Division: Computer Science & Engineering

College: _____

PROPOSED COURSE

Rubric & No.: CSC 4610

Title: Cloud Systems and Virtualization

COURSE CREDIT

Graduate Credit: X YES ___ NO

Semester Hours of Credit: 3

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

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

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

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

COURSE TYPE

(Indicate hours in the appropriate course type)

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

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

CATALOG TEXT

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

4610 Cloud Systems and Virtualization (3) Prereq.: CSC 2610; 4103; credit or registration in CSC 4501.

Advanced problems and challenges in defining, developing, and building a cloud system; virtualization; open source computing; provisioning; fairness, reliability, security and monitoring.

BUDGET IMPACT

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

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

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

Academic Affairs Approval: ___ Date: ___

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS

Department Faculty Approval 11/27/2013 (date)

Department Chair’s Signature 12-3-2013 (date)

College Faculty Approval 12/3/13 (date)

College Dean’s Signature (date)

Chair, FS C&C Committee 12/18/13 (date)

College Contact:

College Contact E-mail: ___

Academic Affairs Approval 12/27/13
The Association for Computing Machinery has identified a core area within the computer science body of knowledge called Net-Centric Computing. Relevant concepts are communications, networking, security, and the client-server model. The Industry Advisory Board for the Division of Computer Science & Engineering (CSC_E) concurs that web-based software development skills and knowledge are important to the well-educated and prepared computer science graduate. CSC_E faculty have identified the area of cloud systems to be a strategic area for research at the advanced level; the area is targeted as one for future growth within the division.

Cloud computing can be viewed broadly as a virtual server residing physically in a distant place. Cloud computing is a current approach whose goal is to separate services and permit developers to access various components (services) into an agile (quickly created and modifiable) customizable application which may actually consist of many sub-systems integrated together. Those services may be residing on multiple computers and possibly different computer platforms. So cloud computing is perhaps better defined as a system which utilizes multiple computers distributed, connected in real-time, and running softwares which collaborate to provide some work (service) to a customer (the user). Businesses are rapidly adopting the cloud computing IT model not only for its efficiency, but for cost-savings related to renting computer services as opposed to traditional investment and depreciation in hardwires.

To incorporate the concepts of cloud computing and web development into our undergraduate curricula, the division anticipates renaming the current concentration "Distributed Systems and Networking" to "Cloud Computing and Networking". CSC 4610 will be the advanced course for the revised concentration. CSC 4610 credits can also be applied as elective credits in the other undergraduate concentrations or as technical electives. CSC 4610 will also be permitted for graduate credit.

Exemption for Final Exam:
Instead of a final exam, the student will complete a 4-part project:
- 50 pts design document describing the problem, proposed cloud architecture, plan for implementation.
- 25 pts final document paper
  Describes the characteristics of the system
  Identifies issues related to reliability, security and vulnerabilities
  Identifies technologies
- 25 pts presentation (last week of classes)
- 50 pts Implementation
Rubrics will be set defining objectives for the project components.

Budgetary Concerns:
Current size and expertise of the CSC_E faculty, whose first priority is to schedule the core (required) CSC classes, is limiting the effective scheduling of courses related to the undergraduate “Distributed Systems and Networking” (DSN) concentration. Recent attrition of faculty has left the concentration sustainable but hindered in reaching its full potential. However, the faculty and the Office of the Dean of Engineering are supportive of faculty hiring in the area and to the proposed improvements to the DSN concentration.

To fully enhance the concentration to its best potential, additional faculty members are needed who are experts in the area and who can share the teaching load of the essential CSC classes.
Syllabus
CSC 4610: Cloud Systems and Virtualization

Catalog description: (3 cr. hrs.) Advanced problems and challenges in defining, developing, and building a cloud system; virtualization; open source computing; provisioning; fairness, reliability, security and monitoring.

Prerequisite: CSC 2610; 4103; 4501 credit or registration

Course coordinator: Prof. Seung-Jon Park; sjpark@csc.lsu.edu; 2134B Patrick Taylor Hall

Learning Objectives:
1. Analyze cloud systems and identify key features/architectures of each
2. Describe characteristics of an open source cloud system
3. Evaluate hardware (logical) resources: CPU, memory, storage, HW stack
4. Identify responsibility of the cloud hypervisor
5. Explain components of the software stack (automation, standardization, virtualization)
6. Explain issues related to scalability, resilience, availability, disaster recovery
7. Apply knowledge related to security, data security, authorization and authentication
8. Identify mechanisms for cloud management and monitoring
9. Design and create a solution using a cloud architecture

Text:
- Cloud Computing: Automating the Virtualized Data Center, 1587204347; Venkata Josyula.
- Current technical papers

Recommended:
- Designing Networks and Services for the Cloud: Delivering Business-grade Cloud Applications and Services, 1587142945; Huseni Saboowala, Muhammad Abid, Sudhir Modali
- The Official VCP Certification Guide, 0789749319; Bill Ferguson
- Guide to Reliable Distributed Systems: Building High-Assurance Applications and Cloud-Hosted Services; Kenneth Birman

Grading:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Final Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeworks/Class_Participation: 25 pts</td>
<td>A (90% and above)</td>
</tr>
<tr>
<td>Programming Exercises: 25pts</td>
<td>B (80% &lt; 90%)</td>
</tr>
<tr>
<td>Midterm: 100 pts</td>
<td>C (70% &lt; 80%)</td>
</tr>
<tr>
<td>Final Project*: 150pts</td>
<td>D (60% &lt; 70%)</td>
</tr>
<tr>
<td>(25 pts; paper identifying features; 50 pts design; 25 pt presentation; 50 pt implementation)</td>
<td>F (&lt; 60%)</td>
</tr>
</tbody>
</table>

300 pts total

*Final Project
- Replaces final exam; project presentation
- Team based
- Submitted in 2-phases
  (design and implementation)
- Design is ~1/3 of project points (50/150)

Class Policy:
- All submitted work for grading is the work of only the individual student except for the final project.
- Programming exercises are submitted to the classes.csc.lsu.edu server.
- Due dates are as indicated on the homeworks/programs/final_project.
- Missed deadlines or tests are handled on an individual basis with the approval of the Dean's Office.
- All problems with grading must be resolved within 3 class days of returning the work.
- If class is missed, detailed notes and class content must be acquired from a classmate.
- Class participation points consist of open book or open notes related to the lectures

**Student Class Participation:**
The class meets for a total of 3 hours per week which constitutes a 3 hour credit course. While notes and reference materials may be posted via Moodle, the class is not designed as online-based; students are expected to attend class. Absences should be rare and exceptional. Students are expected to have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week in activities such as reading, writing homework assignments, and/or completing programming-based exercises for the class.

### Weekly Topic Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course; brief review CSC 2610 and 4510. Analysis typical cloud applications (e.g., music, video players, Shazzam) and distinguishing characteristics of each.</td>
</tr>
<tr>
<td>2</td>
<td>Introduction: Open source cloud computing (e.g., OpenStack); API; hypervisors</td>
</tr>
<tr>
<td>3, 4, 5, 6</td>
<td>VMs and virtualization CPU, memory, storage, network, segmentation of HW stack, cloud hypervisor (VMware, KVM, XCP)</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8, 9, 10</td>
<td>Cloud systems, HW and SW stacks (automation, standardization and virtualization). Concepts of provisioning (e.g., IaaS, PaaS, SaaS)</td>
</tr>
<tr>
<td>11</td>
<td>Cloud scalability, resilience, availability, disaster recovery</td>
</tr>
<tr>
<td>12</td>
<td>Cloud scalability, resilience, availability, disaster recovery. Cloud security including infrastructure security, data security, authorization and authentication</td>
</tr>
<tr>
<td>13</td>
<td>Transactional Service Model ACID (Atomicity, consistency, isolation, durability) model vs BASE (Basically Available, Soft state, Eventual consistency) model. Concepts in cloud management and monitoring</td>
</tr>
<tr>
<td>14</td>
<td>Continued: Concepts in cloud management and monitoring</td>
</tr>
<tr>
<td>14, 15</td>
<td>Project Presentations</td>
</tr>
</tbody>
</table>

### Lab/Assignments

1. Build Cloud - Compute, storage, network
2. Build Cloud - Identity management
3. Build Cloud - Image/hypervisor
4. Build Cloud - Application deployment
5. Build Cloud - Billing and metering
REQUEST FOR ADDITION OF NEW COURSE

Department: Geography and Anthropology
College: Humanities and Social Sciences

PROPOSED COURSE
Short Title: SOCIOECONOMIC GIS
Rubric & No.: GEOG 7945
Title: Socioeconomic Applications of GIS

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

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

COURSE TYPE
Check one type: ___ LEC ___ LAB ___ LEC/LAB x ___ SEM ___ CLIN/PRAC ___ RES/IND
Maximum enrollment per section: 28 (use integer, e.g. 25 not 20-30)
Total weekly contact hours: 3
(If lecture/lab, contact hours of: Lecture ___ Lab ___)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
7945 Socioeconomic Applications of GIS (3) Prereq.: GEOG 4047 or equivalent. Applications of Geographic Information Systems in business, social, economic, and public policy studies.

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

APPROVALS
Department Faculty Approval 9/20/13
College Faculty Approval 1/4/13
Department Chair's Signature 10/23/13
College Dean's Signature 12/4/13
Graduate Dean's Signature (for 4000 level and above) 12-15-13
Chair, FS C&C Committee 12/18/13
Academic Affairs Approval 12/27/13
GEOG 7945: Socioeconomic Applications of GIS

Justification: Applications of Geographic Information Systems (GIS) generally include those in physical/natural systems and those in the socioeconomic domain. This course focuses on the latter. Topics include GIS applications in market analysis, geo-demographics, spatial decision-support systems and public policy. It is a graduate seminar for students with some basic GIS background (i.e., with a prerequisite of Geog 4047 or equivalent) and a career orientation related to social sciences, business and public policy. The course is also proposed in support of the Graduate Certificate in GIS and Complex Visualization. A sample of geography programs offering this course include McGill, Ohio State, UC-Santa Barbara and George Mason.
Justification for Grading without a Final Exam

This is a graduate seminar class that emphasizes development of independent problem solving skills. Course evaluation includes several class projects and a final independent project. A Final Exam is not included.
From: Rebecca E Caire  
Sent: Friday, December 06, 2013 8:57 AM  
To: Anna M Castrillo  
Subject: FW: GEOG C&C Proposals  
Attachments: SYL7945_sample.doc

Dear Anna,

Please see below for information provided by Fahui Wang about the new GEOG 7945 course being proposed through the Department of Geography & Anthropology. If you need any other information about this particular proposal, let me know.

Becky

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

From: Fahui Wang  
Sent: Thursday, December 05, 2013 7:08 PM  
To: Linda T Strain  
Cc: Rebecca E Caire  
Subject: RE: GEOG C&C Proposals

Becky:  
Attached is the revised syllabus with a 14-week outline.  
Yes, the course was offered under Geog 7935 (Quantitative Methods in Geographic Analysis), which is now taught by other professors with very different coverage. The new course title (and #) is a more accurate reflection of the contents being covered.  
I did propose this as a required course in the upcoming Graduate GIS certificate program. The program course requirement is still under discussion, and I do not have any update on its status.  
Let me know if you have any questions.  
Fahui

From: Linda T Strain  
Sent: Thursday, December 05, 2013 2:54 PM  
To: Fahui Wang  
Cc: Rebecca E Caire  
Subject: FW: GEOG C&C Proposals

Hi Fahui, I know you are still in China, but see below. Academic Affairs committee has questions below.  
Thanks,
Hi Ms. Linda-

Can you please assist? See below for an email from Anna in the Registrar’s Office.

Thanks so much,

Becky

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

Dr. Robbins,

I have reviewed the GEOG 7945 C&C proposal that was sent for the December 18th meeting. I just need some information regarding the course and a revised syllabus:

1. Has this course been offered as a special topics course before? If so, please provide the enrollment numbers and semesters offered. If not, then will this be a required course in the upcoming certificate program.
2. The syllabus needs a 14 week outline.

Also, we still have the GEOG 7934 proposal, which is conditionally approved pending the Oceanography letter of support.

Sincerely,

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
SAMPLE DRAFT SYLLABUS

LOUISIANA STATE UNIVERSITY                              Dr. Fahui Wang
Department of Geography and Anthropology                  Office phone: 578-6629
SPRING/FALL 20XX                                          E-mail: fwang@lsu.edu

GEOG 7945: Socio-economic Applications of GIS

Seminars:       Wednesday 6:00-9:00 PM in E 222 Howe-Russell
                 Check the CADGIS web site (www.cadgis.lsu.edu) for open lab access.
Office Hours:    Monday & Wednesday 1:30-3:00 PM in Howe-Russell 262A
Credits:         3 hours

COURSE OBJECTIVES

1. To acquire, process and analyze geospatial socio-demographic data.
2. To implement analytical methods in a geographic information systems (GIS) environment.
3. To apply the methods in social sciences, business and public policy.

PHYSICAL OR LEARNING DISABILITIES

Any student with a documented disability needing academic adjustments is requested to speak with the Office of Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Office of Disability Services, 112 Johnston Hall, 225-578-5919. I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course.

EXPECTATIONS

As a general policy, for each hour you are in class, students should plan to spend at least two hours preparing for the next class. Since the course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

EVALUATION

Final Paper Based on an Independent Project: You will have 5 weeks to develop and finish an independent project utilizing important skills you have acquired from the class; accounting for 100% of your grade.

Policy: Late submission will not be accepted.
A letter grade will be assigned. Based on my past experience, the likely distribution will be:

- Top 20%: A = 4,
- The next 20% A- = 3.7,
- The next 20% B+ = 3.3,
- The next 20% B = 3,
• The next 20% B-=2.7,
• In rare cases, students earn a grade of C+ or below.

PREREQUISITES

*Geog 4047 or Consent of the Instructor.* It is assumed that you have at least one introductory statistics and one GIS class (using ArcGIS as the platform). Motivation is the key to success in this class (and beyond): motivated to learn some valuable skills and get started with real research!

TEXTBOOKS

- Required: none.
- References:
  - Wang, F. 2014. *Quantitative Methods and Socioeconomic Applications in GIS.* Boca Raton, FL: CRC Press (on schedule to be released in June 2014).

COURSE OUTLINES (tentative plan)

0. Week 1-3: Geodemographic Data and Warm-up with GIS (Chapters 1-3)
   Project 1a. Mapping Census Data in GIS in Baton Rouge
1. Week 4-5: GIS Application In Business Geography (Chapter 4)
   Project 1b. Estimating Trade Areas of Public Hospitals in Louisiana
2. Week 6-7: GIS Application in Public Health (Chapter 5)
   Project 2. Measuring Primary Care Accessibility in Chicago
3. Week 8-9: GIS Application in Urban and Regional Studies (Chapter 6)
   Project 3. Analyzing Population Patterns in Chicago
4. Week 10-11: GIS Application in Crime Analysis (Chapter 8)
   Project 4. Spatial Cluster and Regression Analyses of Homicide Patterns in Chicago
   Optional Project: Allocating Healthcare Providers in Baton Rouge, Louisiana

Week 14: Final Independent Project: GIS-based Analysis of
(Submit your paper based on the project by _____)
REQUEST FOR ADDITION OF NEW COURSE

Department: Film and Media Arts

College: Humanities and Social Sciences

Date: 11/04/13

PROPOSED COURSE

Short Title: Italian Film

Rubric & No.: FMA 3502

Title: Special Topics in Italian Cinema

COURSE CREDIT

Graduate Credit: YES NO

Semester Hours of Credit: 3

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of 6 credit hours.

Credit will not be given for this course and:

GRADING

Final Exam: YES NO

Grading System: Letter Grade Pass/Fail

COURSE TYPE

(Indicate hours in the appropriate course type)

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

Maximum enrollment per section: 25

CATALOG TEXT

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

FMA 3502 Special Topics in Italian Cinema (3) See ITAL 3502.

BUDGET IMPACT

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

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

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval 11/04 (date)

College Faculty Approval 12-4-13 (date)

Department Chair's Signature 11/04/13

College Dean's Signature (date)

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

College Contact:

College Contact E-mail:

Academic Affairs Approval (date)
FMA 3502: Special Topics in Italian Cinema

In-depth study of various aspects of Italian cinema from different periods. Screening and analysis of representative films.

JUSTIFICATION:

FMA 3502, Special Topics in Italian Cinema, will provide students with a permanent course in Italian Cinema and augment the international components that are a part of the Program’s Mission Statement. The course will be cross-listed with the Italian Program, Dept. of Foreign Languages.

The Italian program and Film and Media Arts have already piloted courses in Italian cinema in their Special Topics courses. The classes regularly fill, demonstrating ongoing and growing interest among students in expanding their understanding of film and video as an international art and industry. Creating and cross-listing a permanent course will provide additional opportunities for the regular teaching of this course and greater opportunities for students to enroll in them. Additionally, it will augment the history and theory component required of students in HSS’s growing FMA Program.
FMA 3502- Special Topics in Italian Cinema
Trends in Contemporary Italian Film

Objective
In-depth study of various aspects of contemporary Italian cinema. Italian cinema of the 21st century in the context of profound cultural, social, and aesthetic changes in contemporary Italy. Productions by representative directors such as Di Ritti, Garrone, Moretti, Muccino are included. Knowledge of Italian not required. Offered in alternate years.

Textbooks
Supplementary material will be provided by the instructor throughout the semester.

Participation/Attendance:
Attendance at each class meeting is required. Students are expected to prepare any assigned homework or reading, to familiarize themselves with any background information regarding the film screened in class, and to be ready to speak and actively participate in the film discussion.

Homework:
A variety of homework will be assigned throughout the course and will be discussed and reviewed in class.
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

Final Paper
Students will be asked to write a final paper to be handed in at the end of the course. The paper will be at least 3000 words long (approximately 10 pages). Topics will be given three weeks before the end of the term, and will vary according to the themes, genres, and individual films analyzed throughout the semester.

Method of evaluation:

<table>
<thead>
<tr>
<th>Attendance/Participation: 10%</th>
<th>90-100%--A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Quizzes: 40% (10% each quiz)</td>
<td>80-89%----B</td>
</tr>
<tr>
<td>Final Paper: 20%</td>
<td>70-79%----C</td>
</tr>
<tr>
<td>Final Exam: 30%</td>
<td>60-69%----D</td>
</tr>
<tr>
<td></td>
<td>0-59%----F</td>
</tr>
</tbody>
</table>
The following marking scheme will be employed: A=Excellent; B=Very Good; C=Good; D=Acceptable; F=Unacceptable.
The instructor will monitor and record closely the students’ linguistic improvements throughout the semester.

Week 1
Introduction to the course: Ethics and Aesthetics in 21st century Italian Cinema

Week 2
**New Realism**
Screening of *Gomorra* (Matteo Garrone, 2008)
In class discussion

Week 3
Screening of *Giorni e nuvole* (Silvio Soldini, 2007)
In class discussion

Week 4
Screening on *Biutiful Cuntri* (Esmeralda Calabria, 2008)
In class discussion

Week 5
Quiz # 1
**Reading History**

Week 6
Screening of *Buongiorno, notte* (Marco Bellocchio, 2003)
In class discussion

Week 7
Screening of *L'uomo che verrà* (Giorgio Diritti, 2009)
In class discussion

Week 8
Quiz #2
**Comedy, Italian Style**

Week 9
Screening of *Il caimano* (Nanni Moretti, 2006)
In class discussion

Week 10
Screening of *Tutta la vita davanti* (Paolo Virzi, 2008)
In class discussion

Week 11
Quiz #3  
**Italian Cinema Goes to Hollywood**

**Week 12**  
Screening of *This Must Be the Place* (Paolo Sorrentino, 2011)  
In class discussion

**Week 13**  
Screening of *The Pursuit to Happiness* (Gabriele Muccino, 2006)  
In class discussion

**Week 14**  
Screening of *The dreamers* (Bernardo Bertolucci, 2002)  
In class discussion

**Week 15**  
Quiz #4  
In class discussion
REQUEST FOR ADDITION OF NEW COURSE

Department: Film and Media Arts  Date: 11/04/13
College: Humanities and Social Sciences

PROPOSED COURSE
Short Title: Asian Cinema
Rubric & No.: FMA 3503  Title: Special Topics in Asian Cinema

COURSE CREDIT
Graduate Credit:  YES  NO
Semester Hours of Credit:  3  (For combination course types only:  Lecture Hrs.  Lab/Sem/Rec Hrs.)
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of  6  credit hours.
Credit will not be given for this course and:
(Indicate rubrics and course numbers)

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

COURSE TYPE  (Indicate hours in the appropriate course type)
/ LEC/REC  / LEC/SEM  3  LEC  / LAB  / LEC/LAB  / SEM  / CLIN/PRACT  / RES/IND
Maximum enrollment per section:  25  (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)
FMA 3503 Asian Cinema (3) May be taken for 6 sem. hrs. of credit when topics vary. In-depth study of various aspects of Asian cinema.

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

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

APPROVALS
Department Faculty Approval  11/04/13
College Faculty Approval  12/4/13
Department Chair's Signature  11/04/13
College Dean's Signature  12/4/13
Graduate Dean's Signature (for 4000 level and above)  
Chair, FS C&C Committee  
College Contact:  
College Contact E-mail:  
Academic Affairs Approval  12/23/13
FMA 3503: Asian Cinema

In-depth study of various aspects of Asian cinemas, including Japanese, Korean, Indian, and other Asian Cinemas. Screening and analysis of representative films.

JUSTIFICATION:

FMA 3503, Asian Cinema, will provide students with a permanent course in Asian Cinema. In doing so we are responding both to student interest and to suggestions from International Studies, among other Programs, that such courses would benefit their students as well. We are thus building on the international foundations that are a part of the Program’s Mission Statement. This particular course will emphasize cinemas which are currently underrepresented in the LSU curriculum, and thus also support the diversity goals of of HSS and LSU.

The Program in Film and Media Arts continues to pilot a series of courses in non-US, non-European Cinema among them Special Topics courses on “Cuban Cinema,” “Bollywood,” and currently, “Japanese Cinema.” All of these courses consistently fill and were enrolled at their maxiumums. The two representative courses for Asian Cinema (“Bollywood,” F11 and “Japanese Cinema,” S14)–(25students/course; 50 total), demonstrate an ongoing and growing interest among students in expanding their understanding of film and video as an international art and industry.

Creating a permanent course in Asian Cinema will provide additional opportunities for the regular teaching of this course and greater opportunities for students wishing to take courses in this area. Additionally, it will augment the history and theory component required of students in HSS’s growing FMA Program.
I. Course Description & Requirements:

This course offers an introduction to the historical study of Japanese cinema. We will pay close attention to the languages and styles of films as well as the film-historical and socio-cultural contexts. An analysis and appreciation of major works, genres and directors such as: *jidaigeki* (period/samurai films), *anime*, J-horror, Kurosawa, Ozu and Kitano are introduced. Through secondary readings, lectures, and discussions students will critically examine how Japanese cinema as an institution both responds to and intervenes in the social, cultural, and political history of Japan.

No previous classes in Japanese culture or language are required, and all readings, films and discussions are in English.

II. Required Textbooks:


All other required texts or articles will be provided online.

III. Course Requirements:

Grading will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>5%</td>
<td>90-100%--A</td>
</tr>
<tr>
<td>In-class Quizzes/Short Essay</td>
<td>25%</td>
<td>80-89%----B</td>
</tr>
<tr>
<td>Discussion Leading</td>
<td>10%</td>
<td>70-79%----C</td>
</tr>
<tr>
<td>Response Papers (3)</td>
<td>30%</td>
<td>60-69%----D</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
<td>0-59%----F</td>
</tr>
</tbody>
</table>

**Quizzes & Participation**

To facilitate effective class participation and discussion, it is vital that you finish all readings by the date indicated on the syllabus before the class period! To promote timely completion of the readings, there will be quizzes given on random dates covering the required reading. However, since the quizzes will be multiple choice or short essay, if you’ve done the reading conscientiously, you should have no problem with them.
Quizzes will focus heavily on the readings, however questions on the films and lectures might be included. Additionally, consistent attendance is critical to a stimulating and effective class environment. Excessive unexcused absences will adversely affect a student’s grade and please be punctual, as quizzes are usually given in the beginning of class and no make-up quizzes will be administered. In the case of illness or emergencies, you must provide appropriate documentation and notify the instructor in advance.

**Discussion Leading**
Each student will also be expected, one time during the semester to help lead the class discussion for a short period of time on the film that they signed up for that week. Leaders are expected to post their discussion question(s) about the film on the online forum by 5 p.m. the day before they are assigned to be a discussion leader. Guidelines and sign-up sheets will be discussed and passed around the first week of classes.

**Response Papers**
For THREE of the feature-length films (not in-class videos), a two page, stapled, double-spaced, typed response paper will be due at the beginning of the next class meeting. NO late papers will be accepted unless fully justified. You will be able to choose which film you would like to write your papers on, however at least one response paper will be due within the first three weeks.

The response paper does not require research. I am looking for your response to the film, not a critique per se, but how it made you feel or think, questions that were brought up or answered, cultural issues that were addressed or ignored, etc. However, I do expect you to write a thoughtful, well-reasoned essay, and to incorporate what you have learned through lectures, readings, discussions, etc., into your discussion of the film. Rules on plagiarism will be strictly enforced.

**Final Examination**
One final, cumulative exam will be given at the end of the semester. The exam will consist of 30 questions, including multiple choice, true/false, and matching questions drawn from the lectures, readings, and media viewed in class. No electronic dictionaries, laptops, cell phones, or MP3/ipod players will be permitted during the exam.

**Out-of-class work**
It is expected that students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.
IV. Schedule:

Week 1: Introduction: Classical Hollywood Cinema
Screening: Welcome Back Mr. McDonald (Rajio no jikan, Mitani Koki, 1998)

Week 2: What Is Japanese Cinema?
Screening: Swallowtail Butterfly (Suwarouteiru. Iwai Shunji, 1996)
Reading assignment: tba

Week 3: Languages of Film
Screening: Taboo (Gohatto, Oshima Nagisa, 1999, 100min)
Readings:
Buckland, pp. 8-23.

Week 4: Languages of Film I: Classical Hollywood Cinema
Screening: The Wow-choten Hotel (The Uchoten hotel, Mitani Koki. 2006)

Week 5: Languages of Film II: Beyond Classical Hollywood Cinema Film and Ideology: Melodrama Gendaigeki and Ozu Yasujiro
Screening: Ohayo (Ozu Yasujiro, 1959, 93min)
Reading: Richie, pp. 32-46, 54-59, 119-125.

Week 6: Film and Genre: Jidaigeki (Period Drama)
Screening: Zatoichi (Kitano Takeshi, 2003)

Week 7: Jidaigeki and Kurosawa Akira
Screening: Yojimbo (Kurosawa Akira, 1961, 108min)
Reading: Richie, pp. 22-25, 64-77, 166-176.
Week 8: Jidaigeki Kurosawa
Screening: Rashomon (Kurosawa Akira, 1950)

Week 9: War and Postwar Occupation
Screening: Ugetsu (Ugetsu monogatari, Mizoguchi Kenji, 1953)

Week 10: Melodrama and Naruse Mikio
Screening: Mother (Okaasan, Naruse Mikio, 1952, 98min)
Riche, pp. 107-115, 125-128.

Week 11: Comedy
Screening: Giants and Toys (Kyojin to gangu, Masumura Yasuzo, 1958)

Week 12: Cinema/Anime
Screening: Princess Mononoke (Mononoke hime, Miyazaki Hayao, 1996)

Week 13: Fantastic Cinema/J-Horror and Mizoguchi Kenji, Nakata Hideo
Screening: Ringu (Nakata Hideo, 1998, 95min)
Clip: Ugetsu (Ugetsu monogatari, Mizoguchi Kenji, 1953, 94min)
Richie, pp. 129-134.

Week 14: J-Horror Phenomenon
Screening: Ju-on (Shimizu Takashi, 2001)
Week 15: Japanese Film Noir and Suzuki Seijun
Screening: Branded to Kill (Koroshi no rakuin, Suzuki Seijun, 1967, 91min)
Readings: Richie, pp. 177-191.
Buckland, pp. 117-123.

Week 16: Independent Cinema and Miike Takashi
Screening: The Happiness of the Katakuris (Katakurike no kofuku, Miike Takashi, 2001, 110min)
Reading: Richie, pp. 213-246.

Final Exam Date and Time: TBA
RE: FMA course

John D Pizer

Monday, October 28, 2013 10:04 AM

To: Film and Media Arts
Cc: Qiancheng Li; Gang Zhou

You replied on 10/28/2013 10:05 AM.

Jim,

That is fine with me. I am copying our department’s two professors of Chinese, Qiancheng Li and Gang Zhou, in this response to make sure your new course also has their support.

Best,

John

John Pizer
Professor of German and Comparative Literature
Chair, Department of Foreign Languages and Literatures
316 Hodges Hall
Louisiana State University
Baton Rouge, LA 70803
225-578-5172
pizerj@lsu.edu

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From: Film and Media Arts
Sent: Monday, October 28, 2013 9:44 AM
To: John D Pizer
Subject: FMA course

John:

FMA is proposing a new FMA 3503, Asian Cinema.

It will be teaching films that are currently rarely taught at LSU: Bollywood, Japan, Korea, and so on. We do not expect to conflict at all with the existing course in Chinese Cinema, which we would be glad to have offered as often as possible.

Pls. let me know if we have your support.

Thank you,

Jim Catano

Professor James V. Catano
That sounds like an excellent course, I look forward to seeing it offered regularly. I am sure International Studies students would benefit greatly from this expansion in our Asia offerings.

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

From: Film and Media Arts  
Sent: Monday, October 28, 2013 9:45 AM  
To: Leonard P Ray  
Subject: FMA course proposal

Len:  
FMA is proposing a new FMA 3503, Asian Cinema.

It will be teaching films that are currently rarely taught at LSU: Bollywood, Japan, Korea, and so on. We do not expect to conflict at all with the existing course in Chinese Cinema, which we would be glad to have offered as often as possible.

Pls. let me know if we have your support.

Thank you,

Jim Catano  
Professor James V. Catano  
Director, Program in Film and Media Arts  
Professor, Dept. of English  
Faculty, Women's and Gender Studies  
219A Allen Hall  
Louisiana State University  
Baton Rouge, LA 70803  
fma@lsu.edu  
phone: 225-578-3140  
fax: 225-578-4129  
http://www.lsu.edu/fma/FMA_home.html  
https://www.facebook.com/LSUfilmandmediaarts
Anna M Castrillo

From: John D Pizer
Sent: Monday, December 09, 2013 7:14 PM
To: Film and Media Arts; Tianna L Powers; Anna M Castrillo
Subject: RE: ITAL 3502 and FMA 3503

Dear Jim,

I gave them ample time to reply, so since they didn’t, let’s go ahead and have it go forward.

Best,

John

From: Film and Media Arts
Sent: Monday, December 9, 2013 4:11 PM
To: Tianna L Powers; Anna M Castrillo; John D Pizer
Subject: RE: ITAL 3502 and FMA 3503

Dear John:

I have received a note (below) from Anna Castrillo regarding the note you sent to Dr. Li and Zhou requesting a response to the FMA proposal for an Asian Cinema class.

It was my understanding from our conversations that if they did not reply it was because they had no objections.

Pls. let me and Ms. Castrillo know if that is the situation.

Thanks,

Jim Catano

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

I reviewed all the HSS proposals and found two more proposals that will need additional information:

1. **FMA 3503** – How many times has this course been offered as special topics? Which semesters and how many enrolled? The syllabus needs to include the out-of-class expectations statement, which is required in all syllabi now. If the department does not know what this is, I can provide a sample. Also, there is an email from Dr. Pizer that states he sent the letter of support to Dr. Li and Zhou to assure there is no overlap. There are no emails from these two professors.

2. **ITAL 3502** – The syllabus should have a detailed description of what the final paper consists of as well as the out-of-class expectations.

I wasn’t sure who to send these to. Would you please forward this message on?

Sincerely,

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

**LSU**
REQUEST FOR ADDITION OF NEW COURSE

Department: Foreign Languages Date: 

College: Humanities and Social Sciences 

PROPOSED COURSE Short Title: Italian Film (5-19 characters)

Rubric & No.: ITAL 3502 Title: Special Topics in Italian Cinema

COURSE CREDIT Graduate Credit: YES NO

Semester Hours of Credit: 3 (For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs.)

If course may be repeated for credit (i.e. special topics), course may be taken for a max. of 6 credit hours.

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

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

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

COURSE TYPE (Indicate hours in the appropriate course type)

__ LEC __REC __ LEC/SEM 3 LEC ___ LAB ___ LEC/LAB ___ SEM ___ CLIN/PRAC ___ RESIND

Maximum enrollment per section: 25 (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)

ITAL 3502 Special Topics in Italian Cinema (3) Also offered as FMA 3502. May be taken for a max. of 6 sem. hrs. of credit when topics vary. In-depth study of various aspects of Italian cinema from different periods.

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

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

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

ATTACHMENTS ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS Department Faculty Approval 11-4-13 (date) College Faculty Approval 12-4-13 (date)

Department Chair's Signature (date)

College Contact:  

College Contact E-mail: 

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

Chair, FS C&C Committee (date)

Academic Affairs Approval (date)
ITALIAN 3502: Special Topics in Italian Cinema. **May be taken for a max. of 6 sem. hrs. of credit when topics vary.**

In-depth study of various aspects of Italian cinema from different periods. Screening and analysis of representative films.

JUSTIFICATION:

ITAL 3502, Special Topics in Italian Cinema, will provide students with a permanent course in Italian Cinema to be offered every academic year. The course will be cross listed with Film and Media Arts.

The Italian program has already piloted courses in Italia cinema. Prof. Bongiorni’s course on the history of Italian cinema (ITAL 4100: Special Topics in Italian Culture) has always been very well attended (20/25 students). ITAL 3058 (Advanced Oral Conversation) makes use of Italian films in order to enhance the students’ linguistic skills. The course was well received by the students. Both courses evidence a real interest in a permanent course in Italian Cinema.
Italian 3502- Special Topics in Italian Cinema
Trends in Contemporary Italian Film

Objective
In-depth study of various aspects of contemporary Italian cinema. Italian cinema of the 21st century in the context of profound cultural, social, and aesthetic changes in contemporary Italy. Productions by representative directors such as Diritti, Garrone, Moretti, Muccino are included. Knowledge of Italian not required. Offered in alternate years.

Textbooks
Supplementary material will be provided by the instructor throughout the semester.

Participation/Attendance:
Attendance at each class meeting is required. Students are expected to prepare any assigned homework or reading, to familiarize themselves with any background information regarding the film screened in class, and to be ready to speak and actively participate in the film discussion.

Homework:
A variety of homework will be assigned throughout the course and will be discussed and reviewed in class.
It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

Final Paper
Students will be asked to write a final paper to be handed in at the end of the course. The paper will be at least 3000 words long (approximately 10 pages). Topics will be given three weeks before the end of the term, and will vary according to the themes, genres, and individual films analyzed throughout the semester.

Method of evaluation:

<table>
<thead>
<tr>
<th>Attendance/Participation: 10%</th>
<th>90-100%--A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Quizzes: 40% (10% each quiz)</td>
<td>80-89%----B</td>
</tr>
<tr>
<td>Final Paper: 20%</td>
<td>70-79%----C</td>
</tr>
<tr>
<td>Final Exam: 30%</td>
<td>60-69%----D</td>
</tr>
<tr>
<td></td>
<td>0-59%----F</td>
</tr>
</tbody>
</table>
The following marking scheme will be employed: A=Excellent; B=Very Good; C=Good; D=Acceptable; F=Unacceptable. The instructor will monitor and record closely the students’ linguistic improvements throughout the semester.

Week 1
Introduction to the course: Ethics and Aesthetics in 21st century Italian Cinema

Week 2
**New Realism**
Screening of *Gomorrah* (Matteo Garrone, 2008)
In class discussion

Week 3
Screening of *Giorni e nuvole* (Silvio Soldini, 2007)
In class discussion

Week 4
Screening on *Biutiful Cauatri* (Esmeralda Calabria, 2008)
In class discussion

Week 5
Quiz # 1
**Reading History**

Week 6
Screening of *Buongiorno, notte* (Marco Bellocchio, 2003)
In class discussion

Week 7
Screening of *L’uomo che verrà* (Giorgio Diritti, 2009)
In class discussion

Week 8
Quiz #2
**Comedy, Italian Style**

Week 9
Screening of *Il cainamo* (Nanni Moretti, 2006)
In class discussion

Week 10
Screening of *Tutta la vita davanti* (Paolo Virzi, 2008)
In class discussion

Week 11
Quiz #3

**Italian Cinema Goes to Hollywood**

**Week 12**
Screening of *This Must Be the Place* (Paolo Sorrentino, 2011)
In class discussion

**Week 13**
Screening of *The Pursuit to Happiness* (Gabriele Muccino, 2006)
In class discussion

**Week 14**
Screening of *The dreamers* (Bernardo Bertolucci, 2002)
In class discussion

**Week 15**
Quiz #4
In class discussion
REQUEST FOR ADDITION OF NEW COURSE

Division: Computer Science & Engineering
Date: 11/27/13
College:

PROPOSED COURSE
Short Title: CLOUD & WEB PROGRAMMING
Rubric & No.: CSC 2610
Title: Cloud Fundamentals and Web Programming

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

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

COURSE TYPE
(Indicate hours in the appropriate course type)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
2610 Cloud Fundamentals and Web Programming (3) Prereq.: CSC 1254 or 1351 or ISDS 3107.
Characteristics, theory and fundamentals of cloud computing and related technologies; cloud types, services and architectures; principles of application protocols and collaborative web platforms; applications in the areas of mobile and social computing; lightweight programming models; socket programming.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

APPROVALS
Department Faculty Approval 11/27/13 (date)
Department Chair’s Signature ____________ 12/3/2013
College Faculty Approval ____________ 12/3/2013 (date)
College Dean’s Signature ____________ 12/3/2013 (date)
Chair, FS CCE Committee ____________ 3/18/13 (date)
Graduate Dean’s Signature (for 4000 level and above) (date)
College Contact: ____________ (Please print name.)
College Contact E-mail: ____________
Academic Affairs Approval (date)
**JUSTIFICATION:** **CSC 2610** Cloud Fundamentals and Web Programming (3)

The Association for Computing Machinery has identified a core area within the computer science body of knowledge called Net-Centric Computing. Relevant concepts are communications, networking, security, and the client-server model. The Industry Advisory Board for the Division of Computer Science & Engineering (CSC_E) concurs that web-based development skills and knowledge are important to the well-educated and prepared computer science graduate.

Cloud computing can be viewed broadly as a virtual server residing physically in a distant place. Cloud computing is a current approach whose goal is to separate services and permit developers to access various components (services) into an agile (quickly created and modifiable) customizable application which may actually consist of many sub-systems integrated together. Those services may be residing on multiple computers and possibly different computer platforms. So cloud computing is perhaps better defined as a system which utilizes multiple computers distributed, connected in real-time, and running softwares which collaborate to provide some work (service) to a customer (the user). Businesses are rapidly adopting the cloud computing IT model not only for its efficiency, but for cost-savings related to renting computer services as opposed to traditional investment and depreciation in hardwares.

To incorporate the concepts of cloud computing and web development into our curricula, the division anticipates renaming the current concentration “Distributed Systems and Networking” to “Cloud Computing and Networking”. CSC 2610 will be the foundational entry-level course for the revised concentration. CSC 2610 credits can also be applied as elective credits in the other concentrations or as technical electives. The CSC_E Courses and Curriculum Committee will review the possibility of making CSC 2610 a required course in all concentrations at a later time.

**Budgetary Concerns:**

Current size and expertise of the CSC_E faculty, whose first priority is to schedule the required core CSC classes, is limiting the effective scheduling of courses related to the “Distributed Systems and Networking” (DSN) concentration. Recent attrition of faculty has left the concentration sustainable but hindered in reaching its full potential. However, the faculty and the Office of the Dean of Engineering are supportive of faculty hiring in the area and to the proposed improvements to the DSN concentration. As of fall 2013, the Division has an advertisement posted for a faculty member in this area.

By utilizing current faculty members and industry experts in a team teaching-paradigm, resources are available to teach CSC 2610 as early as Spring 2014 or Fall 2014. But to fully enhance the concentration to its best potential, additional faculty members are needed who are experts in the area and who can share the teaching load of the essential CSC classes.
Syllabus
CSC 2610: Cloud Fundamentals and Web Programming

Catalog description: (3 cr. hrs.) Characteristics, theory and fundamentals of cloud computing and related technologies; cloud types, services and architectures; principles of application protocols and collaborative web platforms; applications in the areas of mobile and social computing; lightweight programming models; socket programming.

Prerequisite: CSC 1254 or 1351 or ISDS 3107

Course coordinator: Prof. Feng Chen; fchen@csc.lsu.edu; 3121 Patrick Taylor Hall

Learning Objectives:
1. Define concepts and terminology related to cloud computing
2. Determine applications suited for a cloud environment
3. Classify cloud architectures/platforms
4. Explain concepts of elasticity and scalability
5. Evaluate cloud architecture development lifecycles and select from alternatives
6. Describe communication protocols in the application layer
7. Design and implement a solution utilizing socket programming
8. Design and implement a solution utilizing lightweight web programming models
9. Distinguish between various social computing venues (ex. mobile apps; news feeds; mash-ups)
10. Apply syntax and semantics of a web-based programming language (ex. Python; Perl; Ruby)
11. Design a cloud application and implement by applying collaborative web platform technologies (ex. Web 2.0)

Text:

Core Python Applications Programming, Wesley Chun, 33rd edition.

Suggested Background Reference:
Learning Python, Kark Lutz.

Grading:

<table>
<thead>
<tr>
<th>Total Points:</th>
<th>Final Grading Scale:</th>
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</thead>
<tbody>
<tr>
<td>Homeworks/Class_participation: 25 pts</td>
<td>A (90% and above)</td>
</tr>
<tr>
<td>Programming Exercises: 50 pts</td>
<td>B (80% &lt; 90%)</td>
</tr>
<tr>
<td>Final Project: 75 pts</td>
<td>C (70% &lt; 80%)</td>
</tr>
<tr>
<td>(25 pts design; 50 pts implementation)</td>
<td>D (60% &lt; 70%)</td>
</tr>
<tr>
<td>Midterm &amp; Final: 200 pts</td>
<td>F (&lt; 60%)</td>
</tr>
</tbody>
</table>

*Final Project
- Team based utilizing pair programming
- Submitted in 2-phases
- Design is 1/3 of project points (25/75)

Class Policy:
- All submitted work for grading is the work of only the individual student except for the final project.
- Programming exercises are submitted to the classes.csc.lsu.edu server.
- Due dates are as indicated on the homeworks/programs/final_project.
- Missed deadlines or tests are handled on an individual basis with the approval of the Dean’s Office.
- All problems with grading must be resolved within 3 class days of returning the work.
- If class is missed, detailed notes and class content must be acquired from a classmate.
- Class participation points consist of open book or open notes related to the lectures.
**Student Class Participation:**
The class meets for a total of 3 hours per week which constitutes a 3 hour credit course. While notes and reference materials may be posted via Moodle, the class is not designed as online-based; students are expected to attend class. Absences should be rare and exceptional. Students are expected to have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week in activities such as reading, writing homework assignments, and/or completing programming-based exercises for the class.

### Weekly Topic Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | Cloud concepts and terminology  
What is a Cloud, what makes an application well suited to a Cloud? |
| 2    | Cloud types and services |
| 3    | Public, private, hybrid: AWS, AZURE, RACK SPACE, soft layer, salesforce.com |
| 4    | Cloud architectures and technologies: IaaS, PaaS, SaaS  
Cloud elasticity |
| 5    | Cloud architecture development lifecycle, architectural decisions |
| 6    | Cloud testing, validation and viability |
| 7    | Application layer protocols |
| 8    | Midterm |
| 9    | Socket programming: Python, Java, etc. |
| 10   | *cont'd socket programming* Web platforms - Introduction |
| 11   | Lightweight programming models: Web 2.0, JavaScript, and more  
(Ex. Ajax, SOAP, REST, XML, XSLT, JSON) |
| 12   | Rich site summary (RSS): feed concepts for blogs, news, audio, video, etc.  
Social computing, mobile programming, mash-ups  
Software release cycles |
| 13   | Web Programming languages such as: Perl, Python, PHP, Ruby, Agile |
| 14   | Rich user experience: XHTML, CSS, DOM |
| 15   | Cloud application design and implementation  
Scalability and APIs leveraging web 2.0 technologies |

### Lab/Assignments
Assignments on Cloud identification, service catalogue, architecture, language syntax  
Building a mobile or social application  
Extending the application for news feeds, mash-ups via APIs  
Creating a solution to a problem requiring knowledge and application of socket programming  
Deploying the application in a Cloud to be leveraged as a SaaS solution
REQUEST FOR ADDITION OF NEW COURSE

Division: Computer Science & Engineering

College: 

Date: 11-4-13

PROPOSED COURSE

Short Title: PROGMMG DIGITAL MEDIA

Rubric & No.: CSC 2463

Title: Programming with Digital Media

COURSE CREDIT

Graduate Credit: YES X NO

Semester Hours of Credit: 3

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

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

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

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

COURSE TYPE

(Indicate hours in the appropriate course type)

---

Maximum enrollment per section: 30

CATALOG TEXT

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

CSC 2463 (3) Prereq.: MATH 1021; credit or registration in CSC 1253, 1350, or IE 2060 or ART 2050 or MUS 2732 or permission of instructor. Programming concepts motivated by digital media applications: real-time graphics, audio processing, simple hardware devices, integration of technologies into interactive systems.

BUDGET IMPACT

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

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

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

Academic Affairs Approval: ___ Date: ___

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

APPROVALS

Department Faculty Approval 11-4-13

College Faculty Approval 11/21/13

Department Chair's Signature 11-25-2013

College Dean's Signature ___ Date: ___

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

College Contact: ___

College Contact E-mail: ___

Academic Affairs Approval ___ Date: ___
JUSTIFICATION:
One objective of CSC 2463 Programming with Digital Media is to help address issues of retention in computer science and engineering. Many students are attracted to careers in these fields by prior experience with digital media, including mobile and web-based tools, television, video games, and film. Many are further motivated by general perceptions of a potential for success in technology-related careers. But often, the rigorous and alien subject matter of the introductory computer programming course is a rude awakening, appearing in stark contrast with expectations. This mismatch, and the poor performance that it can contribute to, drives otherwise capable students away from studies in technology before they even begin. By introducing topics of interest to technologically-curious students early, and by introducing these topics in less rigid, more exploratory ways, we hope to enable students to continue to hold onto the motivations and aspirations that led them to choose that path.

Another important objective is that this course is a strategic part of LSU’s continuing effort to expand course offerings in digital media and related fields in support of the State of Louisiana’s ongoing emphasis on growth in the local digital media industry, including the film and game development sectors.

Programming with Digital Media was offered as CSC 2700 Special Topics in the spring semesters of 2012 (21 enrolled) and 2013 (19 enrolled). In both cases, the course was co-taught by faculty associated with the AVATAR Initiative (http://web.avatar.lsu.edu/). The course is approved for applied elective credits to the AVATAR Digital Media minor (http://web.avatar.lsu.edu/?page_id=68). Asst. Prof. Robert Kooima of the School of Electrical Engineering and Computer Science led the segment on interactive graphics. Prof. Stephen Beck of the School of Music led the segment on real-time audio. Asst. Prof. Derick Ostrenko of the School of Art led the segment on hardware. All three instructors engaged with students during the development of their integration segment projects. This diversity of leadership has lent deep domain knowledge and broadened perspective and experience to the delivery of the course’s content. Student response has been extremely positive and highly motivating, and student evaluation has led to a fine-tuning of the course’s coverage and presentation. We expect cross-departmental co-teaching to continue to be the model for the presentation of CSC 2463 Programming with Digital Media.

Students pursuing the AVATAR Digital Media minor must select one of two study paths either the technology track or the art track. Programming with Digital Media is named on the “tech” elective list. Therefore course credits may be applied:

a. DM-Tech track: to meet the 9-hours “tech” requirements
b. DM-Art track: to meet the 3-hours “tech” requirements

In the computer science curriculum, CSC 2463 may be applied as tech-elective credits for all concentrations or for CSC elective credits in the 2nd Discipline concentration or the Software Engineering concentration. Prerequisites in the proposed catalog description are stated to facilitate class registration and to provide students in certain study areas first priority in scheduling. The intentions of the course developers are that as resources increase, the outreach to other majors will be extended and enrollment increased.

FINAL EXAM SUBSTITUTION:
As a project-based course, Programming with Digital Media substitutes a comprehensive final project including in-class demonstration in place of a written final exam. The final project integrates the knowledge and skills acquired in previous assignments and projects which were narrower in scope. Final project grading is performed by all three instructors, and each instructor contributes a distinct area of expertise to the evaluation of the corresponding aspect of the project. The final grade is the sum of these. While the design goal of the project is selected by each student individually, the criteria for the evaluation of the project are very specifically stated: there must be a graphical element, an audio element, and a hardware element. Each must be implemented correctly and demonstrated completely. A communications structure including at least one analog value and at least one digital value must bind all three. This structure and its elements must be appropriately described. The aforementioned objective set of required tasks ensures a fair appraisal of student effort, despite the subjective nature of interactive design and the variety of project goals and despite the diverse curricula interests of the students.
CSC 2463 — PROGRAMMING WITH DIGITAL MEDIA

1. CATALOG DESCRIPTION

Programming concepts motivated by digital media applications: real-time graphics, audio processing, simple hardware devices, integration of technologies into interactive systems.

2. PREREQUISITES

MATH 1021; credit or registration in CSC 1253, 1350, or IE 2060 or ART 2050 or MUS 2732 or permission of instructor.

3. DETAILED DESCRIPTION

Programming with Digital Media introduces a broad array of topics related to digital media through project-oriented programming of graphics, audio, and hardware applications. The motivation for this course is to provide a basic introduction to computer programming using subjects that are relevant or appealing to incoming students who are new to technological fields of study, with no prior programming coursework.

The course is presented in four segments, covering three distinct areas in digital media, plus a fourth covering the integration of these areas. There is a strong emphasis on computer programming tasks throughout, and the hands-on exercise of digital media tools in class is required. The first segment introduces real-time graphics rendering and user interaction. The second introduces sound synthesis and audio production. The third introduces basic electronics and has students develop hardware devices with embedded processing. Finally, communication mechanisms are developed allowing the disparate elements of graphics, sound, and hardware to be composed into interactive systems.

4. TEXTS AND RESOURCES

The following textbooks are required. One textbook is available as an e-book, the other two total $23.

- *Getting Started with Processing* by Casey Reas and Ben Fry, ISBN 144937980X.

The following software packages are required. All are free, and are cross-platform compatible with Windows, Mac OS X, and Linux.
• Processing for the graphics programming segment.
• ChucK for the audio programming segment.
• Arduino for the hardware development segment.

There are a number of general-purpose media tools which are universally applicable, and students are encouraged to acquire and explore these. As above, all are cross-platform compatible with Windows, Mac OS X, and Linux.

• GIMP is a free image editor, similar in capability to Adobe Photoshop.
• Inkscape is a free vector graphics editor, similar in capability to Adobe Illustrator.
• Audacity is a free sound editor.

5. COURSE OUTCOMES
• Practice computer programming.
• Express user interaction in terms of program flow.
• Outline the process by which electronic sound is made and heard.
• Demonstrate the assembly of physical circuits with computer control.
• Create original examples of digital media.
• Compose disparate digital media elements into complex systems.
• Employ digital media content generation tools.
• Formulate effective human-computer interactions.
• Evaluate interactive designs, recognize flaws, and identify improvements.
• Test software and hardware implementations and isolate errors.
• Explain system design and implementation through speaking and writing.
• Assess, evaluate, and discuss systems and designs with peers.

6. MAJOR TOPICS
• Introductory programming concepts including variables, conditionals, loops, and functions.
• Introductory data representations including arrays and simple objects.
• User interaction and the event-based programming.
• How computers draw, with color and shape.
• Image representations including raster and vector image types.
• Animation and the passage of time.
• How computers make and represent sound.
• Audio synthesis, filtering.
• Playback of sampled sound.
• Audio sequencing.
• Basic electronic circuits including LEDs, resistors, potentiometers, and switches.
• Introductory embedded device programming.
• Using light, sound, and motion sensors.
• Rapid prototyping tools.
• Communication and coordination between disparate computational elements.

7. Grading

Weekly assignments include three small programming tasks per segment, one summary project per segment, and one final project. Students are individually evaluated for all assignments. Evaluation is based upon quality, completeness, and demonstrated skill. Assignments are weighted as follows.

- 4% Graphics Assignment 1
- 4% Graphics Assignment 2
- 4% Graphics Assignment 3
- 12% Graphics Project
- 4% Audio Assignment 1
- 4% Audio Assignment 2
- 4% Audio Assignment 3
- 12% Audio Project
- 4% Hardware Assignment 1
- 4% Hardware Assignment 2
- 4% Hardware Assignment 3
- 12% Hardware Project
- 28% Systems Integration Project

The grading scale is A (90%), B (80%), C (70%), D (60%), F (< 60%).

As a project-based course, Programming with Digital Media substitutes a comprehensive project and in-class demonstration in place of a written final exam. Final project grading is performed by all three instructors, and each instructor contributes a distinct area of expertise to the evaluation of the corresponding aspect of the project. The final grade is the sum of these. While the design goal of the project is selected
by each student individually, the criteria for the evaluation of the project are very specifically stated: there must be a graphical element, an audio element, and a hardware element. Each must be implemented correctly and demonstrated completely. A communications structure including at least one analog value and at least one digital value must bind all three. This structure and its elements must be appropriately described. This objective set of required tasks ensures a fair appraisal of student effort, despite the subjective nature of interaction design, and the variety of project goals.

8. Schedule

This 3 credit-hour course meets 9 AM to 10:20 AM on Tuesdays and Thursdays. The semester includes fourteen weeks of instruction, plus one week for spring break, and one additional week of project development, with no required tasks during the concentrated study period. Final project presentations are made in the assigned exam period during finals week.

The schedule is that of a lecture-lab course. For each hour spent in class, the student is expected to spend one hour reading the background material in preparation for lecture and in-class activity, plus one hour applying the material toward the completion of assigned projects.

Segment 1: Interactive Graphics with Processing

Week 1. Introduction to the course. Introduction to the Processing environment. Basic drawing.


Week 3. Incorporating media assets. Creating animation.

Week 4. Data structures, objects and arrays.

Segment 2: Real-time Audio with ChucK

Week 5. Digital representation of sound and music. Using ChucK.


Segment 3: Hardware Development with Arduino

Week 9. Introduction to Arduino. Survey of physical computing. LEDs.


Week 12. Integration of Arduino with Processing.
Segment 4: Systems Integration


9. ASSIGNMENTS

Graphics Assignment 1: Drawing Exercise
Presented with four simple computer-drawn images, write a Processing sketch to reproduce each image as closely as possible. Review Chapter 3 of *Getting Started with Processing* for definitions of all basic drawing capabilities, and keep these in mind when determining how to best produce each image.

Graphics Assignment 2: Painting
Write a Processing sketch that works as a simple paint program. Draw a blank canvas with a color palette. Let the user click and drag the mouse on the canvas to apply paint. Let the user click on the color palette boxes to select the paint color. With this new paint tool, paint a “masterpiece” and take a screen shot.

Graphics Assignment 3: Screensaver
Write a Processing sketch to reproduce the screensaver featured in “Launch Party,” an episode of the television comedy *The Office* (video provided). Assume the TV has a pixel size of 640 × 480. Use an image editor to design a logo. Make the logo move diagonally across the screen and bounce off the sides. Use the tint and random commands to change the image’s color randomly with each bounce.

Graphics Project: Bug Squish
Write a Processing sketch that implements a simple computer game where the player squishes bugs (or other creatures) with the mouse. Begin with several animated bugs walking around the screen. The player must click the mouse on a bug to squish it. The objective is to squish as many bugs as possible in 30 seconds. Keep an on-screen count of the number of bugs squished and the time remaining. The game should become increasingly difficult as time passes, so make the bugs move faster with each click.

Audio Assignment 1: Basic Playback
Write a ChucK script that connects a sine oscillator to an envelope, a reverb, and the DAC. Create two arrays of note information including pitch, amplitude, and duration. Play the oscillator using the above arrays in both sequential and random orders.

Audio Assignment 2: MIDI Playback
Write a ChucK script that connects an impulse generator to a feedback delay line, translates MIDI note numbers into delay times to “tune” the delay line, and plays a predetermined melody that is read from a note array. Connect an FM instrument constructed from sine oscillators to an audio graph to play the same melody.
Audio Assignment 3: Multi-timbral Instrument

Create a multi-timbral instrument that is playable using the computer keyboard. The instrument should be articulated using an envelope or ADSR object. A mapping array should be used to translate the ASCII values of each keyboard row into a linear musical scale. Each of the four keyboard rows should play a different sounding instrument.

Audio Project: Polyphonic Sequencer

Create a four-voice, 16-step sequencer with the following properties: Each voice uses its own sound file or sound source, each voice is turned on or off by a keystroke, and each voice has a unique sequence.

Hardware Assignment 1: Blinking LED

Use the Arduino to communicate a message in Morse code through a blinking LED.

Hardware Assignment 2: PWM Game

Create a game using a push button and pulse-width-modulated LED. As the user presses and holds the button down, the LED becomes steadily brighter before suddenly dimming. The objective is to release the button at the moment when the LED is at its brightest.

Hardware Assignment 3: Processing Communication

Demonstrate Arduino and Processing communicating with one other. Write a Processing sketch that turns an Arduino LED on when the user presses the H key and off when the user presses the L key. Connect three potentiometers to the Arduino and use them to control the brightness of the red, green, and blue values of the Processing background color.

Hardware Project: Networked Lamp

Implement Chapter 6 of Getting Started with Arduino. Choose a topic of interest. Build a lamp that monitors Internet activity relating to that topic and conveys the amount of activity through color. Write a Processing sketch to access a web site and scan for three selected key words. Use the frequency of these words to set the brightness of pulse-width-modulated red, green, and blue LEDs. Include a push button to toggle the lamp on and off, plus a light sensor to turn the lamp on automatically at night and off during the day. Fabricate an enclosure. Demonstrate the project in class.

Systems Integration Project:

Each student may choose the objective of the systems integration project. The choice is subject to the approval of the instructor, and it should demonstrate skills accumulated throughout the semester. The specific requirements include the following. An Arduino must receive at least one digital input and at least one analog input. The project must include a graphical element implemented using Processing and an audio element implemented using ChucK. The project must convey some analog and digital value from Arduino to both Processing and ChucK. All projects are demonstrated and discussed in class during the final exam period.
Date: Thu, 31 Oct 2013 13:06:42 -0500
From: Craig Harvey <harvey@lsu.edu>
Reply-to: harvey@lsu.edu
To: Coretta Douglas <douglas@csc.lsu.edu>
CC: dostrenko@lsu.edu, hyenam@lsu.edu, jallison@lsu.edu, sdbeck@lsu.edu, "Karki, Bijaya&
.....
Subject: Re: RESPONSE REQUESTED: Proposed new Course CSC 2463 Programming with
Digital Media
IE is ok with this course....

Craig

--------------------------------------------------

Craig M. Harvey, Ph.D., P.E.
Associate Professor
Program Director, Industrial Engineering
Department of Mechanical and Industrial Engineering
2508 Patrick F. Taylor Hall (Mail)
2519B Patrick F. Taylor Hall (Office)
Louisiana State University
Baton Rouge, LA 70803
Ph: 225-578-8761
Fax: 225-578-5924
e-mail: harvey@lsu.edu

On Oct 29, 2013, at 3:55 PM, Coretta Douglas <douglas@csc.lsu.edu> wrote:

Craig Harvey - Construction Management
Jesse Allison - Music (Digital Music)
Stephen Beck - Director of Music
Derick Ostrenko - Digital Art
Hye Nam - Digital Art

As you know, LSU has a strong research area called, the AVATAR Digital Media
Initiative. As part of the teaching goals of the initiative, the AVATAR
Digital Media minor was established. It has been very successful and the
enrollment numbers continue to climb.

As part of the academic goals of the initiative, Prof. Robert Kooima has
developed and taught CSC 2700 Special Topics "Programming with Digital Media".
This Spring 2014 will inaugurate the 3rd offering of the course.

Attached to this email, are the syllabus for the course and the Form A to add
the course to the catalog. In those files you will find a detailed description
of the course including the motivation for adopting the course for the catalog.

You are receiving this email because a catalog course sponsored in your
department is listed on the catalog description. The formalized course catalog
description proposed for CSC 2463 lists "credit of registration in CSC 1253,
1350, or IE 2060 or ART 2050 or MUS 2732 or permission of the instructor".
While the course is designed for many diverse backgrounds, we recognize that
there are limited resources to meet the possibly huge demand. The prescribed
"credit or registration" listing is partially to limit enrollment and to also
facilitate auto-prereq checking for students who are enrolled in:
(1) the DM minor programming courses (CSC 1253, 1350 or IE 2060),
(2) the CSC degree or CSC minor or EE major or ECE major or E&CE minor,
(3) students in art or music academic programs with interests in digital media, or
(4) indicate the diverse curricula backgrounds that are acceptable and welcome.

For the catalog description for CSC 4263 Video Game Design, a similar tactic was used in the prerequisite listing (Prereq. ART 2050 or CSC 3102 or MUS 2732 or permission of instructor).

A definite response (approval, suggestions, disapproval) from you is needed before submission of the packet to upper-level administrative University curriculum committees. Please discuss with your appropriate curriculum department/division committees.

Your prompt attention to this email is greatly appreciated.
Caretta
Coretta Douglas, Ph D. Computer Science
Undergraduate/Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3118

Date: Thu, 31 Oct 2013 21:57:22 -0500
From: Derick Ostrenko <dostrenko@gmail.com>
To: Coretta Douglas <douglas@csc.lsu.edu>
Subject: Re: RESPONSE REQUESTED: Proposed new Course CSC 2463 Programming with Digital Media

Looks good to me.

Sent from my iPhone

> On Oct 29, 2013, at 3:55 PM, Coretta Douglas <douglas@csc.lsu.edu> wrote
> >
> > Craig Harvey - Construction Management
> > Jesse Allison - Music (Digital Music)
> > Stephen Beck - Director of Music
> > Derick Ostrenko - Digital Art
> > Hye Nam  - Digital Art
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> Coretta Douglas, Ph.D. Computer Science
> Undergraduate/Instructional Coordinator and Instructor
> School of Electrical Engineering and Computer Science
> **Computer Science and Engineering**
> Patrick Taylor #3118
>
> <CSC 2463 Syllabus 10-29-2013.pdf>
> <FORM-A-CSC 2463 Digital Media.doc>
Date: Tue, 5 Nov 2013 20:59:26 +0000
From: Jesse T Allison <jtallison@lsu.edu>
To: Caretta Douglas <douglas@csc.lsuedu>
CC: Stephen D Beck <sdbeck@lsu.edu>, Griffin M Campbell <gcampbe@lsu.edu>, Edgar J....
Subject: Re: RESPONSE REQUESTED: Proposed new Course CSC 2463 Programming with Digital Media

Hello Coretta,

We approve of the class, CSC 2463, as proposed.

Thank you.

-Dr. Jesse Allison

On Oct 29, 2013, at 3:55 PM, Coretta Douglas <douglas@csc.lsuedu> wrote:

Craig Harvey - Construction Management
Jesse Allison - Music (Digital Music)
Stephen Beck - Director of Music
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Attached to this email, are the syllabus for the course and the Form A to add the course to the catalog. In those files you will find a detailed description of the course including the motivation for adopting the course for the catalog.

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Coretta
Coretta Douglas, Ph.D. Computer Science
Undergraduate/Instructional Coordinator and Instructor
School of Electrical Engineering and Computer Science
** Computer Science and Engineering **
Patrick Taylor #3118

REQUEST FOR ADDITION OF NEW COURSE

Department: Mechanical & Industrial Engineering  Date: 11/11/13
College: Engineering

PROPOSED COURSE

Short Title: ADVANCED DYNAMICS  (≤ 19 characters)
Rubric & No.: ME 7163  Title: Advanced Dynamics

COURSE CREDIT

Graduate Credit: x YES  NO

Semester Hours of Credit: 3  (For combination course types only: Lecture Hrs. Lab/Sem/Rec Hrs.)

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

Credit will not be given for this course and:

GRADING

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

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

COURSE TYPE

(Indicate hours in the appropriate course type)

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

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

CATALOG TEXT

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


BUDGET IMPACT

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

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

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

Academic Affairs Approval:  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  7/30/13  (date)
Department Chair's Signature  11/22/13  (date)
Graduate Dean's Signature (for 4000 level and above)  12-15-13  (date)
College Contact:  
College Contact E-mail:  

College Faculty Approval  11/21/13  (date)
College Dean's Signature  11/22/13  (date)
Chair, FS C&C Committee  12/1/13  (date)

Academic Affairs Approval  12/27/13  (date)
ME 7163 Advanced Dynamics will be a core course for MSME students studying Mechanical Systems. Material on “Orbital Dynamics” will be added to upgrade ME 4163 (Intermediate Dynamics), which will be dropped. Orbital dynamics is not covered in any other existing ME courses. This is a very advanced subject that covers the derivation of orbital trajectories, time of flight, determination of the orbital elements, perturbation theory, etc. These topics may only be understood by graduate students and high-achieving undergraduate students. Therefore, deleting ME 4163 while adding ME 7163 is necessary, as ME 7163 will be offered only to graduate students.
ME-7163 – ADVANCED DYNAMICS
Fall-2014
CLASS PROCEDURES


References:

Instructor: Yitshak Ram, Professor of Mechanical Engineering
Office: 25130 Patrick F. Taylor Hall
Phone: (225)578-5905 (O)
E-mail: ram@me.lsu.edu

Course Objectives: This course is designed to prepare students to model and analyze more complex problems in dynamics. The topics are primarily interested for graduate students in Mechanical Systems. The emphasis is on extracting information from mathematical models that have no closed form solution.

Prerequisite by Topics:
1. Differential equations; 2. A first course in Dynamics

Topics:

Assessment and Grading:
Homework Assignments (10%); Two Mid-Term Exams (25% each); Final Exam (40%)
Standard: A ≥ 85; B ≥ 75; C ≥ 65; D ≥ 55; F < 55

Homework: There will be 8 homework assignments (with a total of 49 problems) for the entire semester. Every problem will be checked and the solutions will be given after the collection of the homework. No late homework will be accepted except for a very unusual situation. It is highly recommended that you always check with the solutions.

Student Responsibility: It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour of class, the student should plan to spend at least two hours preparing for the next class. Since this class is for three credit hours, you should expect to spend around six hours outside of each class each week reading or solving problems.

Assistance: Please take advantage of the opportunity for extra help from the instructor outside the class. The subject matter is cumulative and falling behind will make the lectures very difficult to understand. Discussions about homework with the instructor are also allowed.

Prepared by: Yitshak Ram 11/11/13
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Subjects Covered</th>
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<tbody>
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<td>1</td>
<td>Introduction; Kinematics of Particles</td>
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<td>2</td>
<td>Kinematics of Particles</td>
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<td>3</td>
<td>Dynamics of Particles</td>
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<td>Dynamics of Systems of Particles</td>
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<td>5</td>
<td>Orbital Dynamics</td>
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<td>Orbital Dynamics</td>
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<td>7</td>
<td>Orbital Dynamics; Examination 1</td>
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<td>8</td>
<td>Lagrange’s Equation</td>
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<td>Lagrange’s Equation</td>
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<td>Lagrange’s Equation</td>
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<tr>
<td>11</td>
<td>Kinematics of Rigid Body Motion</td>
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<tr>
<td>12</td>
<td>Dynamics of Rigid Body Motion</td>
</tr>
<tr>
<td>13</td>
<td>Dynamics of Rigid Body Motion; Examination 2</td>
</tr>
<tr>
<td>14</td>
<td>Vibration Theory</td>
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</tbody>
</table>
REQUEST FOR ADDITION OF NEW COURSE

Department: School of Human Resource Education & Workforce Development
College: Human Sciences and Education

PROPOSED COURSE
Rubric & No.: HRE 7724
Title: Determinant Leadership & Individual Development

COURSE CREDIT
Graduate Credit: X YES NO

Semester Hours of Credit: 3
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of ___ credit hours.
Credit will not be given for this course and:

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

COURSE TYPE
(Indicate hours in the appropriate course type)

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

Maximum enrollment per section: 25 (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)

HRE 7724 Determinant Leadership & Individual Development (3) Prereq: HRE 7723 or permission of instructor. Identification and development of an individual's leadership strengths, traits, and skills through research-based assessments.

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

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

APPROVALS
Department Faculty Approval 10/16/13
College Faculty Approval 11/2/13

Department Chair's Signature
College Dean's Signature (for 4000 level and above)
Graduate Dean's Signature (for 4000 level and above)
College Contact: (Please print name)
College Contact E-mail:

Administrative Approval

Justification for Adding HRE 7724

In recent years, courses in the theory, application, and practice of leadership have gained popularity among SHREWD students, and there is an increased demand for expanded coursework. Students are increasingly asking to focus their studies on leadership development, especially at the doctoral level. Three existing courses (HRE 7723, 7725, 7727) provide a good foundation but are insufficient by themselves to offer concentrated study in leadership development.

Based on a strategic review of curriculum by the faculty as well as analysis of current national and global trends in leadership development as a component of the total human resource function, we propose the creation of this new leadership course, HRE 7724. This course, along with the existing courses and other new courses, will provide the structure for concentrated study in Leadership Development, and will extend our current offerings to create a complete sequence. This course will serve ALL of our graduate students who are interested in Leadership Development. Doctoral level students interested in leadership development can pursue the leadership sequence as core courses toward a PHD concentration in Human Resource and Leadership Development.
Anna M Castrillo

From: Ed Holton
Sent: Wednesday, November 20, 2013 1:14 PM
To: Jennifer Curry
Cc: Anna M Castrillo
Subject: Re: C&C proposals

Anna

No 7724 and 7731 have not been offered as special topics courses yet. But enrollment in all our leadership courses is strong.

On Nov 20, 2013, at 1:11 PM, "Jennifer Curry" wrote:

Okay, but did you see the information that she still needs: It's minor but she needs it as quickly as possible. Shelby may be able to get it.

Jennifer R. Curry, Ph. D., Associate Professor
Interim Associate Dean for Programs and Services
President, Louisiana School Counselor Association
Louisiana State University
College of Human Sciences and Education
221G Peabody Hall
Baton Rouge, LA 70803
(225) 578-1437
<jennifer.curry@lsu.edu>

From: Ed Holton
Sent: Wednesday, November 20, 2013 1:08 PM
To: Jennifer Curry
Subject: Re: C&C proposals

Great news Jen. Thank you!!

On Nov 20, 2013, at 1:07 PM, "Jennifer Curry" wrote:

Hi Ed,

Your courses have gone to the Faculty Senate Courses and curricula committee to be heard for next Tuesday. However, they need a piece of information before they can do that. Please see the email below and respond as soon as possible to Anna. I have copied her on this email. Thank you!

jenn

Jennifer R. Curry, Ph. D., Associate Professor
Interim Associate Dean for Programs and Services
President, Louisiana School Counselor Association
Louisiana State University
College of Human Sciences and Education
Determinant Leadership and Individual Development  
Course Number HRE 7724 (3 Credit Hours)  
Semester TBD

Course Description  
HRE 7724 will focus on the identification and development of leadership skills that are unique to individuals. We will use a variety of individualized assessments and use the results of these assessments to help each student to define his/her leadership profile. Each assessment will outline competencies, strengths, and potential areas for growth and development. Students will also learn the skills of being a reflective practitioner through the maintenance of a weekly reflection journal.

Course Time and Room: TBD

Prerequisites:  
To enroll in HRE 7724, students must be a student in good standing in the PhD program in HRE and have successfully completed HRE 7723, Leadership and Organization.

Instructor:  
William B. Richardson  
Office: 101 Efferson Hall  
Phone: 578-4161 (Simone/Carolyn)  
brichardson@agcenter.lsu.edu

Course Objectives:  
- Demonstrate and enhance leadership skills using assessments and tools designed to address current challenges and opportunities.  
- Examine different components of leadership relating to innovation, change, career engagement, resources and community.  
- Explore effective, ethical and enduring leadership assessment models in relationship to self and the organization  
- Strengthen skills such as impression management, communication (verbal and written), analytical thinking, strategic planning, decision-making, fundraising, coaching and team development through self-development.

Required Assessments/Materials:  
The following individualized assessments will be administered during HRE 7724, and companion guides and texts will be provided:  
MBTI (Steps I and II)  
FIRO-B Leadership Assessment  
Birkman Assessment  
Voices 360  
Leadership Architect

Course Calendar:  
Meeting 1: Introductions, course goals and objectives, outline of expectations, reflective practice  
Meeting 2: MBTI Step I-Introduction to Type reporting and discussion
Meeting 3: MBTI Step II- Facets reporting and discussion

Meeting 4: FIRO-B Leadership Assessment- Expressed vs. Desired traits, reporting and discussion

Meeting 5: Birkman Inventory- self awareness, reporting and discussion

Meeting 6: Birkman 360- awareness and interests, reporting and discussion

Meeting 7: MIDTERM WEEK

Meeting 8: Voices 360- FYI (For Your Improvement)

Meeting 9: Voices 360- Competency Mapping and Development Plan

Meeting 10: Leadership Architect- Research and Interpretation Guide

Meeting 11: Leadership Architect- Career Stallers and Stoppers

Meeting 12: Executive Derailment

Meeting 13: Impression Management, Communication Skills

Meeting 14: Analytical Thinking, Strategic Planning, Fundraising (grant writing)

Meeting 15: Leadership Portfolio Due, Final Course Evaluations

Expectations

It is expected that student have read the assigned materials prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, students should plan to spend at least two hours preparing for the next class. Since the course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

Assignments:
All assignments should be posted to Moodle for use in class discussion during presentations.

Weekly Reflection Journal (50%)
Reflective learning is ‘the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective.’ Stages in reflective practice include Awareness, Critical Analysis, and New Perspectives. Each week, students will submit a reflective practitioner journal to Moodle outlining their awareness, critical analysis, and new perspectives based on the assessment/tools/reports from the previous week. Each reflection will be between 3-5 pages in length (12 point Times New Roman).

Midterm: (25%) and Final (25%)
Students will use the results from the first ⅓ of the course assessments to design a universal development plan for competencies and dimensions. The development plan will include the evaluation
of resources designed to target identified areas of improvement resulting from assessment analysis. Each student will investigate at least two (2) selected readings in individual areas of professional growth for the midterm and two more for the final for a total of four. For example, if the MBTI Step II indicates that an individual has a clear preference for “accepting” vs. “critical,” that student may wish to read and report on “The Power of Positive Criticism” (Weisinger, 2000).

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

- A 90-100%
- B 80-89.9%
- C 70-79.9%
- D 60-69.9%

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

IMPORTANT NOTE: The nature of Determinant Leadership and Individual Development is highly personal, and will require high levels of confidentiality, trust, and professionalism to be effective. Students will be expected to conduct themselves and treat others with the utmost dignity, respect, and integrity at all times.
Faculty Senate Courses and Curricula Committee

November 27, 2013

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

At their November 26, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the HRE proposals:

**HRE 7724**
- The Committee returned the proposal to add HRE 7724. The Committee wanted to know how many graduate students are in this program. They felt that the addition of three new 7000 level along with the other three established 7000 level courses for this particular concentration was unnecessary unless there was a large amount of students in the program. Having so many courses provides a strain on the departmental faculty. The Committee would like a justification on why this should not be first offered as a special topics course.

**HRE 7731**
- The Committee returned the proposal to add HRE 7731. The Committee would like a justification on why this should not be first offered as a special topics course. Also, the syllabus should specify a more detailed 14-week schedule with description of each case study each week.

**HRE 7733**
- The Committee returned the proposal to add HRE 7733. The Committee would like a justification on why this should not be first offered as a special topics course. The syllabus should also provide a contractual agreement with the student as this course is similar in nature to an internship.

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

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
December 9, 2013

To: Faculty Senate Courses and Curricula Committee

From: Ed Holton, Associate Director

Re: Response to Leadership Course Proposal Feedback

Thank you for your review of our proposed new courses in Leadership Development (HRE 7724, 7731 & 7733). Please allow me to respond to points raised by the committee:

1. **Number of graduate students.** We currently have 48 master’s and 74 doctoral students enrolled in SHREWD. All of them are candidates for these courses. Our current leadership courses are consistently over-subscribed and the students are asking for more leadership course options. We don’t anticipate problems filling the classes.

2. **Why not offer them as special topics courses first?** This option has already been considered by the faculty. However, the faculty determined this would not be the best strategy because:
   a. Our current special topics and practicum course numbers are already heavily used for other purposes. Because the number of hours allowed in a student’s program of study for the existing courses is limited, the new courses could not be offered without students exceeding the number of hours allowed for special topics courses. Thus, we need to add the new courses in order to make them available to students.
   b. We plan a national marketing program for the leadership development concentration, beginning as soon as the courses are approved. The faculty strongly believe that we can’t attract students nationally unless we have permanent courses to promote. High caliber students will not be attracted to a program that is depending on temporary “topics” courses for half its curriculum.
   c. Historically “special topics” courses are much more problematic for our enrolled students. First, they are difficult for us to put into the regular course rotation because we don’t know if they will be permanent. Thus, students have a hard time putting them on their program of study when they don’t know when to expect them to be offered. If we have permanent courses, plan regular offerings, and advertise them, students and their advisors are able to plan ahead and students respond well, particularly to leadership development courses.

3. **Strain on faculty resources** While this is certainly a legitimate question, the faculty have already mapped out the course sequencing so that it will not put a strain on existing resources. Students are increasingly choosing the leadership courses over other course plans so we anticipate being able to divert existing resources to these courses as needed.
We can’t stress too strongly how important this area of study is for our graduate students. Leadership Development has become the most popular area of study because there is such demand for it in organizations. We believe we can really distinguish ourselves by offering a robust curriculum in leadership development, but need to add these courses in order to do so.

We respectfully ask the committee’s approval so we can begin our marketing campaign in the spring.
REQUEST FOR ADDITION OF NEW COURSE

Department: Civil and Environmental Engineering Date: 08/13/2013
College: Engineering

PROPOSED COURSE
Rubric & No.: CE 7410 Title: Structural Reliability
Short Title: STRUCT. RELIABILITY (≤ 19 characters)

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

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

COURSE TYPE
(Indicate hours in the appropriate course type)
LEC/REC LEC/SEM LEC LAB LEC/LAB SEM CLIN/PRACT RES/IND
Maximum enrollment per section: 25 (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)
7410 Structural Reliability (3) Fundamentals of reliability analysis of structures, load and resistance models, first-order reliability methods, probabilistic simulation techniques, calibration of design codes, system reliability, sensitivity analysis.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

APPROVALS
Department Faculty Approval 10/30/2013 (date)
College Faculty Approval 11/21/2013 (date)
Department Chair's Signature 11/25/2013 (date)
College Dean's Signature (date)
Graduate Dean's Signature (for 4000 level and above) 12-15-13 (date)
Chair, FS C&C Committee 1/12/13 (date)
Academic Affairs Approval 12/21/13 (date)

College Contact: ________________________________ (Please print name)
College Contact E-mail: ________________________________
Request for Course Addition CE 7410 (Structural Reliability)

Justification

Structural Reliability is the tool by which modern design codes are calibrated. Structural design relied on deterministic Factors of Safety for a long time. Recently, it has become clear that the safety factor concept has clear disadvantages. Researchers and code committees are increasingly relying on probabilistic methods to assess design procedures. Most design codes have now adopted the Load and Resistance Factor Design (LRFD) which accounts for uncertainties in both demands (load effects) and supply (structural resistance). Furthermore, Structural Reliability analysis is also a fundamental component of newly emerging engineering philosophies such as performance-based and consequence-based engineering. Current research trends in Structural Reliability are setting the basis for a new generation of reliability-based design codes.

The course is designed for students registered in the graduate program with interest in Structural Engineering. It will review the essential background (random variables, ...etc.) to prepare students for learning about:

1. Structural Safety,
   (Limit State Functions, Reliability Index, ...)
2. Component Reliability Analysis,
   (FORM, SORM, Monte Carlo Simulation, ...)
3. Calibration of Design Codes,
   (Load Models, Resistance Models, LRFD, ...)
4. System Reliability Analysis,
   (Parallel Systems, Series Systems, Hybrid Systems, ...)

This course has been taught four times before and is being offered this Fall as special topic of CE 7700. Dr. Ayman Okeil taught it in 2005, 2007, 2009, and 2011 with an enrollment of 10, 9, 14, and 10 students, respectively. The current enrollment for Fall 2013 is 14. These numbers show interest in the topic which addresses a need in our graduate program to meet current research trends. At least three faculty members in the Department of Civil and Environmental Engineering (Drs. Steve Cai, Ayman Okeil, and Michele Barbato) have interest in this line of research and have published in Structural Reliability related fields in recent years. Furthermore, students from other departments (Mechanical Engineering and Construction Management) have enrolled in the course in the past. It is expected that Structural Reliability will play a bigger role in research efforts in the coming years. Hence, more students are expected to be guided and become interested in the topic.

It should be noted that the topics covered in this proposed course are not covered by any other graduate courses at LSU, and therefore, there is no duplication or overlap with existing courses.
At their December 18, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the CE 7410 proposal:

CE 7410

- The Committee conditionally approved the proposal to add CE 7410 pending a revised syllabus that includes a defined project description as well as out of class expectations. *Out of class expectations* verbiage could be something like “As a general policy, for each hour you are in class, students should plan to spend at least two hours preparing for the next class. Since the course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.”

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.
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<tr>
<td><strong>Objectives:</strong></td>
<td>Introduce students to reliability-based methods of structural analysis.</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>Introduction to statistics [e.g. EXST 2201 or equivalent] Structural design such as concrete, steel, or timber [e.g. CE4410]</td>
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<td><strong>Prerequisites by Topics:</strong></td>
<td>Descriptive statistics, simple linear regression and correlation, data analysis, structural analysis, design of structural members.</td>
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| **Credits:**             | 3.0 Semester Hours  
As a general policy, for each hour you are in class, students should plan to spend at least two hours preparing for the next class. Since the course is for three credit hours, you should expect to spend around six hours per week out of class each week reading, writing assignments or working on semester project for the class. |
| **References:**          |  
| **Instructor:**          | Dr. Ayman M. Okeil, P.E.  
CEE Dept.  
Office: P. TAYLOR 3513-E  
email: aokeil@lsu.edu |
| **Class Hours:**         | T, TH 10:30 a.m. - 11:50 a.m. PF TAYLOR 3142 |
| **Office Hours:**        | Open door policy except for lunch time and one hour before my classes meet. The following slots will be formally dedicated to office hours.  
T, TH 9:30 a.m. - 10:30 or by appointment. |
<p>| <strong>Attendance:</strong>          | It is your responsibility to attend the lectures and take the examinations when and where they are scheduled. There will be NO make-up lectures NOR examinations, except in extremely unusual circumstances as determined by the instructor. Contact your instructor before the class if a conflict arises that may cause an absence. |</p>
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<th>Grading Policy:</th>
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<td>Graded homework assignments 25%</td>
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<tr>
<td>Mid-term examination     25%</td>
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<tr>
<td>Project (individual)     20%</td>
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<tr>
<td>Final Exam               30%</td>
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Grades may NOT stick to a strict 90, 80, 70, 60 cutoff points. What matters more is your rank relative to the entire class.

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<th>Examinations:</th>
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<td>All examinations are closed book.</td>
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<tr>
<th>Assignments:</th>
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<tr>
<td>All work submitted for grading must be submitted on time and done professionally:</td>
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<td>- stapled,</td>
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<td>- on engineering paper,</td>
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<td>- only on one side,</td>
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<td>- clearly showing all units,</td>
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<tr>
<td>- showing all steps clearly,</td>
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<td>- clearly labeling all answers,</td>
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<td>- with appropriate sketches</td>
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Assignments are due at the **beginning** of class period. Late assignments will NOT be accepted.

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<tr>
<th>Further Information:</th>
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<tbody>
<tr>
<td>- I will be using Moodle as the main communication tools. Through it you will find the latest announcements, get HW assignments, download handouts, ...etc.</td>
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<tr>
<td>- If you have a disability that may have some impact on your work in this class and for which you may require accommodation, please see an Advisor in the Office of Disability Services so that such accommodation may be arranged. After you receive your accommodations letters, please meet me to discuss the provisions of those accommodations as soon as possible.</td>
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<tr>
<td>- Use of cell phones (calling, texting, or otherwise) during lecture hours and especially during exams is completely prohibited.</td>
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<tr>
<th>Academic Integrity:</th>
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<tr>
<td>LSU is committed to intellectual integrity and considers academic dishonesty a very serious offense that will be dealt with according to published policy statements.</td>
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<td>Topics</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Introduction</td>
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<td>Uncertainties in Structural Engineering</td>
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<td>Review of Probability and Statistics</td>
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<td>Random Variables</td>
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<td>Random Vectors and Correlation</td>
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<td>Simulation Techniques</td>
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<td>Monte Carlo</td>
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<td>Latin Hypercube</td>
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<td>Rosenblueth 2K+1</td>
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<td>Limit State Functions</td>
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<td>Formulation</td>
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<tr>
<td>Reliability Index</td>
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<tr>
<td>Mean Value FORM</td>
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<tr>
<td>Advanced FORM</td>
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<td>Mid-term Examination</td>
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<td>Load Models</td>
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<td>Resistance Models</td>
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<td>Calibration of Design Codes</td>
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<td>System Reliability</td>
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<tr>
<td>Sensitivity Analysis</td>
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<tr>
<td>Project Presentations</td>
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<tr>
<td>Final Exam</td>
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Introduction and Objective:

Structural Reliability is now widely accepted by the structural engineering community as a scientific code calibration tool. Using structural reliability as a design tool has also been demonstrated in the literature. To expand our knowledge about these and other topics, each student will have the opportunity to investigate an additional reliability related topic and present it to the class.

Description:

You are asked to research one topic of your choice related to Structural Reliability. You need to discuss the topic with the instructor and get his approval before starting to work on the project. It is important to settle on a topic ASAP (no later than November 19, 2013). You have two options for a research topic:

1. Reviewing journal publications addressing a certain topic.
2. Conducting some reliability analysis on your thesis or dissertation research.

In both cases, the research is to be conducted in a professional way. That is:
- You should read and understand related work
- Summarize the findings of your readings
- Provide your input/opinion about the topic

Final Report:

The final report (maximum of 10 pages) is to be submitted on December 6, 2013. The report should be written in ASCE manuscript submittal format\(^1\) and should include the following items:

1. Cover Sheet
2. Table of Contents
3. Lists of Figures and Tables (if any)
4. Introduction
5. Motivation
6. Literature Review
7. Your Input (analyses - trends ...etc.)
8. Conclusions/Lessons Learned
9. References
10. Appendices (if any)

In preparing the report, try to use as many illustrations as needed to better convey the information.

Important Note:

A review paper should be your own independent work. In other words, every phrase should be written in your own words. Therefore, one should read other people's work, understand it, and then write about it. Furthermore, you should also give credit to the source of the information by citing their work in the text and including them in the reference list. Figures and tables from other published work may be included in the report provided that the source is clearly identified in the figure or table caption.

\(^1\) Check ASCE website for details, http://www.asce.org/content.aspx?id=18107