credit, we would be giving credit for PHYS 2110 with a 4 or 5 on the Physics C - Mechanics test. A grade of 4 or 5 on the Physics C - Electricity and Magnetism would earn credit for PHYS 2113. No credit will be earned through International Baccalaureate AP credit, since the physics content in that curriculum is not calculus-based.

Implementation

Once this change is approved, we will drop the placement exam and PHYS 1100, and offer 2110 for students who have not taken or passed 1100. For students who have passed 1100 in the past, we will encourage them to enroll in 2110, but will offer 2101 for two semesters. Students who have passed 2101 should enroll in PHYS 2113, since the material in 2113 overlaps nearly completely with the material in PHYS 2102. Departments and Colleges will substitute 2113 for the students who need 2102. We will not start the process of dropping PHYS 2101 and 2102 until two semesters have passed after the start of new sequence. All departments have been notified and they will have agreed to submit curricular change forms in Fall 2013 to have their revised curriculum use the new sequence.

Our current planned date for the start of this new sequence is Spring 2014. For Fall 2013, we will be offering one section of PHYS 1100 for those students who wish to repeat 1100 and then take 2101. We will offer PHYS 2101 and 2102 that fall. In the spring of 2014, we will offer 2101 for any students who have completed 1100 prior to the fall and wish to stay in the old sequence. For any students just starting their physics sequence, we will place them in the new 2110 class. Engineering has agreed to do substitutions of 2110 for 2101 and 2113 for 2102 while the new curricula are approved next year.
REQUEST FOR ADDITION OF NEW COURSE

Department: VMED
College: School of Veterinary Medicine

PROPOSED COURSE
Short Title: VET PHYSIOLOGY I (≤ 19 characters)
Rubric & No.: VMED 5109
Title: Veterinary Physiology I

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 3.5
(Lecture Hrs, Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of _____ credit hours.
Credit will not be given for this course and:

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

COURSE TYPE
(Indicate hours in the appropriate course type)

Maximum enrollment per section: 95
(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)
5109 Veterinary Physiology I (3.5) Physiology of the endocrine, reproductive and muscular systems in veterinary species.

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 6/6/13 (date)
Department Chair’s Signature 7/3/13 (date)

College Faculty Approval 6/6/13 (date)
College Dean’s Signature 7/3/13 (date)
Graduate Dean’s Signature (for 4000 level and above) 8/30/13 (date)
Chair, FS C&C Committee 8/30/13 (date)

College Contact:
Rhett W. Stout, Chair: SVM C&C
(Provide print name)

College Contact E-mail: rstout@vetmed.lsu.edu

Academic Affairs Approval (date)
6/6/2013

Lawrence Rouse, PhD
Chair: Courses & Curriculum Committee
LSU Faculty Senate
Louisiana State University

Dear Dr. Rouse,

This letter serves as an explanation for our requests to drop a course (5110), add a course (5109). All associated forms and this letter will be submitted together.

First, we wish to drop VMED 5110. As explained in associated Form-B the school has decided to eliminate the biochemistry content of this class. Biochemistry is a prerequisite for entry into the professional curriculum and the faculty as a whole thought this material was redundant as formatted. As biochemistry was also in the title for this course we thought it prudent just to drop this class. Form B is submitted for your review.

Second, we wish to add a new class (VMED 5109), Physiology I to replace VMED 5110. This new class is similar, without the biochemistry portion, while retaining the physiology. Additionally, other basic veterinary physiology subjects will be added to this class such that the contact hours are the same. Form A is submitted for your review. We submit the rubric “VMED 5109” for this new course. However, we are open to input from the Faculty Senate Courses & Curriculum Committee on this matter.

You may note the new class (VMED 5109) is 0.5 credit hrs more than the class it replaces while it has the exact same number of contact hours. After calculating the credit hours, based on 15 lecture hours per credit hour, students should receive 3.5 credit hours for this class.

Per your advice we have removed the contact hours from the course description for future use in the catalog.

Thank you and the committee for considering our request and feel free to contact me with any questions you may have.

Sincerely,

[Signature]

Rhett W. Stout
Chair: SVM Courses & Curriculum Committee
VETERINARY PHYSIOLOGY I COURSE (Fall 2013)

Catalog Statement: VMED 5109 (3.5) Physiology of the endocrine, reproductive, and muscular systems in veterinary species.

Objectives:

1. Introduce students to basic structures and function of the cell.
2. To learn the mechanism by which different molecules are transported across the plasma membrane and introduce students to cell signaling pathways.
3. To learn the mechanism controlling the electrical activity across the plasma membrane and the events involved in action potential.
4. To learn the structural components of skeletal and smooth muscles and its role in muscle contraction so as to understand the pharmacological basis of therapeutics.
5. To introduce students to basic endocrinology and study in detail hormonal basis of bodily function including metabolism.
6. To introduce students to male and female reproductive physiology.

Suggested Texts/References


Grading Criteria

Points will be awarded as follows:

Exam 1, 100 pts
Exam 2, 100 pts
Exam 3, 100 pts
Course total = 300 pts

Grading is on standard SVM scale (fractions of 0.5 or less will be rounded up):
**PROPOSED PHYSIOLOGY I COURSE (CURRENT BIOCHEMISTRY AND MUSCLE PHYSIOLOGY-VMED 5116/FALL)**

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<td>Parathyroid and Calcium</td>
<td>Cheng</td>
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<td></td>
<td>9:00 am</td>
<td>Adrenal Gland</td>
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<td>8:00 am</td>
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<td>Endocrinology of the Estrous Cycle</td>
<td>Lyle</td>
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<td>Sept 14 / Wed</td>
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<td>8:00 am</td>
<td>Ovarian Function</td>
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REQUEST FOR ADDITION OF NEW COURSE

Department: VMED
College: School of Veterinary Medicine

PROPOSED COURSE
Short Title: CLINICAL SKILLS
Rubric & No.: VMED 5310
Title: Clinical Skills Laboratory

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 0.5
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:

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

COURSE TYPE
(Indicate hours in the appropriate course type)
LEC/REC LEC/SEM LEC LAB LEC/LAB SEM CLIN.PRACT RESIDING
Maximum enrollment per section: 95
(use integer, e.g. 25 not 20-30)

CATALOG TEXT
(VMED 5310 Clinical Skills Laboratory (0.5) Basic clinical skills necessary in the practice of companion animal veterinary medicine including restraint, physical examination, advanced diagnostic and therapeutic techniques, techniques used to evaluate the eyes and skin, clinical nutrition, and client communication and medical history taking.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

APPROVALS
Department Faculty Approval 7/19/13
(date)
Department Chair’s Signature (date)

College Faculty Approval 7/19/2013
(date)
College Dean’s Signature (date)

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

College Contact: Rhett W. Stout, Chair: SVM C&CC
(Please print name)

College Contact E-mail: rstout@vetmed.lsu.edu

FORM A
ADMINISTRATIVE USE ONLY

Effective Date:

CP #
Justification for adding VMED 5310 (Clinical Skills Laboratory)

Review of outcomes assessment data revealed inconsistency among students graduating from the professional DVM curriculum to successfully perform some of the basic clinical skills necessary in the practice of companion animal veterinary medicine. The Clinical Skills Laboratory allows skills and techniques used in clinical companion animal medicine to be taught in a controlled environment. It also allows evaluation of the student’s ability to successfully perform the skills and techniques. The client communication laboratory portion allows the students to begin developing competency in building the veterinarian-client relationship and taking a medical history. This laboratory will not duplicate another course or laboratory.
VMED 5310
Clinical Skills Laboratory

Formal Catalog Statement: VMED 5310 Clinical Skills Laboratory (0.5) Basic clinical skills necessary in the practice of companion animal veterinary medicine including restraint, physical examination, advanced diagnostic and therapeutic techniques, techniques used to evaluate the eyes and skin, clinical nutrition, and client communication and medical history taking.

Ten (10) laboratory sessions taught throughout the fall and spring semesters. The initial 8 sessions will focus on clinical skills necessary in the practice of companion animal veterinary medicine not already covered in the existing veterinary curriculum. The first 8 sessions will be taught in 2 week blocks with 2, 2 hours sessions per week involving ½ of the enrolled third year class per session (16 contact hours). The laboratories will focus on current concepts and principles of clinical skills in companion animal veterinary medicine. The final session taught in the spring semester will focus on the nontechnical competency of building the veterinarian-client relationship and taking a medical history. The final laboratory will consist of 8, 4 hour laboratories. Two labs will be taught per week during the spring semester with approximately 10 students per session (4 contact hours). These laboratories will focus on history taking and rapport building. The lab will include a videotaped interview/history taking with a standardized client and will evaluate use of engagement skills through feedback from the standardized clients, peers, and mentors.

Suggested Texts/References:


Kirk and Bistner’s Handbook of Veterinary Procedures and Emergency Treatment, 9th ed., Ford R and Mazzaferrro E

Small Animal Clinical Techniques, 2010, Taylor SM

Clinical Textbook for Veterinary Technicians, 7th ed., Bassert JM and McCurnin DM


Objectives:

To present the current principles and concepts of the clinical skills and techniques used in companion animal medicine. This will include appropriate physical restraint, performing a thorough physical examination of a patient, and some of the most common techniques used to
administer medical treatment and to collect samples for diagnostic testing. Client communication laboratories are intended to allow the students to begin developing competency in building the veterinarian-client relationship and taking a thorough medical history.

Grading:

Pass or Fail: Grading for this course will be based on attendance and student participation. Each laboratory will include a skills check-off sheet for which the student is responsible. Following successful completion of an assigned skill, the student will have a mentor sign or initial their sheet to confirm completion of the assignment. These sheets will be turned in to the faculty member in charge at the end of the laboratory. An unexcused absence from a laboratory or failure of the student to complete and turn in their check-off sheet will result in failure of the course.

Faculty Teaching in the Course

Dr. Jon Fletcher, Course Coordinator
Dr. Eric Storey
Dr. Frederic Gaschen
Dr. Cherie Pucheau-Haston
Dr. Kirk Ryan
LeeAnn Eddleman
Stephanie Johnson

Laboratory Schedule:

Session #1: Introduction to the Skills Course

  Overview of the course
  Grading policy
  Course schedule

Session #2: Companion Animal Handling Restraint, Physical Examination and Basic Techniques

  Perform physical restraint canine
  Perform a nail trim
  Observe administration of subcutaneous/intramuscular injections and administration of intranasal vaccine
  Perform temperature, Pulse, Respiration Rate (TPR), hydration status, mentation
  Perform oral examination/administration of oral medication
  Perform nasal/External Ear exam
  Perform tracheal palpation
Perform auscultation of heart/lungs
Perform abdominal palpation
Perform peripheral lymph node palpation
Perform mammary gland palpation females
Perform testicular exam males
Perform basic skin exam
Perform rectal examination (anal sac palpation/expressions, prostate)

Session #3: Companion Animal Ophthalmologic Examination

Direct and indirect retinal examination
Tonopen assessment of intraocular pressure
Slit lamp examination
Corneal staining techniques
Corneal scraping

Session #4: Companion Animal Advanced Diagnostic and Therapeutic Techniques (1 of 2)

Perform cystocentesis canine or feline
Perform catheterization of the urethra of the female/male canine and feline
Perform a thoracocentesis and chest tube placement
Fluid therapy case discussion

Session #5: Companion Animal Nutrition

Evaluation of pet foods
Reading pet food labels
Pet food ingredients
Nutraceuticals
Enteral feeding

Session #6: Companion Animal Advanced Diagnostic and Therapeutic Techniques (2 of 2)

Perform an abdominocentesis
Placement of nasal oxygen, nasogastric, nasoesophageal, and gastric tube
Bone marrow aspirate, placement of bone marrow fluid line
CPR – practice on canine dummies

Session #7: Companion Animal Dermatology

Perform skin scrape in a canine or feline
Perform a DTM culture in a canine or feline
Perform surface cytology
Perform ear swab/cytological exam
Perform a FNA of a mass or lymph node in a canine or feline

Session #8: Introduction to Communication and Building the Veterinary Client Relationship

Overview of laboratories
Schedule for communication laboratories

Session #9: Companion Animal Neurologic Examination
- Perform a neurological exam in a canine
- Perform a neurological exam in a feline
- Neurologic lesion localization
- Neuro-ophthalmic exam in canine or feline
- Menace, dropped cotton ball, palpebral, oculocephalic, PLR’s

Session #10: Communication and Building the Veterinary Client Relationship

- Take history from standardized client while being videotaped
- Receive feedback relative to history taking
REQUEST FOR ADDITION OF NEW COURSE

Department: VMED
College: School of Veterinary Medicine

Date: 7/9/2013

PROPOSED COURSE

Short Title: VET. NEUROLOGY
Rubric & No.: VMED 5351
Title: VETERINARY NEUROLOGY

COURSE CREDIT

Graduate Credit: YES X NO

Semester Hours of Credit: 1.5

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

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

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

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

VMED 5351: Veterinary Neurology (1.5) Clinical and comparative anatomy, physiology, pharmacology, diagnosis and therapy of diseases of the nervous system in domestic animals.

BUDGET IMPACT

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

Will additional staff be needed? YES X NO

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

Academic Affairs Approval: ____________ Date: ________

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

ATTACHMENTS: 

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

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

APPROVALS

Department Faculty Approval 7/9/2013

Department Chair's Signature 7/9/13

College Dean's Signature (for 4000 level and above) 8/20/13

College Contact: Rhett W. Stout, Chair, SVM C&CC

College Contact E-mail: rstout@vetmed lsu edu

College Dean’s Signature (date)

Chair, FS C&C Committee (date)
February 23, 2013

Attn: Courses and Curriculum Committee

Re: Justification for re-organization of VMED 5364 Neurology & Ophthalmology

Dear Colleagues:

Traditionally, VMED 5364 Neurology & Ophthalmology has presented a challenge to students in year three of the professional veterinary curriculum.

The ophthalmology portion of the course requires memorization of a broad clinical vocabulary and fine details of ophthalmic anatomy. Details of the developmental and functional anatomy are required to understand the clinical disease processes and their treatments. Learning about vision and vision interpretation requires a working knowledge of the physics of light and some neuro-circuitry.

The neurology portion of the course reviews the highly conceptual subjects of neuro-anatomy and physiology in the context of clinical disease. Clinical neurology is a complex subject which builds upon material presented elsewhere in the curriculum, but is not specifically linked to ophthalmology.

Although the two subjects can be linked at a natural anatomical/physiological interface (i.e. the retina), the clinical fields of neurology and ophthalmology are quite different. Currently, each course is taught in two relatively independent blocks of time with limited, if any, coordination/intersection of material. Dividing the current course into two separate new courses is a logical step that essentially formalizes a class structure which is already in place.

Ultimately, the SVM Courses and Curriculum Committee requested the combined course (Neurology and Ophthalmology) be eliminated and replaced with two separate courses covering each subject respectively. This request is based on a review of the curriculum that incorporates student and instructor feedback.
Course Coordinator: Dr. Kirk Ryan

<table>
<thead>
<tr>
<th>Faculty Lecturers</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kirk Ryan</td>
<td><a href="mailto:kryan.lsu@gmail.com">kryan.lsu@gmail.com</a></td>
</tr>
<tr>
<td>Dr. Jude Bordelon</td>
<td><a href="mailto:jbordelon@lsu.edu">jbordelon@lsu.edu</a></td>
</tr>
<tr>
<td>Dr. Duane Robinson</td>
<td><a href="mailto:dgrobinson@lsu.edu">dgrobinson@lsu.edu</a></td>
</tr>
<tr>
<td>Dr. Julia Sunner</td>
<td><a href="mailto:jsunner@lsu.edu">jsunner@lsu.edu</a></td>
</tr>
<tr>
<td>Dr. Sasan Eades</td>
<td><a href="mailto:sceades@vetmed.lsu.edu">sceades@vetmed.lsu.edu</a></td>
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<tr>
<td>Dr. Nathalie Rademacher</td>
<td><a href="mailto:nrademacher@vetmed.lsu.edu">nrademacher@vetmed.lsu.edu</a></td>
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GUEST LECTURER:
Gary Balsamo, DVM, MPH&TM
State Public Health Veterinarian and Assistant State Epidemiologist
Office of Public Health; Louisiana Department of Health and Hospitals

DESCRIPTION / OBJECTIVE:
This course is designed to teach students the fundamentals of comparative anatomy and physiology, pharmacology, diagnosis, and therapy of diseases of the nervous system in domestic animals. It emphasizes the clinical application of this knowledge. This course is not designed to be a comprehensive review and rare or unusual clinical syndromes and diseases may not be covered. 1.5 credit hours

All lectures and exams will be given in Rm 1205 (third year classroom) unless students are otherwise notified during the last class before the exam and by email or announcement during lecture. Room assignments for the exams are determined by the Student and Academic Affairs Office.

RECOMMENDED TEXTS:
For Neurology:
- Lorenz, Kornegay. Handbook of Veterinary Neurology. (Saunders)
EXAMINATIONS AND GRADING:

Two examinations will be given. Please note the exams are not evenly spaced or equal in point value due to the complex schedule of the 3rd year curriculum.

- **Neurology Mid-Term Exam:**
  This will be a computer based exam covering lectures 1 thru 10 only.

  \[
  (10 \text{ lecture hours} \times 6 \text{ points/lecture}) = 60 \text{ points}
  \]

- **Neurology Final Exam (Cumulative):**
  Standard written final exam will emphasize neurology lectures 11 - 25, but will also include questions from previous neurology lectures (1 - 10).

  \[
  (15 \text{ lecture hours} \times 6 \text{ points/lecture}) + (10 \text{ cumulative lectures} \times 2 \text{ pt/lecture}) = 110 \text{ points}
  \]

Exam question format may include multiple choice, true/false, short answer, essay, matching, and/or a practical format with questions derived from a picture/clinical narrative. Exams will be timed and you will have one hour and 50 minutes to complete each examination.

Examination results will be posted on MOODLE as soon as available following each exam.

Any issues related to grading or exam questions must be presented to Dr. Ryan (via your class representatives) within 1 week of posting the exam results. Attempts to copy or reproduce examinations for your personal use, or for others’ use now or in the future, is a violation of academic honor.

During lecture, quizzes or other graded activities may be presented at the lecturer’s discretion, and will count towards the examination covering that particular lecture (not worth more than 5% of the examination grade).

**Grades will be rounded to the nearest percentage point and are based on the standard LSU-SVM percentages:**

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29 total contact hours including exam time
REQUEST FOR ADDITION OF NEW COURSE

Department: VMED
College: School of Veterinary Medicine

PROPOSED COURSE
Short Title: VET. OPHTHALMOLOGY
Rubric & No.: VMED 5352
Title: VETERINARY OPHTHALMOLOGY

COURSE CREDIT
Graduate Credit: YES X NO
Semester Hours of Credit: 1.5
(For combination course types only: Lecture hrs. Lab/Sem/Rec Hrs.
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.
Credit will not be given for this course and): (Indicate rubrics and course numbers)

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

COURSE TYPE
(Indicate hours in the appropriate course type)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
VMED 5352: Veterinary Ophthalmology (1.5) Clinical and comparative anatomy, physiology, pharmacology, diagnosis and therapy of diseases of the eye in domestic animals.

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 7/9/13
College Dean's Approval 7/9/2013

Department Chair's Signature (date)

Graduate Dean's Signature (for 4000 level and above) (date)
College Contact: Rhett W. Stout, Chair: SVM C&CC
College Contact E-mail: rstout@vetmed.lsu.edu

Chair, FS C&CC Committee (date)
Academic Affairs Approval (date)
Attn: Courses and Curriculum Committee

Re: Justification for re-organization of VMED 5364 Neurology & Ophthalmology

Dear Colleagues:

Traditionally, VMED 5364 Neurology & Ophthalmology has presented a challenge to students in year three of the professional veterinary curriculum.

The ophthalmology portion of the course requires memorization of a broad clinical vocabulary and fine details of ophthalmic anatomy. Details of the developmental and functional anatomy are required to understand the clinical disease processes and their treatments. Learning about vision and vision interpretation requires a working knowledge of the physics of light and some neuro-circuitry.

The neurology portion of the course reviews the highly conceptual subjects of neuro-anatomy and physiology in the context of clinical disease. Clinical neurology is a complex subject which builds upon material presented elsewhere in the curriculum, but is not specifically linked to ophthalmology.

Although the two subjects can be linked at a natural anatomical/physiological interface (i.e. the retina), the clinical fields of neurology and ophthalmology are quite different. Currently, each course is taught in two relatively independent blocks of time with limited, if any, coordination/intersection of material. Dividing the current course into two separate new courses is a logical step that essentially formalizes a class structure which is already in place.

Ultimately, the SVM Courses and Curriculum Committee requested the combined course (Neurology and Ophthalmology) be eliminated and replaced with two separate courses covering each subject respectively. This request is based on a review of the curriculum that incorporates student and instructor feedback.
Course Coordinator: Dr. Eric Storey

<table>
<thead>
<tr>
<th>Faculty Lecturers</th>
<th>Office Room #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Eric Storey</td>
<td>1610</td>
<td><a href="mailto:storeye@vetmed.lsu.edu">storeye@vetmed.lsu.edu</a></td>
</tr>
<tr>
<td>Dr. Kenneth Pierce</td>
<td></td>
<td><a href="mailto:kepierce@lsu.edu">kepierce@lsu.edu</a></td>
</tr>
<tr>
<td>Dr. Kyshia Davis</td>
<td></td>
<td><a href="mailto:ktdavis@lsu.edu">ktdavis@lsu.edu</a></td>
</tr>
</tbody>
</table>

DESCRIPTION / OBJECTIVE:

This course is designed to teach students the fundamentals of comparative anatomy and physiology, pharmacology, diagnosis, and therapy of diseases of the eye in domestic animals. It emphasizes the clinical application of this knowledge. This course is not designed to be a comprehensive review and rare or unusual clinical syndromes and diseases may not be covered. 1.5 credit hours.

All lectures and exams will be given in Rm 1205 (third year classroom) unless students are otherwise notified during the last class before the exam and by email or announcement during lecture. Room assignments for the exams are determined by the Student and Academic Affairs Office.

RECOMMENDED TEXTS:

For Ophthalmology:

EXAMINATIONS AND GRADING:

Two examinations will be given. Please note the exams are not evenly spaced or equal in point value due to the complex schedule of the 3rd year curriculum.

- **Ophthalmology Mid-Term Exam:**
  This will be a computer based exam covering lectures 1 thru 9 only.

  \[ (9 \text{ lecture hours x 6 points/lecture}) = 54 \text{ points} \]

- **Ophthalmology Final Exam (Cumulative):**
  Standard written final exam will emphasize neurology lectures 10 - 21, but will also include questions from previous neurology lectures (1 - 9).

  \[ (12 \text{ lecture hours x 6 points/lecture}) ÷ (9 \text{ cumulative lectures x 2 pt/lecture}) = 90 \text{ points} \]
Exam question format may include multiple choice, true/false, short answer, essay, matching, and/or a practical format with questions derived from a picture/clinical narrative. Exams will be timed and you will have one hour and 50 minutes to complete each examination.

Examination results will be posted on MOODLE as soon as available following each exam.

Any issues related to grading or exam questions must be presented to Dr. Ryan (via your class representatives) within 1 week of posting the exam results. Attempts to copy or reproduce examinations for your personal use, or for others’ use now or in the future, is a violation of academic honor.

During lecture, quizzes or other graded activities may be presented at the lecturer’s discretion, and will count towards the examination covering that particular lecture (not worth more than 5% of the examination grade).

**Grades will be rounded to the nearest percentage point and are based on the standard LSU-SVM percentages:**

- A  92-100%
- B  83-91%
- C  74-82%
- D  65-73%
<table>
<thead>
<tr>
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<th>Faculty</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pierce</td>
<td>Introduction/Anatomy</td>
</tr>
<tr>
<td>2</td>
<td>Pierce</td>
<td>Ophthalmic exam</td>
</tr>
<tr>
<td>3</td>
<td>Storey</td>
<td>Eyelids</td>
</tr>
<tr>
<td>4</td>
<td>Davis</td>
<td>Conjunctiva</td>
</tr>
<tr>
<td>5</td>
<td>Davis</td>
<td>Lacrimal</td>
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<tr>
<td>6</td>
<td>Storey</td>
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<td>7</td>
<td>Storey</td>
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<td>8</td>
<td>Storey</td>
<td>Sclera</td>
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<td>Storey</td>
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**EXAM # 1**

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<tr>
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<tbody>
<tr>
<td>10</td>
<td>Storey Glaucoma / overflow</td>
</tr>
<tr>
<td>11</td>
<td>Storey Glaucoma</td>
</tr>
<tr>
<td>12</td>
<td>Storey Uvea</td>
</tr>
<tr>
<td>13</td>
<td>Storey Uvea</td>
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<tr>
<td>14</td>
<td>Storey Vitreous</td>
</tr>
<tr>
<td>15</td>
<td>Pierce Retina</td>
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<tr>
<td>16</td>
<td>Pierce Neuro-Ophthalmology</td>
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<td>17</td>
<td>Pierce Feline Ophthalmology</td>
</tr>
<tr>
<td>18</td>
<td>Pierce Food Animal Ophthalmology</td>
</tr>
<tr>
<td>19</td>
<td>Pierce Ophthalmic Surgery</td>
</tr>
<tr>
<td>20</td>
<td>Pierce Ophthalmic Surgery</td>
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<tr>
<td>21</td>
<td>Pierce Avian / Exotic Ophthalmology</td>
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</table>

**EXAM # 2**

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<th>Topic</th>
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<tr>
<td>CUMULATIVE FINAL EXAM</td>
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<td>Written Exam Format</td>
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25 total contact hours including exam time.
Request for CHANGING an Existing Course

**Present Course Description**
Title: Survey of Investing I

Semester Hours of Credit: 1

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

Repeat Credit Max (if repeatable): X

Graduate Credit? Yes: ______ No: ______

Credit will not be given for this course and: FIN 3826

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 1 __________ LAB 1 __________ SEM 1 __________ REC 1 __________ IND 1 __________

Total Weekly Contact Hours: 1

Grading System: Letter Grade X Pass/Fail

Course Description:
Prereq: credit or registration in FIN 1060. Credit will not be given for this course and FIN 3826. Introduction to historical and contemporary issues in personal investing, including stocks, bonds, insurance, real estate and banking.

**Proposed Course Description**
Title: Survey of Investing I

Semester Hours of Credit: 1

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

Repeat Credit Max (if repeatable): X

Graduate Credit? Yes: ______ No: ______

Credit will not be given for this course and: ______________________

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 1 __________ LAB 1 __________ SEM 1 __________ REC 1 __________ IND 1 __________

Total Weekly Contact Hours: 1

Grading System: Letter Grade X Pass/Fail

Course Description:
Prereq: credit or registration in FIN 1060. Introduction to historical and contemporary issues in personal investing, including stocks, bonds, insurance, real estate and banking.

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

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

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

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

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

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

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

**APPROVALS:**
Department Faculty Approval Date: 3/7/13

Department Chair's Signature: (Date)

Graduate Dean's Signature: (Date)

College Contact: ____________________________

College Contact E-mail: cjuneck@lsu.edu

College Faculty Approval Date: 4/22/13

College Dean's Signature: (Date)

Chair, FS C & C Committee: (Date)

Academic Affairs Approval: (Date)

Rev. 3/2012
FIN 2060 is a required course for Personal Investing minors.

FIN 2060 is the prerequisite for FIN 4060.

Justification:

I would like to remove the prohibition of taking FIN 2060 and FIN 3826 since I have been willing to override every single case that arises. Also, I know now that the overlap is minimal.

Carlos Slawson
Professor and Chair
Department of Finance
July 17, 2013

To: Lawrence Rouse, Chair, Courses and Curricula Committee

From: Carlos Slawson, Chair, Department of Finance

Re: FIN 2060 and FIN 3826

Survey of Investing I (FIN 2060) is required for the personal investing minor. The course focuses on the personal level of investing and is practical in nature. Students learn how to manage their own finances and investments.

Investments (FIN 3826) is required for the finance major. The course focuses on the institutional level and is theoretical in nature. Students receive a broad knowledge of investments and learn about the analytical tools and techniques to value assets.

The faculty feels strongly that these courses are significantly different and that students can benefit from both courses.
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

June 21, 2013

At their June 20, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the FIN proposals:

FIN 2060 and 3826
- The Committee conditionally approved the proposal to change FIN 2060 and 3826 pending an explanation on why these two courses are unique or why there is minimal overlap between the two. The Committee felt that the course descriptions were too similar.

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

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

Department: Finance
Course Rubric and #: FIN 3826
Present Course Description

Title: Investments
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for lecture: ___
lab/sem rec: ___
Repeat Credit Max (if repeatable) ___ X
Graduate Credit? Yes: ___ No: ___
Credit will not be given for this course and: FIN 2060 and/or FIN 4060

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC ___LAB ___SEM ___REC ___RES/ ___CLIN/ ___PRACT ___
Total Weekly Contact Hours: ___
Grading System: Letter Grade ___ Pass/Fail ___

Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog.
Prereq.: FIN 3716. Open only to finance majors; open to others with permission of the department. Credit will not be given for this course and FIN 2060 and/or FIN 4060. Characteristics and valuation of common stocks, bonds, options, function and efficiency of U.S. securities markets; theory and practice of portfolio selection.

Proposed Course Description

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

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC ___LAB ___SEM ___REC ___RES/ ___CLIN/ ___PRACT ___
Total Weekly Contact Hours: ___
Grading System: Letter Grade ___ Pass/Fail ___

Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog.
Prereq.: FIN 3716. Open only to finance majors; open to others with permission of the department. Characteristics and valuation of common stocks, bonds, options, function and efficiency of U.S. securities markets; theory and practice of portfolio selection.

These Questions Must Be Answered Completely and Accurately or Proposal Will Be Returned.

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

Justification/Explanation: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 3/13/13
Department Chair’s Signature: (Signature)
Graduate Dean’s Signature: (Signature)
College Contact: JUNIEK
College Contact E-mail: JUNIEK@LSU.EDU
Academic Affairs Approval: (Signature)
FIN 3826 is a required course for Finance majors.
FIN 3826 is a required course for students who wish to sit for the CFP exam.
FIN 3826 is a prerequisite for FIN 3840, FIN 3910, FIN 4828, and FIN 4850.
FIN 2060 and FIN 4060 are required courses for Personal Investing minors.

Justification:

I would like to remove the prohibition of taking FIN 2060/4060 and FIN 3826 since I have been willing to override every single case that arises. Also, I know now that the overlap is minimal.

Carlos Slawson
Professor and Chair
Department of Finance
July 17, 2013

To: Lawrence Rouse, Chair, Courses and Curricula Committee

From: Carlos Slawson, Chair, Department of Finance

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The faculty feels strongly that these courses are significantly different and that students can benefit from both courses.
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From: Lawrence Rouse, Chair, Courses and Curricula Committee

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

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

**Department**: VMED  
**College**: School of Veterinary Medicine  
**Course Rubric and #**: VMED5111  
**Date**: 3/12/13

## Present Course Description

**Title**: Veterinary Physiology I  
**Semester Hours of Credit**: 3

- If combination course type, # hrs. of credit for lecture: lab/sem  
- Repeat Credit Max (if repeatable)

**Graduate Credit?**: Yes: [ ] No: [x]

- Credit will not be given for this course and:

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

<table>
<thead>
<tr>
<th>LEC</th>
<th>LAB</th>
<th>SEM</th>
<th>REC</th>
<th>RED</th>
<th>CLIN</th>
<th>PRACT</th>
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<td>3</td>
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</tr>
</tbody>
</table>

- **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.

5111 Veterinary Physiology I (3) 50 contact hours.  
Basic cardiovascular and gastrointestinal system dynamics

---

## Proposed Course Description

**Title**: Veterinary Physiology II  
**Semester Hours of Credit**: 3.0

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

**Repeat Credit Max (if repeatable)**

**Graduate Credit?**: Yes: [ ] No: [x]

- Credit will not be given for this course and:

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

<table>
<thead>
<tr>
<th>LEC</th>
<th>LAB</th>
<th>SEM</th>
<th>REC</th>
<th>RED</th>
<th>CLIN</th>
<th>PRACT</th>
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</tbody>
</table>

- **Total Weekly Contact Hours**: 3.0
- **Grading System**: Letter Grade _x_ Pass/Fail

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

5111 Veterinary Physiology II (3.0)  
Basic cardiovascular and gastrointestinal system dynamics in veterinary species

---

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

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

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

Is this course a prerequisite or corequisite for other courses? Yes ( ) 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**: 4/1/13  
**Department Chair’s Signature**: (Date)

**Graduate Dean’s Signature**: (Date)

**College Contact**: Rhett W. Stout, Chair, SVM C&CC  
**College Contact E-mail**: rstout@vetmed.lsu.edu

**College Faculty Approval Date**: 6/1/13  
**College Dean’s Signature**: (Date)

**Chair, FS C & C Committee**: (Date)

**Academic Affairs Approval**: (Date)
6/6/2013

Lawrence Rouse, PhD
Chair: Courses & Curriculum Committee
LSU Faculty Senate
Louisiana State University

Dear Dr. Rouse,

This letter serves as an explanation for our requests to change the name of VMED 5111.

We wish to change the name of VMED 5111 (Physiology I) to Physiology II. In our minds this name change, along with our addition of VMED 5109 and name change of VMED 5112, will accurately reflect what all three of these classes have largely been, three consecutive veterinary physiology classes. With the new titles the students should understand the interrelatedness of the three classes. Course content for this class remains the same. Form C is submitted for your review.

Note: Credit hours are based on a 15 week semester. However, VMED classes are typically taught in blocks of time rather than being spaced evenly over the semester. As such within a given week students will likely have more contact time than indicated on form C, yet the classes do not last for 15 weeks.

Per your advice we have removed the contact hours from the course description for future use in the catalog.

Thank you and the committee for considering our request and feel free to contact me with any questions you may have.

Sincerely,

Chair: SVM Courses & Curriculum Committee
VMED 5111
Physiology II
Fall 2013

Description:
Cardiovascular and Gastrointestinal Physiology.

Catalog Description:
5111 Veterinary Physiology II (3.0)
Basic cardiovascular and gastrointestinal system dynamics in veterinary species

Title of Text:
Veterinary Physiology by Cunningham & Klein 4th edition and Guyton & Hall Textbook of
medical Physiology, 11th Edition

Objective:
To increase the student's understanding of cardiovascular and gastrointestinal physiology for
subsequent courses or as it applies directly to veterinary medicine.

Grading Criteria:
Exams will be based on lecture contact hours with three exams during the semester. Class
meeting 8-10 a.m. Monday, Tuesday, Thursday, Friday unless indicated otherwise.

Grading Scale:
A > 92; B > 83; C > 74; D > 65. 6-8 points per lecture; 3 exams with 40-75 questions/exams. All
three exams will have equal weight towards the final grade.

Outline of subject matter: (by lecture).

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 22</td>
<td>8:00</td>
<td>Over view of the cardiovascular system</td>
<td>Francis</td>
<td></td>
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<tr>
<td></td>
<td>9:00</td>
<td>Over view of the cardiovascular system</td>
<td>Francis</td>
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</tr>
<tr>
<td>Oct 23</td>
<td>8:00</td>
<td>Heart as a pump</td>
<td>Francis</td>
<td></td>
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<tr>
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<td>Oct 25</td>
<td>8:00</td>
<td>Electrical activity of the heart</td>
<td>Reynolds</td>
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<td>Electrocardiogram</td>
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<td>Systemic circulation</td>
<td>Francis</td>
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<td></td>
<td>9:00</td>
<td>Pulmonary circulation</td>
<td>Francis</td>
<td></td>
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<td>Oct 30</td>
<td>10:00</td>
<td>Capillaries and fluid exchange</td>
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<td></td>
<td>11:00</td>
<td>Capillaries and fluid exchange</td>
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<tr>
<td>Nov 1</td>
<td>8:00</td>
<td>Local control of blood flow</td>
<td>Francis</td>
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<td></td>
<td>9:00</td>
<td>Local control of blood flow</td>
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<td>Nov 2</td>
<td>8:00</td>
<td>Exam 1</td>
<td>Francis</td>
<td></td>
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<td></td>
<td>9:00</td>
<td>Exam 1</td>
<td>Francis</td>
<td></td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Lecturer</td>
<td>Chapter</td>
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<tr>
<td>Nov 5</td>
<td>8:00</td>
<td>Neural and Hormonal control of blood pressure and blood volume</td>
<td>Francis</td>
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<td>9:00</td>
<td></td>
<td>Francis</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Lecturer</td>
<td>Chapter</td>
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<td>Nov 6</td>
<td>8:00</td>
<td>Cardiac output control</td>
<td>Francis</td>
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<td></td>
<td>9:00</td>
<td>Cardiac output control</td>
<td>Francis</td>
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<td>Cardiac Output control during exercise</td>
<td>Francis</td>
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<td>Shock</td>
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<td>Principles of GI function</td>
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<td>Avian digestion</td>
<td>Tully</td>
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Request for CHANGING an Existing Course

Department VMED  
Course Rubric and # VMED5112  
College School of Veterinary Medicine  
Date 5/23/13

Present Course Description

Title Veterinary Physiology II
Semester Hours of Credit 2.5
If combination course type, # hrs. of  
lecture: lab/sem  
/rec:  
Repeat Credit Max (if repeatable)______
Graduate Credit? Yes:  
No: X
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 2.5  
LAB  
SEM  
REC  
RES/IND  CLIN/PRACT  
Total Weekly Contact Hours: 2.5
Grading System: Letter Grade x  
Pass/Fail  
Course Description:
Veterinary Physiology II (2.5) 50 contact hours.  
Basic Respiratory and Renal System Dynamics

Proposed Course Description

Title Veterinary Physiology III  
Short Title VET PHYSIOLOGY  
Semester Hours of Credit 3.0
If combination course type, # hrs. of  
lecture: lab/sem  
/rec:  
Repeat Credit Max (if repeatable)______
Graduate Credit? Yes:  
No: X
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 3.0  
LAB  
SEM  
REC  
RES/IND  CLIN/PRACT  
Total Weekly Contact Hours: 3.0
Grading System: Letter Grade x  
Pass/Fail  
Course Description:
Veterinary Physiology III (3.0)  
Basic respiratory and renal system dynamics in veterinary species.

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

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

Justification/Explanation: Use separate sheet.

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

Approvals:
Department Faculty Approval Date 6/6/13
Department Chair's Signature 7/3/13
Graduate Dean's Signature (Date)
College Contact: Rhett W. Stout, Chair, SVM C&CC
(Please print name.)
College Contact E-mail: rstout@vetmed.lsu.edu

College Faculty Approval Date 6/6/13
College Dean's Signature (Date)
Chair, FSC & C Committee (Date)
Academic Affairs Approval (Date)
6/6/2013

Lawrence Rouse, PhD
Chair: Courses & Curriculum Committee
LSU Faculty Senate
Louisiana State University

Dear Dr. Rouse,

This letter serves as an explanation for our request to change the name of VMED 5112.

We wish to change the name of VMED 5112 (Physiology II) to Physiology III. In our minds this name change, along with our addition of VMED 5109 and name change of VMED 5111, will accurately reflect what all three of these classes have largely been, three consecutive veterinary physiology classes. With the new titles the students should understand the interrelatedness of the three classes. Course content for this class remains the same. Form C is submitted for your review.

You will note a credit hour change from 2.5 to 3 hours for this class. We recalculate the credit hours and students should receive 3 credit hours for this class, rather than the 2.5 hours they previously received.

Note: Credit hours are based on a 15 week semester. However, VMED classes are typically taught in blocks of time rather than being spaced evenly over the semester. As such within a given week students will likely have more contact time than indicated on form C, yet the classes do not last for 15 weeks.

Per your advice we have removed the contact hours from the course description for future use in the catalog.

Thank you and the committee for considering our request and feel free to contact me with any questions you may have.

Sincerely,

Rhett Stou, PhD
Chair: SVM Courses & Curriculum Committee
VMED 5112
RESPIRATORY AND RENAL PHYSIOLOGY

Formal Catalog Statement:

5112 Veterinary Physiology III (3.0) Basic respiratory and renal system dynamics in veterinary species.

Objectives

1. To prepare the students to understand how the structure and function of the respiratory and renal systems are involved in maintaining the homeostasis of the living organism.

2. To prepare the students to understand how the physiology of the respiratory and renal systems are changed in disease conditions.

3. To provide the students with background knowledge to assist in the diagnosis and treatment of clinical conditions associated with the respiratory and renal systems.

Course Coordinator:
Dr. Henrique Cheng 2429 SVM  hcheng@vetmed.lsu.edu  578-9747

Teaching Faculty:
Dr. Changaram S. Venugopal 2421 SVM  cvenugopal@vetmed.lsu.edu  578-9748
Dr. Henrique Cheng 2429 SVM  hcheng@vetmed.lsu.edu  578-9747
Dr. David Senior 1823 SVM  dsenior@vetmed.lsu.edu  578-9553
Dr. Rebecca McConnico 103 EHSP  mconnico@vetmed.lsu.edu  578-9610

If illness or extenuating circumstances make it impossible to take an examination at its scheduled time, the Associate Dean for Academic and Student Affairs and the Course Coordinator must be contacted prior to the examination. Rescheduled examinations shall be completed within a week of return to classes, unless other provisions are arranged with the Course Coordinator.

Grading criteria: standard SVM scale. Grades less than xx.50% will not be rounded up to the next higher integer.

A=100-92%
B= 91-83%
C= 82-74%
D= 73-65%
F=<65%

EXAM I 100 points Tuesday, February 26, 2013 (8-10 am)
EXAM II 100 points Friday, March 15, 2013 (8-10 am)
Course: 200 total points

Important: Any question(s) regarding your grade should be addressed within 72 hours after the grades are posted. After this period, we will no longer accept questions or comments!

Course texts (on reserve in SVM library):

### VMED 5112 - Veterinary Physiology II - Spring 2013

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Faculty</th>
<th>Topic</th>
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<td>9 - 11</td>
<td>Venugopal</td>
<td>Introduction to the Respiratory System</td>
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<td>Feb 14</td>
<td>8 - 10</td>
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<td>Structure &amp; Function - Lung and airways</td>
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<td>Feb 15</td>
<td>8 - 10</td>
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<td>Ventilation &amp; Diffusion</td>
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<td>Blood Flow</td>
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<td>10 - 12</td>
<td>Venugopal</td>
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<td>Feb 21</td>
<td>8 - 10</td>
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<td>8 - 10</td>
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<td>Control of Ventilation</td>
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<td>6 - 10</td>
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<td>10</td>
<td>Wed</td>
<td>Feb 27</td>
<td>9 - 11</td>
<td>Cheng</td>
<td>Body Fluid Compartments</td>
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<td>Feb 28</td>
<td>8 - 10</td>
<td>Cheng</td>
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<td>8 - 10</td>
<td>Cheng</td>
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<td>Mar 4</td>
<td>8 - 10</td>
<td>Cheng</td>
<td>Regulation of Extracellular Fluid</td>
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<td>10 - 12</td>
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<td>Mar 8</td>
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<td>Mar 11</td>
<td>8 - 9</td>
<td>McConnico</td>
<td>Urinary System Clinical Cases (Large animal)</td>
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<td>9 - 10</td>
<td>Cheng</td>
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<td>10 - 12</td>
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<td>Cheng</td>
<td>Renal Physiology Review</td>
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<td>Fri</td>
<td>Mar 15</td>
<td>8 - 10</td>
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Request for CHANGING an Existing Course

Department: VMED
Course Rubric and #: VMED 5127
School of Veterinary Medicine

Date: 5/22/2013

Present Course Description
Title: Histology and Developmental Anatomy
Semester Hours of Credit: 4
If combination course type, # hrs. of lecture: 3
Repeat Credit Max (if repeatable)_NA_
Graduate Credit? Yes: ___ No: X
Credit will not be given for this course and: __________
Contact Hours Per Week: (Indicate hours in appropriate course type)
LEC 3  LAB 1  SEM 1  REC 0  CLIN 0  PRACT 0
Total Weekly Contact Hours: 4
Grading System: Letter Grade ___X___ Pass/Fail ___

Proposed Course Description
Title: Systems Histology and Developmental Anatomy
Semester Hours of Credit: 4
If combination course type, # hrs. of lecture: 3
Repeat Credit Max (if repeatable)_NA_
Graduate Credit? Yes: ___ No: X
Credit will not be given for this course and: __________
Contact Hours Per Week: (Indicate hours in appropriate course type)
LEC 3  LAB 2  SEM 0  REC 0  CLIN 0  PRACT 0
Total Weekly Contact Hours: 5
Grading System: Letter Grade ___X___ Pass/Fail ___
Course Description:
Continuation of VMED 5126. Cell and tissue biology of the digestive, endocrine, reproductive, integumentary, urinary, visual, and auditory systems; early embryonic development of veterinary species.

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

Has this change been discussed with and approved by all departments/colleges affected? Yes (X) No ( ) N/A ( )
Is this course included in any curricula, concentrations, or minors? Yes (X) No ( ) If yes, please list on a separate sheet.
is this course a prerequisite or corequisite for other courses? Yes ( ) 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: 5/22/13
Department Chair's Signature: (Date)
Graduate Dean's Signature: (Date)
College Contact: Rhett W. Stout, Chair, SVM C&CC
(Please print name.)
College Contact E-mail: rstout@vetmed.isu.edu

College Faculty Approval Date: 5/26/13
Chair, FS C & C Committee (Date)
Academic Affairs Approval (Date)
6/6/2013

Lawrence Rouse, PhD
Chair: Courses & Curriculum Committee
LSU Faculty Senate
Louisiana State University

Dear Dr. Rouse,

This letter serves as an explanation for our requested name change to VMED 5127. The name is changed to more accurately reflect the tenor of the class in that a body systems approach is taken rather than individual cell histology. Form C is submitted along with the course syllabus as planned for the fall of 2013.

The course content is not changing although developmental anatomy will be interspersed in lectures throughout the class rather than being taught at the end of the class in a confined time period.

Note: Credit hours are based on a 15 lecture hours/credit hour. However, VMED classes are taught in blocks of time rather than being spaced evenly over the semester. As such within a given week students will have more contact time than indicated on form C.

Lastly, I have taken your advice and removed the contact hours from the course description for future use in the catalog.

Thank you and the committee for considering our minor request and feel free to contact me with any questions you may have.

Sincerely,

[Signature]

Chair: SVM Courses & Curriculum Committee
VMED 5127 Schedule Fall 2013
Systems Histology and Developmental Anatomy

Catalog Statement: VMED 5127 (4.0) Systems Histology and Developmental Anatomy; Continuation of VMED 5126, Cell and tissue biology of the digestive, endocrine, reproductive, integumentary, urinary, visual, and auditory systems; early embryonic development of veterinary species.

Required Texts

Laboratory Atlas

Recommended Text

Course Objectives
1. To teach and focus on the comparative histological structures of the various system’s organs of domestic animals,
2. To relate the histological structures of each system briefly, to the professional veterinary program in regard to physiology, pathology and clinic.

Grading Scale: A=100-92%, B= 91-83%, C=82-74%, D=73-65%, F=<65%
Exam 1 = 36% of final grade, Exam 2 = 44% of final grade, Exam 3 = 20% of final grade

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<th>Lecture</th>
<th>Lab.</th>
<th>Lab Inst.</th>
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<td>Developmental Anatomy 1 &amp; 2: Introduction; Fertilization</td>
<td>10:00 – 11:50</td>
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<td>10:00 – 10:50</td>
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<td>Developmental Anatomy 5 &amp; 6; Neurulation; Head</td>
<td>10:00 – 11:50</td>
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<td>Friday Lec.6 Lab.4</td>
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<td>Respiratory 1</td>
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<td>Developmental Anatomy 7 &amp; 8: Respiratory System</td>
<td>10:00 - 11:50</td>
<td>No Lab</td>
<td></td>
<td></td>
<td>Friday, Lab.4</td>
</tr>
<tr>
<td>Respiratory 2</td>
<td>10:00 - 10:50</td>
<td>11:00 - 11:50</td>
<td>A.B.</td>
<td></td>
<td>Monday</td>
</tr>
<tr>
<td>Exam 1</td>
<td>9:00 - 9:50</td>
<td>10:00 - 10:50</td>
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<td>Tuesday</td>
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<tr>
<td>Reproductive F 1</td>
<td>9:00-9:50</td>
<td>10:00-10:50</td>
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<td>Wednesday</td>
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<tr>
<td>Reproductive F2</td>
<td>10:00 - 10:50</td>
<td>11:00 - 11:50</td>
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<td>Thursday</td>
</tr>
<tr>
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<td>10:00 - 11:50</td>
<td>No Lab</td>
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<td></td>
<td>Friday, Lab.4</td>
</tr>
<tr>
<td>Placenta 1</td>
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<td>B.A.</td>
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<td>Monday</td>
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<td>B.A.</td>
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<td>Tuesday</td>
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<tr>
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<td>10:00 - 10:50</td>
<td>B.A.</td>
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<td>Wednesday</td>
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<tr>
<td>Reproductive M1</td>
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<td>Thursday</td>
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<td>Ear</td>
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<tr>
<td>Hoof and claw</td>
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<td>11:00 - 11:50</td>
<td>A.B.</td>
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<td>Monday</td>
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<td>Thursday</td>
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<td>Exam 3 Final</td>
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</tbody>
</table>

Embryology
Request for CHANGING an Existing Course

Department: Electrical and Computer Engineering

Course Rubric and #: EE 1810

Present Course Description

Title: Introduction to Engineering: Electrical and Computer Engineering

Semester Hours of Credit: 2

If combination course type, # hrs. of credit for lecture: 2 
Lab/sem: 0 
Rec: 
Repeat Credit Max (if repeatable): NA

Graduate Credit?: Yes: x No: 
Credit will not be given for this course and: NA

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

LEC: 2 
LAB: 
SEM: 
REC: 
IND: 
CLIN/ PRACT: 

Total Weekly Contact Hours: 2

Grading System: Letter Grade ___ Pass/Fail: x

Course Description:

1810 Introduction to Engineering: Electrical and Computer Engineering (2) Survey of engineering concepts with specific focus on the electrical and computer engineering discipline

Proposed Course Description

Title: Introduction to Engineering: Electrical and Computer Engineering

Short Title: INTRO TO ECE

Semester Hours of Credit: 2

If combination course type, # hrs. of credit for lecture: 1 
Lab/sem: 
Rec: 
Repeat Credit Max (if repeatable): NA

Graduate Credit?: Yes: x No: 
Credit will not be given for this course and: NA

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

LEC: 1 
LAB: 
SEM: 
REC: 
IND: 
CLIN/ PRACT: 

Total Weekly Contact Hours: 3

Grading System: Letter Grade ___ Pass/Fail: x

Course Description:

1810 Introduction to Engineering: Electrical and Computer Engineering (2) 1 hr. lecture, 2 hrs. lab. Pass-fail grading. Survey of engineering concepts with specific focus on the electrical and computer engineering discipline.

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

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

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

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

Is this course on the General Education List? Yes ( ) No (x)

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:

Department Faculty Approval Date: 4-23-13

College Faculty Approval Date: 8/9/13

Department Chair's Signature: 6/6/2013

College Dean's Signature: 8/28/13

Graduate Dean's Signature: 

Chair, FS C & C Committee: 8/25/13

College Contact: 

College Contact E-mail: 

Academic Affairs Approval: 8/25/13

(Date)
Justification for Form C for EE 1810 changing it to a lecture

This is a Form C for EE 1810 changing it to a lecture/lab format. Courses and Curricula (Larry Rouse) already approved this by allowing us to schedule the course this fall as a lecture/lab. They are waiting for these documents.
Background

In March 2012, the ECE division completed a major revision of both the electrical and computer engineering curricula. The revision included the addition of a new freshman introductory course, EE 1810. This course was modeled after ENGR 1050, which consists of 2 hours of lecture. Over the course of the last year and concluding this April, the ECE division changed the format of the course. This was a result of continued research into the best delivery of introductory material. It will now have one hour lecture and two hours lab per week. ECE plans to offer it each fall and spring semester with a maximum enrollment of 100 each semester. The university Courses and Curricula Committee allowed the course to be modified in the fall 2013 schedule to include the lecture/lab format. This set of documents officially changes EE 1810.

All students will meet in the same lecture, but different lab sections will have up to 50 students each. In each lab section, students will work in teams of two, so a section can have up to 25 teams. The course has no textbook. Each student will purchase a National Instruments myDAQ, which is a portable data acquisition device that uses software instruments, including a function generator, oscilloscope, digital multimeter, and dynamic signal analyzer. The myDAQ connects to a computer via a USB port. The lab space needs a computer at each station along with some work space; existing classrooms, such as 3136 F. F. Taylor, exist that suffice for this course. The division has purchased some NI mini-systems for working with the myDAQ: myGrid (components of a power grid), myVTOL (vertical takeoff and landing flight control), and myTemp (multisensor temperature measurement and control system). We have enough of each of these mini-systems to cover each lab station.

Justification

- Currently, some freshmen in ECE switch majors before they take any electrical and computer engineering course. They get their first exposure to any electrical and computer engineering course at their sophomore year. An early engagement will help retention in the EE and EEC curricula. The course will expose freshmen to what they will be learning and doing as juniors, seniors, and on the job.
- Many universities have implemented a first year engineering course.
- Currently, the LSU College of Engineering offers an elective, ENG 1050 with a capacity of 75 students. The proposed course EE 1810 is designed to be that course for electrical and computer engineering students.
- Students will be introduced to the concept of design, as well as soft skills required for engineering including ethics, communication, and team building, which are typical ABET student (learning) outcomes.

Prepared by ECE facultyMay 18, 2013
EE 1810 Form C Attachment

This course is required in the following curricula:

   Electrical Engineering
   Computer Engineering

Credit or registration in EE 1810 is required in order to take the following course:

   EE 2120
EE 1810 “Introduction to Engineering: Electrical and Computer Engineering”

Catalog Data: 1810 Introduction to Engineering: Electrical and Computer Engineering (2) 1 hr. lecture, 2 hrs. lab; Pass-fail grading. Survey of engineering concepts with specific focus on the electrical and computer engineering discipline.

Schedule: 1 hour lecture; 1 lab section lasting 2 hours

Textbook: There is no textbook for this course. Students will purchase the myDAQ-Circuits bundle.

Prerequisite by Topic: None

Goals/Instructional Objectives:
- Develop concepts in engineering with discussions of skills necessary for success in engineering profession.
- Introduce the student to the wide spectrum of activities in the Electrical and Computer Engineering (ECE) profession - showing both the current global scope of the discipline and the work that is actively pursued by the ECE department. The student will learn the role of ECE in addressing global problems faced by society and the interesting challenges that will need to be confronted.
- Expose students to the engineering design/build/test process and the importance of technical communication through a first year hands-on team based project or projects.

Course Learning Outcomes:
At the end of the course the students should be able to:
1. Understand basic skills needed to succeed in an engineering profession.
2. Understand and appreciate the role of Electrical and Computer Engineering in addressing society’s problems and in impacting lives.
3. Have a better comprehension of the ECE programs and career options within the ECE discipline

Content/Topics: Overview of Electrical and Computer Engineering including issues, impact, and current research in these programs.
- Teamwork, planning, and execution of ECE based experiments.
- Patent law, societal impact, professional ethics, and time management

Expected Performance Criteria:
- a) Participation - including attendance 50%
- b) Lecture exercises 10%
- c) Lab Reports 30%
- d) Presentation 10%

Grading Scale: Pass/Fail
Assessment

Participation (50%) This course will implement collaborative learning. There are many different types of assessments:

- "Think-pair-share"
- Group activities
  - Problem solving
  - Ideation
  - Critical thinking exercises
- Clickers
- Attendance

Lecture exercises(10%) - For instance, mini-papers submitted at the end of the lecture period; brief (1-2 pages) reports related to lecture topics.
Lab reports(30%) - Brief report on results and observations submitted at the end of the lab period.
Presentation(10%) - Student teams make a presentation (during week 13 lab) related to one of the labs.

Schedule of Lecture and Lab Topics: 14-week outline

<table>
<thead>
<tr>
<th>week</th>
<th>lecture</th>
<th>lab</th>
</tr>
</thead>
</table>
| 1    | • Introduction to the course and labs  
      | • Rubric and teaming  
      | • Introduction to ECE | none |
| 2    | ECE in an everyday object | Introduction to myDAQ: 5 major instruments |
| 3    | Background for electronics labs | Electronics lab #1: LED, photodiode |
| 4    | Areas of ECE: electronics; power | Electronics lab #2: digital voltmeter |
| 5    | Background for power labs | Power lab #1: single-phase transformer (with myDAQ) |
| 6    | 7 habits of highly effective students | Power lab #2: power system: power generation, transmission and distribution (with myGrid) |
| 7    | Background for digital logic labs | Digital logic lab #1: basic gates; toll booth design |
| 8    | Areas of ECE: computer engineering; other topic | Digital logic lab #2: voting machine design |
| 9    | Background for systems labs | Signals and systems lab #1: signals and system responses |
| 10   | Areas of ECE: control systems, communications, and signal processing | Signals and systems lab #2: analog to digital and digital to analog converters |
| 11   | Effective communication skills | Communication lab: spectral analysis |
| 12   | Ethics | Controls lab: myVTOL |
| 13 | Undergraduate opportunities | Tour of ECE teaching and research laboratories |
| 14 | Student organizations and projects | Presentations |
Details - lectures

Week 1 Lecture - Introduction

Introduction to the course and labs
Grading
Teaming
Introduction to ECE - including societal impact, role of electrical and computer engineering in addressing global problems faced by society and the interesting challenges that will need to be confronted

Week 2 Lecture - ECE in an everyday object

Break down a smart phone (or computer or other device) to demonstrate different facets of ECE in an everyday object

Week 3 Lecture - Background for electronics labs

Electrical circuits and components

Week 4 Lecture - Areas of ECE - electronics, power

• Electronics
  o The lectures should give students a feel for what is actually happening in the world in electronics.
  o Design and fabrication of integrated circuits, the optical phenomena associated with photonics, the development of MEMS structures and nano-fabrication, and the measurements on the atomic level associated with AFM’s and SEM’s.
  o Describe some of the work in these areas currently underway in the ECE division.

• Power: Topics such as the following.
  1. Magnetically Levitated Trains (MGEV Trains) – slide presentation of idea, history and state of art
  2. Fault analysis: Short circuits happen in power system for many reasons such as power lines slapping, lightning, etc. Once a short circuit occurs, circuit breakers need to disconnect the faulted lines according to the expected fault current. Fault analysis is a method to calculate the short circuit currents used in the breakers’ settings.
  3. High voltage transmission lines: Unlike in the dc circuits, overhead and underground ac transmission lines have inductive and capacitive properties which affect their currents and voltage. In the analysis of transmission lines, these effects are studied and design of the power lines are evaluated.

Week 5 Lecture - Background for power labs

1. Electromagnetic and electromechanical phenomena – with demonstration in the class
   • Electromagnetic attraction system
   • Electrodynamic repulsion system
   • RLC resonance and its application in electromechanical oscillator

2. Idea of operation of electromagnetic and electromechanical devices – with demonstration in the class
• Transformer
• Generators
• Motors (linear and rotating)

3. **Power generating stations** – slide presentation of:
   • Hydro-power station
   • Thermal power station
   • Nuclear power station

4. **Three-phase systems**: Three-phase systems are the most efficient ways of transmitting electric energy. They are a necessity for most industrial motors.

5. **Power system load flow**: Power system is a large complex system. Generators in the power system provide energy for consumers. However, the power needs to be provided at appropriate voltage levels, such as 110 V, as improper voltage can damage a consumer’s equipment. Load flow algorithm is required to find the voltages across the entire large-size power network as well as to design a proper network topology.

**Week 6 lecture – 7 habits of highly effective students**
• First 3 habits are personal accountability: setting goals; how to prioritize; being proactive.
• Second set of 3 are how to work in a team: think win-win; seek first to understand then be understood; synergy of teams. Also how teams form and roles.
• Last habit: taking care of oneself.

**Week 7 lecture – background for digital logic labs**
• How digital devices work, how information is stored
  o binary numbers, ASCII
• Boolean algebra
  o basic logic gates - AND, OR, NOT
• Digital design techniques
• Microprocessors and microcontrollers
  o assembly language

**Week 8 lecture – area of EE: computer engineering; other topic**
• Computer engineering
  o Digital design
  o Architecture
  o Networking
  o Digital media
• Other topic

**Week 9 lecture – background for systems lab**
• Introduce the spectral analyzer in the myDAQ
• The concept of spectrum and what mathematical tool is used to calculate it (Fourier transform, FFT, etc.) and how some of the mathematical courses will be useful in understanding this.
• How an audio/voice signal can be represented a summation of many sine waves and how a spectral analysis can identify the unique features of a particular audio/voice.....
• How an image can be represented by a matrix (or 3 matrices if colored) and how can it be compressed and transmitted, etc.
• How a feedback system works, give some common examples, room temperature control, regulating a motor’s speed, toilet water tank, aircraft autopilot control system, etc.

Week 10 lecture - areas of ECE: control systems, communications, and signal processing

• What system engineering is about: communication, signal processing, control, etc.
• Communication engineering includes radar, wireless, wired, etc., and networking
• Signal processing including audio, video, and image processing, video game design, filter design, ....
• Control includes things like design of aircraft autopilot, regulation of motor speed, topics include adaptive control, robust control, system identification, etc.
• The following video can also be used to show how an advanced feedback control works: http://www.youtube.com/watch?feature=player_embedded&v=pp89rTDxXul#
• We could provide some examples to demonstrate the cases where communications, control, and signal processing are working together, e.g. distributed control in chemical plants where feedback channels could be wireless.

Week 11 lecture - communication skills

Effective communication skills and introduction to Engineering Communication Studio

Week 12 lecture - ethics

• Professional ethics
  o Engineer’s Creed
  o IEEE Code of Ethics
  o Ethical decision making
• Cheating

Week 13 lecture - opportunities

• Summer programs, REU
• Internships
• Global programs
• Undergraduate research engagement in ECE
• Senior design
• Introduction to graduate study
• Past, present, future, and careers in ECE

Week 14 lecture - student organizations and projects

• Senior design student projects
• IEEE student organization
• IEEE robot, LaCES (physics high altitude balloon)
• Peer mentoring and leadership
• Engineering Council
Details - labs

Lab sequences for similar courses at other universities typically follow one of two patterns. The first pattern is labs that touch on many areas of ECE but whose topics are unrelated. This has the advantage of breadth of exposure and the disadvantage of lack of continuity. The second pattern is a semester-long project, such as building a robot. This has the advantage of continuity and the disadvantage that failure to successfully complete a lab or two has consequences for the rest of the sequence. The proposed lab schedule follows the first pattern.

**Week 2 lab — intro to myDAQ**
- **Equipment:** myDAQ
  - Introduction to myDAQ: 5 major instruments; music as motivator
    - show instruments, function generator — connect to speaker, then show on oscilloscope
    - dynamic signal analyzer — show as frequency
    - audio in — observe on oscilloscope, then on dynamic signal analyzer
    - audio out — sound through real RC circuit or through MultiSim to filter sound
    - Bode analyzer — to see frequency response of filter

**Week 3 lab — electronics #1**
- Photodiode and LED
  - see attached

**Week 4 lab — electronics #2**
- Digital voltmeter
  - see attached

**Week 5 lab — power #1**
- Single-phase transformer (with myDAQ)
  - **Equipment and software:** computer (with NI ELVIS installed — included with myDAQ), myDAQ, breadboard, a few simple wires, transformer.
  - **Experiment:**
    - Connect the single-phase transformer to signal generator
    - Apply the voltage alternatively to high voltage side and low voltage side and measure the secondary voltage
    - Use the oscilloscope and observe the waveforms of primary and secondary voltages

**Week 6 lab — power #2**
- Power system: power generation, transmission and distribution (with myGrid)
  - **Equipment and software:** computer (with NI ELVIS installed — included with myDAQ), myDAQ, and myGrid (small scale replication of an actual power grid system)
b) Experiment:
- Connect the myGrid to myDAQ
- Run the experiment in manual mode and automatic mode alternatively
- Change the load and observe the power supply and power consumption

Week 7 Lab: Digital Logic
- **Equipment:** myDAQ, protoboard, chips with AND, OR, NOT gates
  - basic gates (AND, OR, NOT)
    - use myDAQ to generate 0’s and 1’s (or build circuit with switches to generate 0’s and 1’s using 5V supply from myDAQ)
    - use multimeter to measure 5V (logic 1) or 0V (logic 0) and/or use LED
    - for AND, OR, and NOT gates, test all input combinations, fill out truth table
  - toll booth design
    - use AND, OR, NOT gates to design a toll booth that can accept up to 3 nickels and one dime, fee of 15 cents to open toll gate
    - inputs: number of nickels (0, 1, 2, 3), number of dimes; output: open/close gate

Week 8 Lab: Digital Logic #2
- voting machine design — Alternative 1: assembly language solution
  - **Equipment and software:** computer with emu8086 software installed
  - voters with 4, 3, 2, 1 shares respectively; write an assembly language program to detect a majority of shares voting for a proposal
- voting machine design — Alternative 2: digital circuit solution
  - **Equipment:** myDAQ, protoboard, chips with AND, OR, NOT gates
  - voters with 4, 3, 2, 1 shares respectively; design a logic circuit to detect a majority of shares voting for a proposal
  - inputs: yes/no vote of each voter; output: yes/no overall

Week 9 Lab: Signals and Systems #1
- **Equipment:** myDAQ
- Signals and System Responses
  - Temporal waveforms and functions to characterize signals and systems
  - Frequency domain characterization: Spectral Analysis
  - Pick 3 different styles of music: blues, country, rock, etc., and use myDAQ to do a spectral analysis and find out the special characteristics associated each style of music or singer.

Week 10 Lab: Signals and Systems #2
- **Equipment:** myDAQ, microphone, speaker
- Analog to Digital and Digital to Analog Converters: sampling and reconstruction
  - Projects on A/D and D/A with audio signals: demonstration of accuracy in reconstruction as we vary sampling rate and interpolation filters.

Week 11 Lab: Communication
- **Equipment and software:** myDAQ, Photoshop, and Winzip
• AM and FM modulation and demodulation
  o use NI ELVISmx Function Generator (FGEN) to generate AM and FM signals
• Filtering of audio signals
  o the mechanism of receiver and equalizer in a home theater system
• Data compression
  o text and image/video compression
• Image processing
  o understanding of mechanism of some key functions in Photoshop

**Week 12 lab — controls**

• Demo with real experiments or videos on an inverted pendulum or magnet levitation system (how a Maglev train in Shanghai, China works).
• Demo with myVTOL how feedback control works by measuring the position of the fan using a hall effect sensor to regulate the speed of the fan to achieve the lifting. Students could go to change the PID parameters in myDAQ to see how the PID works.

**Week 14 lab — presentations**

• Presentations — Each team of two students is to give a 3-5 minute presentation on an ECE topic (such as one of the labs). With up to 25 teams per lab section, partition the teams into five groups of up to five teams. During the first hour of lab time, three groups of five teams make their presentations, evaluated by instructor or TA or another faculty member. During the second hour of lab time, the remaining two groups of five teams make their presentations, evaluated by instructor or TA
Division of Electrical & Computer Engineering  
School of Electrical Engineering and Computer Science  
Faculty Meeting Minutes  
April 23, 2013  
DRAFT

Submitted by: J. Trahan


Interim Chair Pratul Ajmera called the meeting to order at 1:36 pm.

Hiring Needs

CoE is developing short-term and long-term hiring plans and has requested each department to present its hiring needs. Pratul Ajmera circulated a draft statement of ECE hiring needs, which he developed using input from each area. He stressed the importance of linking these hiring plans to CoE, LSU, and state initiatives. After much discussion, he designated a group of faculty (Feldman, Mehraeen, Ramanujam, Trahan, Wei, Zhou) to revise the draft.

Other Business

Jerry Trahan explained that plans for the new course EE 1810 “Introduction to Engineering: Electrical and Computer Engineering” call for a 1-hour lecture, 2-hour lab format, but the documents approved last spring describe it as a 2-hour lecture course.

Motion - Change EE 1810 to a 1-hour lecture, 2-hour lab course for 2 credit hours.  
Approved: 18 for, 2 against, 0 abstain.

The meeting was adjourned at 2:46 pm.
From: Lawrence J Rouse  
Sent: Monday, April 08, 2013 4:45 PM  
To: Anna M Castrillo  
Subject: RE: EE 1810

Anna,

I talked to Dr. Scalzo. He is going to send a request to approve the change the course to a lecture lab with a statement that a Form C will be submitted asap. The course is already in the schedule book as he outlined in his email. We can discuss it tomorrow. Please bring the approved form for 1810 to the meeting.

Larry

From: Anna M Castrillo  
Sent: Monday, April 08, 2013 2:55 PM  
To: Lawrence J Rouse  
Subject: FW: EE 1810

Larry,

Dr. Scalzo is trying to shift an approved course, EE 1818, around a bit. The course was approved as a 2 hour lecture course. However, they would like to make it a one hour lecture, two hour lab course. Here is where it gets interesting: the lecture will have all of the students involved scheduled on one day; the labs will be on two different days with half of the students on each day. He wants to know if this is allowed and if he needs C&L paperwork approved to do so. See below for his explanation.

Thanks,

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

From: John D Scalzo  
Sent: Monday, April 08, 2013 2:48 PM  
To: Anna M Castrillo  
Cc: Warren N. Waggenspack, Jr (mewagg@me.lsu.edu)  
Subject: EE 1810

Thanks for talking to Larry. Please email me (or call my cell 225-8343), since I may not be at my desk. The hands on lab will much more interesting for the students than listening to another lecture.

EE 1810 1 hr lecture 2 hour lab, still a 2 credit course.

Tuesday 9:10 Locket 5

Lab 1 – PFT 3136 12:30 230 Tuesday
Lab 2 – PFT 3136 4:30-6:30 Thursday

The mainframe did let me create section 2 and 3 of 1810 with the times I needed. I guess I just need to be able to put these two sections in the same room (Lockett 5) Tuesday at 9am.

The labs need to be located PFT 3136, and I am waiting for confirmation from Warren that this is ok. He controls this room.

John Scalzo
Instructor, Undergraduate Advisor
Division of Electrical and Computer Engineering
School of Electrical Engineering and Computer Science
3172 Patrick F. Taylor Hall
http://www.ece.lsu.edu/scalzo/index.html
jscalzo1@lsu.edu
225 578 5478
BS EE, Virginia Tech, 1992
MSEE, Georgia Tech, 1994

From: Anna M Castillo
Sent: Wednesday, March 27, 2013 9:24 AM
To: John D Scalzo
Cc: Lisa K Launey
Subject: EE proposals

Dr. Scalzo,

Both EE proposals were conditionally approved at yesterday’s C&C meeting. Please see attached for the requested revisions to be submitted.

Sincerely,

Anna Castillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
112 Thomas Boyd Hall
Phone: (225)578-4111
Fax: (225)578-5991

LSU

2
Larry, Anna, Ruby

Thank you for calling me this afternoon and helping our department offer our course the way we now intend to do it permanently. The ECE division will submit a form C to reflect the changes as soon as we can.

For fall 2013, we would like EE 1810 taught as a 3 hour lecture/2 hour lab, still a 2 credit course.

I created 2 sections (section 2 and section 4) that reflect the way we want to offer this course. For fall 2013 only, both sections have to meet together at Tuesday 9am. Lockett 0005 is ok for this.

I spoke to Dr. Waggenspack and he reserved PFT 1105 for the labs.

Section 2 – PFT 3136 1230-230 Tuesday
Section 4 – PFT 3136 1230-230 Thursday

The only students who are permitted to enroll in this class are incoming freshman this fall. I will control this by designating the course with a PD code. There are no students enrolled in section 2 and 4 right now.

If the section numbers can he changed to 1 and 2, that would be cleaner. Thanks again for everyone's help. We are really excited about our new course that has been shown to improve retention in ECE at other universities. The lab is an important factor in retaining freshman.

John Scalzo
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BSEE, Virginia Tech, 1992
MSEE, Georgia Tech, 1993
REQUEST FOR DROPPING A COURSE

Department: VMED
College: School of Veterinary Medicine
Course & no.: 5003
Title: Problem Based Learning II
Semester hours of credit: 2

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

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

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

Professional DVM Curriculum

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

Rubric Course # Rubric Course #
Rubric Course # Rubric Course #

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

REASON FOR REQUEST TO DROP COURSE:

Problem based learning (PBL) historically has been required of students in 3 consecutive years where each new year builds on the last in complexity and requirements. Discussions within the Courses & Curriculum Committee, along with associated instructors, have determined the 3rd year of this course to be of limited value moving forward. Students master the class concepts largely by the end of their second year class. The time in 3rd year could be better spent focusing on other material identified as important via extensive outcomes assessment performed by Courses & Curriculum Committee and associated faculty.

APPROVALS:
Department Faculty Approval Date: 7/9/13
Department Chair’s Signature: [Signature]
(Date)
Graduate Dean’s Signature: [Signature]
(Date)
College Contact:
Rhett W. Stout, Chair: SVMI
C&CC
College Contact E-mail: rsstout@vetmed.lsu.edu

College Faculty Approval Date: 7/9/13
College Dean’s Signature: [Signature]
(Date)
Chair, FS & PC Committee: [Signature]
(Date)
Academic Affairs Approval: [Signature]
(Date)
REQUEST FOR DROPPING A COURSE

Department VMED
College School of Veterinary Medicine

Course rubric & no. VMED5150 Title Biochemistry and Muscle Physiology

Semester hours of credit: 3.0

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

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

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

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

Professional Curriculum: School of Vet. Med.

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

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

Rubric Course # Rubric Course #

Rubric Course # Rubric Course #

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

If yes, attach approval of drop from General Education Committee

REASON FOR REQUEST TO DROP COURSE:

Through extensive outcomes assessment it was decided to remove the biochemistry portion of the class. Biochemistry is a prerequisite for entry into the Veterinary School professional curriculum. It was determined the biochemistry in this class was redundant in regard to the prerequisites and those lecture hours could be dedicated to more pertinent subjects which would expand on a student's biochemistry background. Furthermore, the course coordinators along with the SVM Courses & Curriculum Committee would like to change the class name. Thus we are submitting a new class request.

APPROVALS:

Department Faculty Approval Date 6/14/13
Department Chair's Signature

College Faculty Approval Date 6/16/13
College Dean's Signature

Graduate Dean's Signature

College Contact: Rhett W. Stout, Chair: SVM C&CC

College Contact E-mail: rstout@vetmed.lsus.edu

Academic Affairs Approval

Chair, FS C & C Committee

 academic Affairs Approval

Chair, FS C & C Committee

(please print name.)
REQUEST FOR DROPPING A COURSE

Department VMED

College School of Veterinary Medicine

Course rubric & no. VMED 5364 Title Neurology and Ophthalmology

Semester hours of credit: __________

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

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

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

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

Professional Courses—Veterinary Medicine

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

(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:

The current course "Neurology and Ophthalmology" will be replaced by two separate courses (e.g. "Veterinary Neurology" and "Veterinary Ophthalmology") in the professional veterinary curriculum. The requested change is the net result of curricular review undertaken by the School of Veterinary Medicine's Courses and Curriculum Committee. The committee has indicated this as a necessary change based on student, faculty and alumni feedback on the curriculum.

APPROVALS:

Department Faculty Approval Date ____________ 7/13/13

Department Chair's Signature ____________ 7/13/13

Graduate Dean's Signature ____________ (Date)

College Contact: Rhett W. Stout, Chair: SVM C&CC

College Contact E-mail: rstout@vetmed.lsu.edu

College Faculty Approval Date 7/9/2013

Dean's Signature ____________ (Date)

Chair, FS C & C Committee ____________ (Date)

Academic Affairs Approval ____________ (Date)