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

Department: International Studies
College: Humanities and Social Sciences
Name of Curriculum/Major: International Studies
Type of Degree: B.A.
Date: 3/20/14

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

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

ACTION (check appropriate box):

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

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

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

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

<table>
<thead>
<tr>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENT</strong></td>
</tr>
<tr>
<td>Total semester hours in current curriculum: 120</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date 3/20/14

[Signature] 4/1/14

Department Chair's Signature (Date)

[Signature] 5/13/2014

Chair, FS C & C Committee (Date)

College Faculty Approval Date 4/23/14

[Signature] 4/15/14

College Dean's Signature (Date)

[Signature] 6/20/14

Academic Affairs Approval (Date)

College Contact: ________________________________

(Please print name.)

College Contact E-mail: ________________________________
**GENERAL EDUCATION REQUIREMENTS**

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

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td>( ) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>(At least 3 hours credit must be from a MATH course.)</td>
<td>Any from Gen. Ed. list</td>
<td></td>
<td>( ) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td>3</td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Any from Gen. Ed. list</td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>General Education art course</td>
<td>3</td>
<td>( ) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Any from Gen. Ed. list</td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>HIST 1007</td>
<td></td>
<td>( ) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>( ) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Any from Gen Ed list</td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>( ) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Any from Gen Ed list</td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>(If 2 course sequence is taken in the physical sciences, the additional 3 hour course must be from the life sciences, and vice versa.)</td>
<td>Any from Gen. Ed. list</td>
<td></td>
<td>( ) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>General Education natural science course sequence</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Any from Gen. Ed. list</td>
<td></td>
<td>( ) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(X) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
<td>(X) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>(At least three hours at or above the 2000-level.)</td>
<td>ANTH 1003 or 2051</td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>General Education social science course (2000-level or above)</td>
<td>3</td>
<td>( ) 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>POLI 2057 or POLI 2053</td>
<td></td>
<td>(X) 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>( ) 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
Justification for changes in International Studies BA

This proposal creates the possibility of exempting native speakers of languages other than English from the 6 semester foreign language requirement in International Studies. On occasion we have had students who were unable to meet the language requirement because they already knew the language in question. This paradoxical situation occurs because native speakers cannot get credit for all six semesters of the foreign language sequence. In other situations, students are native speakers of a regional language not offered at LSU. (Farsi, Turkish.) In these cases, the program would like the flexibility of waiving our requirement for language courses.

Note that this proposal does not affect the Humanities and Social Sciences College level 2 year language requirement. The College already has in place a policy on native speakers which would still apply.

Critical Paths for each of our nine concentrations are not affected by this policy, which is rare enough that it can be implemented on a case by case basis without reprogramming critical paths.
International Studies
(Interdepartmental Program)

The International Studies (I.S.) Program offers an interdisciplinary major intended to prepare students for careers in the global arena. An undergraduate minor in international studies is also available. See the section "Minor Field Requirements" in this chapter.

The degree is designed to equip graduates with critical skills, flexible thinking, and a cosmopolitan view of world issues, to enable them to work comfortably across linguistic, cultural, and disciplinary borders. To achieve this, the curriculum cuts across traditional departmental divisions, combining insights from different disciplines around a common regional or global concentration. Students are helped to undertake internships, encouraged to study abroad, and recommended to combine the I.S. major with a minor in a second field such as business, mass communication, political science, or engineering. International Studies majors are strongly encouraged to enroll in a study abroad program which can be arranged through the LSU Office of Academic Programs Abroad.

Considerable freedom is allowed in shaping the degree requirements to suit individual geographical and topical interests. However, the precise selection and sequencing of coursework should be planned well in advance, as soon as the major is declared, in consultation with the associate director.

The curriculum comprises the following five elements, which students must complete in the required sequence. For additional requirements for general education courses and approved electives, see "Degree Requirements for the College".

- **Core Curriculum (15 hours)**—During the freshman and sophomore years, prospective majors must complete the preparatory, multidisciplinary core curriculum by taking one course from each of the following five disciplines: ANTH 1003 or ANTH 2051, ECON 2030 or ECON 2031, GEOG 1001 or GEOG 1003, HIST 1007, POLI 2053 or POLI 2057. These are the prerequisites for the gateway course.

- **Gateway Course (3 hours)**—All majors must complete the junior-level, interdisciplinary gateway course, INTL 3001. This is a prerequisite for the senior-level capstone seminar.

- **Area of Concentration (21 hours)**—Courses for the area of concentration should ideally be taken during the junior and senior years, and most of the requirements must be completed before admission to the senior capstone seminar. Students may choose from ten concentrations, which have either a regional or global focus. (See details below)

- **Foreign Language (hours vary)**—Students must demonstrate competency (defined below for each region) in a language relevant to their regional area of concentration.

- **Senior Capstone Course (3 hours)**—The senior capstone seminar (INTL 4003) is intended primarily for graduating I.S. majors in their final semester. Prerequisites are INTL 3001 and nine hours of additional upper-level courses in area of concentration, all of which must be completed before admission to the seminar.

Considerable freedom is allowed in shaping the degree requirements to suit individual geographical and topical interests. However, the precise selection and sequencing of coursework should be planned well in advance, as soon as the major is declared, in consultation with the associate director.

The curriculum comprises the following five elements, which students must complete in the required sequence. For additional requirements for general education courses and approved electives, see "Degree Requirements for the College".

- **Core Curriculum (15 hours)**—During the freshman and sophomore years, prospective majors must complete the preparatory, multidisciplinary core curriculum by taking one course from each of the following five disciplines: ANTH 1003 or ANTH 2051, ECON 2030 or ECON 2031, GEOG 1001 or GEOG 1003, HIST 1007, POLI 2053 or POLI 2057. These are the prerequisites for the gateway course.

- **Gateway Course (3 hours)**—All majors must complete the junior-level, interdisciplinary gateway course, INTL 3001. This is a prerequisite for the senior-level capstone seminar.

- **Area of Concentration (21 hours)**—Courses for the area of concentration should ideally be taken during the junior and senior years, and most of the requirements must be completed before admission to the senior capstone seminar. Students may choose from ten concentrations, which have either a regional or global focus. (See details below)

- **Foreign Language (hours vary)**—Students must demonstrate competency (defined below for each region) in a language relevant to their regional area of concentration.

- **Senior Capstone Course (3 hours)**—The senior capstone seminar (INTL 4003) is intended primarily for graduating I.S. majors in their final semester. Prerequisites are INTL 3001 and nine hours of additional upper-level courses in area of concentration, all of which must be completed before admission to the seminar.

See next page.
* Native speakers of a language relevant to their regional concentration can petition the program director for an exemption from this language requirement. The student's proficiency in reading, writing, and speaking the language must be verified by someone knowledgeable in that language. The Associate Director will select an appropriate individual to conduct an assessment of the student's language proficiency. These students are still required to meet the four semester college level foreign language requirement as described in the General Catalog.
We have faculty who speak a variety of languages which are not taught at LSU. So our first approach would be to have INTL faculty who are native speakers do the assessment of language competence. If there are no LSU faculty with relevant expertise, we could ask faculty at Tulane where there is a larger pool of languages offered.

Other evidence would be the completion of secondary education in the relevant language (most likely the case for international students).

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

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

From: Anna M Castrillo  
Sent: Thursday, May 8, 2014 8:38 AM  
To: Leonard P Ray  
Subject: Question from the C&C Committee

Dr. Ray,

Before the C&C meeting today, the committee had a question regarding the waiver for the curriculum.

"How will the waiver be assessed, or will it be assessed? In other words, if LSU doesn’t offer Farsi and the student uses Farsi to obtain a waiver, who decides proficiency?"

Let me know, and I will attach your response to the proposal.

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

From: Leonard P Ray
Sent: Tuesday, May 13, 2014 7:48 AM
To: Anna Castrillo
Subject: RE: INTL proposals

Anna,

Thanks for your memo regarding the C&C committee decisions on the course and curricula proposals submitted by International Studies. Here are our responses to the concerns of the C&C committee.

Regarding the creation of INTL 1990, the committee asked whether this course would be required in any curricula. The course is not intended to be a requirement for any curriculum. International Studies majors and minors will not be required to take this course, and the audience for the course is expected to be primarily business and engineering majors.

Regarding the modification to the language requirement, we are happy to add the language suggested by the committee. How about the following paragraph as an amended proposal?

* Native speakers of a language relevant to their regional concentration can petition the program director for an exemption from this language requirement. The student's proficiency in reading, writing, and speaking the language must be verified by someone knowledgeable in that language. The Associate Director will select an appropriate individual to conduct an assessment of the student's language proficiency. These students are still required to meet the four semester college level foreign language requirement as described in the General Catalog.

Please let me know if you or the committee need anything else in conjunction with these proposals.

Thanks,

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

Anna Castrillo
M.A.
Coordinator

Dr. Ray,

Attached please find the memo regarding actions taken by the C&C Committee at yesterday's meeting.

Sincerely,

Anna Castrillo, M.A.
Coordinator
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their May 8th meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the INTL proposals:

**INTL CURRICULUM**
- The Committee conditionally approved the proposal to change the International Studies curriculum pending additional verbiage added to the proposed statement. The Committee suggested that a statement should be made clear to the student that in order for the language requirement to be waived, the student must be verified by someone knowledgeable in the language. The student must be able to read, write, listen and speak proficiently in the language.

**INTL 1990**
- The Committee conditionally approved the proposal to add INTL 1990. The Committee wanted to know if this course was planning to become a required course in the curriculum. Will the student be more or less required to take this course to pursue an International Studies degree?

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

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

Department: School of Art
Course Rubric and #: ART 4360
Date: 3/28/14

Present Course Description
Title: Advanced Printmaking
Semester Hours of Credit: 3

Proposed Course Description
Title: Advanced Printmaking
Short Title: Advanced Printmaking
Semester Hours of Credit: 3

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 6 LAB 6 SEM 6 REC 6 RES/IND 6 CLIN/PRAC 6

Contact Hours Per Week: (Indicate hours in appropriate course type.)
LEC 6 LAB 6 SEM 6 REC 6 RES/IND 6 CLIN/PRAC 6

Course Description:
4360 Advanced Printmaking (3) Prereq.: Art 2360. 6 studio. May be repeated for a max. of 6 sem. hrs. of credit. Students are responsible for studios fees associated with course. Advanced concepts, materials and processes in printmaking, with a focus on developing individual ideas and expression.

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

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

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

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:
Department Faculty Approval Date: 4/11/14
Department Chair’s Signature: (Date)
Graduate Dean’s Signature: 5-5-14
College Faculty Approval Date: 4/30/14
College Dean’s Signature: (Date)
Chair, FS C & C Committee: 6-20-14

(Please print name.)
**Course Justification: ART 4360 ADVANCED PRINTMAKING**

This course is a required course in the current printmaking concentration. It is also a requirement in the printmaking minor.

The request is for changing the maximum hours it can be repeated from 6 to 9 credit hours.

The reason for the change is that many of our printmaking majors and graduate students are at the critical point in their development where they are focusing the direction of their own individual ideas and modes of expression through a particular print aesthetic. This course allows for focused research and experimentation in advanced printmaking techniques and methods.

Less than 5 years ago this course was repeatable for 9 hours, before our last big curriculum change. Through recent assessment, and graduate degree audits, we have now discovered that many of the students, graduate students in particular, are seeking to repeat this course beyond the 6 hours we had anticipated being adequate. It is also the key 4000 level course that is most often available on a regular semester basis, assuring they will be in good standing with required hours.

When this course is repeated, the instructor requires a proposal from each student to ensure that topics will vary, therefore there is no need for a gatekeeper.
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

May 9, 2014

At their May 8th meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the ART proposals:

**ART 4080**
- The Committee conditionally approved the proposal to change ART 4080 pending a revised justification statement that clearly states the removal of the need for a gatekeeper for the course is due to the course always being different every time it is taught.

**ART 4360**
- The Committee conditionally approved the proposal to change ART 4360 pending a revised justification statement that explains why the need for a gatekeeper is not needed since the course can now be repeated for credit when topics vary.

**ART 4280 and 4514**
- The Committee approved the proposals to add ART 4280 and change ART 4514.

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.
Request for CHANGING an Existing Course

Department: School of Art
Course Rubric and #: ART 4080

Present Course Description

Title: Performance Art

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): 0

Graduate Credit?: Yes: X No: ___

Credit will not be given for this course and: __________

Contact Hours Per Week (Indicate hours in appropriate course type):
LEC__ LAB__ SEM__ REC__ RES/IND__ CLIN/PRACT__

Total Weekly Contact Hours: __6__

Grading System: Letter Grade __X__ Pass/Fail ___

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

4080 Performance Art (3) Prereq.: completion of studio art fundamental courses and permission of instructor. 6 hrs. studio. Multi-disciplinary “live” art studio problems utilizing a diverse range of media such as drawing and painting, sound and movement and poetry; lectures and discussions on the history of performance art.

Proposed Course Description

Title: Performance Art

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): 6

Graduate Credit?: Yes: X No: ___

Credit will not be given for this course and: __________

Contact Hours Per Week (Indicate hours in appropriate course type):
LEC__ LAB__ SEM__ REC__ RES/IND__ CLIN/PRACT__

Total Weekly Contact Hours: __6__

Grading System: Letter Grade __X__ Pass/Fail ___

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

4080 Performance Art (3) 6 hrs. studio. May be repeated for a max. of 6 sem. hrs. of credit. Multi-disciplinary “live” art studio problems utilizing a diverse range of media such as drawing and painting, sound and movement and poetry; lectures and discussions on the history of performance art.

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

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

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

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: If course is or will be cross-listed, separate forms must be submitted by each department.

APPROVALS:

Department Faculty Approval Date: 4/11/2014
Department Chair's Signature: ______________ (Date)
Graduate Dean's Signature: ______________ (Date)
College Contact: ______________________________

College Faculty Approval Date: ______________ (Date)
College Dean's Signature: ______________ (Date)
Chair, FS C & C Committee: ______________ (Date)
Academic Affairs Approval: ______________ (Date)
FORM C – Request for Changing an Existing Course in Art

Justification:

The School of Art requests that the course prerequisites for ART 4080 Performance Art be removed.

Performance Art is a multidisciplinary course, which attracts students from all areas within the School of Art. Students from other colleges occasionally enroll, adding perspectives and skills that are welcomed.

The goal of removing the prerequisites is to attract students from the other arts colleges, such as the College of Music and Dramatic Arts. If there were no art prerequisites, those students would be more likely to register for ART 4080, thus creating more diversity and collaborative opportunities in the class.

The request to change the repeat credit maximum to 6 credit hours is to enable graduate students to repeat this class if it is to become their main focus of research within the studio arts discipline. There is no need to have a gatekeeper as the course content changes each time due to the performance and the variety of students in the class.
Faculty Senate Courses and Curricula Committee

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their May 8th meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the ART proposals:

**ART 4080**
- The Committee conditionally approved the proposal to change ART 4080 pending a revised justification statement that clearly states the removal of the need for a gatekeeper for the course is due to the course always being different every time it is taught.

**ART 4360**
- The Committee conditionally approved the proposal to change ART 4360 pending a revised justification statement that explains why the need for a gatekeeper is not needed since the course can now be repeated for credit when topics vary.

**ART 4280 and 4514**
- The Committee approved the proposals to add ART 4280 and change ART 4514.

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

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

**Department**  
Department of Interior Design  
Course Rubric and #  
ID4772

**College**  
College of Art + Design  
Date  
April 28, 2007

**Present Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Sustainable Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3.0</td>
</tr>
<tr>
<td>If combination course type, # hrs of credit for</td>
<td></td>
</tr>
<tr>
<td>lecture:</td>
<td></td>
</tr>
<tr>
<td>lab/sem</td>
<td></td>
</tr>
<tr>
<td>rec:</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max (if repeatable)</td>
<td>no</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes (x) No</td>
</tr>
<tr>
<td>Credit will not be given for this course and</td>
<td>CM 4302</td>
</tr>
<tr>
<td>Contact Hours Per Week (Indicate hours in appropriate course type)</td>
<td></td>
</tr>
<tr>
<td>LEC 3</td>
<td>LAB</td>
</tr>
<tr>
<td>Total Weekly Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Grading System</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>Course Description</td>
<td>ID4772 Sustainable Issues (3) Prereq: consent of instructor. Credit will not be given for this course and CM 4302. Sustainable issues in the built environment for applications pertinent to interiors; new construction and adaptive reuse of existing buildings.</td>
</tr>
</tbody>
</table>

**Proposed Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Sustainable Design Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>Sust. Design Prac.</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3.0</td>
</tr>
<tr>
<td>If combination course type, # hrs of credit for</td>
<td></td>
</tr>
<tr>
<td>lecture:</td>
<td></td>
</tr>
<tr>
<td>lab/sem</td>
<td></td>
</tr>
<tr>
<td>rec:</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max (if repeatable)</td>
<td>no</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes (x) No</td>
</tr>
<tr>
<td>Credit will not be given for this course and</td>
<td>CM 4302</td>
</tr>
<tr>
<td>Contact Hours Per Week (Indicate hours in appropriate course type)</td>
<td></td>
</tr>
<tr>
<td>LEC 3</td>
<td>LAB</td>
</tr>
<tr>
<td>Total Weekly Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Grading System</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>Course Description</td>
<td>ID 4772 Sustainable Design Practice (3) Prereq: consent of department. Credit will not be given for this course and CM 4302. Introduction to high performance green building assessment systems with emphasis on interior design, construction, and operations.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

**JUSTIFICATION/EXPLANATION:** Use separate sheet

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

**APPROVALS**

Department Faculty Approval Date  
Apr 25 14

Department Chair's Signature  
(Date)

Graduate Dean's Signature  
(Bry) 5-5-14

College Faculty Approval Date  
Apr 28 14

College Dean's Signature  
(Date)

College Contact  
(Please print name)

College Contact E-mail  

Academic Affairs Approval  
(Date)
Request for CHANGING an Existing Course | Form C
ID 4772 Sustainable Issues to ID4772 Sustainable Design Practice

The request to Change ID 4772 and Add ID 4773 responds to the need for revised and additional course content to educate students in the Department of Interior Design about sustainable interior design. These courses provide the foundation for graduates to meet the demands of contemporary professional practice in the 21st century.

Justification
The proposed change to ID 4772 updates the course title and description to describe content that includes the history, purpose, and application of green building assessment systems, the value of these systems in professional interior design practice, and the role of interior designer in an integrated design process.
LEED-ID&C Syllabus Summer 2014 ID 4772
Room 401, Tuesday/Thursday
Section 1 – 5:00 – 7:00

Instructor: Matthew Edmonds, Instructor, Section 1
Phone: (225) 578-8422, E-mail: edmonds@lsu.edu

Office: Design Building, 4th Floor, room 428
Office hours: By Appointment Only

COURSE INTRODUCTION
This course will be devoted to preparing the student for the knowledge and skills that a LEED Green Associate and Accredited Professional will need in order to be effective in the field with a focus on the LEED-ID&C v3.0 guidelines and credits.

COURSE OBJECTIVES
- Students will develop a clearer understanding of various features of the LEED Green Building Rating System
- Review and discuss the intent, requirements and potential technologies and strategies for each credit within the LEED Rating System
- Students will be introduced to case study examples to reinforce the implementation of LEED strategies
- Prepare the student for the USGBC’s revised LEED Professional Accreditation Exam.

METHODOLOGY
The course work will include in-class lecture with emphasis on case study examples. Out-of-class reading assignments and their completion are necessary for successful completion of this class!

TEXTBOOKS
Reading and reference material will be assigned as topics are identified and as semester develops.

Required:
- USGBC Reference Guide for Interior Design & Construction, Edition 2009, published on May 2011. This is available only through the USGBC.
- LEED Green Associate Study Guide available at www.greenexamprep.com. This is FREE with the test subscription and downloadable from their website.
- Greenexamprep.com test subscription (LEED GA)...This is REQUIRED.

Recommended:
- USGBC Colorado Chapter Study Guide
- Wiley – LEED GA Study Guide

Other reading material and resources will be introduced throughout the semester.

STUDIO/CLASS POLICIES
- Electronic communications may be utilized using PAWS. You should check your e-mail everyday before class.
- Students are expected to arrive to class on time fully prepared (with necessary equipment and supplies/materials) to work in studio for the duration of the class time unless otherwise dismissed.
- Three unexcused absences will result in the notification of the Dean’s Office, at which time you may be placed on academic probation. Standard University Policy concerning attendance will apply and can be found in the LSU General Catalog.
- If for some reason you are unable to attend class, it is your professional responsibility to notify the instructor in advance (before class) at the above noted e-mail address.
- The instructor is not your secretary.
- It is the student’s responsibility to secure handouts, notes, or other information missed due to an absence.
- Professional conduct is expected during studio, desk critiques, and presentations.
- Project deadlines must be adhered to.
• It is ALWAYS a good idea to back up your work. Handwork may be scanned and saved to Zip discs or CD-ROMS.
• The studio must be kept clean and free of trash.

COURSE EVALUATION
Daily Work (class participation, exercises, assignments) ................................. 25%
Midterm Exam ........................................................................................................ 30%
Final Exam ............................................................................................................... 45%

Please note, there will be an opportunity for each student to take the USGBC LEED-Green Associate exam prior to finals. If the student passes the final, they will not be required to take the final exam and will earn a final evaluation grade of an “A”.

STUDENT EVALUATION and GRADING CRITERIA:

University definition of letter grades can be found in the LSU General Catalog.

A = Distinguished Mastery of the course material: Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.

B = Good Mastery of course material: Process reflects thorough understanding of issues. Design elements and principles are integrated into clear and creative application. Presentation is skillful and well executed.

C = Acceptable Mastery of course material: Process reflects satisfactory understanding of major issues. The design is acceptable but lacks clarity or depth. The presentation is adequate but may be absent of convincing organization and graphic skills.

D = Minimally Acceptable achievement for credit but not acceptable in major courses: The process does not indicate acceptable development of fundamental knowledge. The design is incomplete or poorly resolved. The presentation is unconvincing or without coherence. Performance is generally lacking.

F = Failing: Work is substantially incomplete or unresolved. The student’s work indicates a failure in comprehension, development and presentation of the subject matter.

Please note in your General Catalog that a grade of “D” is unacceptable in ID major courses. ID students must repeat those courses in which they receive a grade of “D”.

Daily preparation will result in projects that are more thoroughly conceived, developed and have had the benefit of regular feedback. Work in progress will be reviewed by your instructor during studio periods. Progress and improvement throughout the semester will be evaluated and incorporated into your individual project grades and final course grade. A major goal of this course is the development of your professional discipline and responsibility. The student must independently schedule reasonable time for the completion of project requirements.

NOTE: Late assignments/projects during the first part of the semester will receive one letter grade lower for each class period it is late.

SAFETY and SECURITY
Be mindful of the safety and security of personal items and yourselves at all times.

• Keep studio doors locked when working after hours, and when no one is in studio during the day.
• It is strongly recommended that you do not work in the studio or travel around campus after dark alone.
• Campus police provide shuttle services after dark. Use it.
• Security, particularly theft, is an ongoing problem. The studio is provided with a touch or manual pad lock and the combination will be announced in class. It will be your responsibility to learn the access code and not reveal it to anyone outside this class.
• Never leave your studio unattended, even for a brief time, without locking all doors! Always keep valuables out of sight and secured.
- Call Campus Police immediately to report any strange activity or individuals who do not belong in the building.
- Report any theft immediately either to the Campus Police or the Interior Design Office, room 402.
- Campus Transit provides shuttle service after dark. Hours of operation are 5:30-2:00 a.m., 578-5555.

**LSU OFFICE OF DISABILITY SERVICES**
To request academic accommodations due to a disability, please contact the disabled student services office at 578-5919. If you have a letter from their office indicating that you have a disability which requires academic accommodations, please present the letter to the instructor in advance of the semester start to allow timely arrangements.

**EXCUSED ABSENCE**
For any absence(s) that a student hopes to be excused, the student must write a letter requesting consideration of such to his/her professor. This letter must:
- Include an explanation of the absence
- Justify the absence as excused in accordance with the published LSU excused absence policy published in the student handbook and or catalog. Specific related policy (policies) must be quoted.
- Be dated and submitted to the faculty one school day after the absence.
- Be accompanied by any and all support documentation.
- All documentation must show a specific time a date that is consistent with your absence
- All documentation must be signed by an authorized individual.
- The following do not meet the requirements of support documentation
  - Prescriptions.
  - Any form undated or unsigned by the issuer

The above is to be submitted in a sealed envelope with the students name, course, ID number, and dates of absence written on the outside.

Upon receipt of this letter the faculty will determine if the justification for the absence meets the universities requirements. Once notified of the decision, the student is responsible for making up or turning in any work that was missed. An extension of a project due date will only be extended the length of the excused absence.

**PLAGIARISM**
**LSU Code of Conduct regarding Plagiarism** will be enforced. "Plagiarism" is defined as the unacknowledged inclusion of someone else's words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism.

**NOTE:** The instructor reserves the right to alter the sequence, scope and content of the course to permit the introduction of new innovative material or when current topics/guests can measurably add to the student’s understanding of relevant issues. This will be done when necessary and according to the considered judgment of the instructor.
1. ID 4772: Is this proposed course any different from the original course? Normally, the C&C committee does not approve course title and description changes unless the change is minimal. If the course is already being taught as in the proposed course description and the wording is now a more accurate depiction of the course, I assume this would be allowed. *They will also require a syllabus for the course so that they can get a firm grasp on the subject matter of the course.*

Yes, this class is already being taught. *We are only seeking to change the title and description, content is not changing.* The change in description is a more accurate depiction of the course and sets it apart from the new class, ID 4773, that we are adding. I have attached a current syllabus and a pdf that covers the course content.

2. ID 4773: The committee will want to see each grading component, i.e. Illustrative Case Study Research Poster, Reflections, etc., detailed in the syllabus.

I have added an updated syllabus that describes each of the grading components / assignments.

Please let me know if you need anything further from the department. Thank you for your time.

-m

matthew l dunn
associate professor
undergraduate coordinator
department of interior design
college of art and design
louisiana state university
402 design building
baton rouge, la 70803
225.578.8463 t
225.578.8457 f
mtdunn1@lsu.edu
Anna,  

I talked to Matthew Dunn about 4772. He convinced me that the catalog text accurately describes the way the course has been taught for a long time and the syllabus looks fine. Both can be approved with the change to final exam.  

Larry  

Lawrence J. Rouse, PhD  
Chair, Department of Environmental Sciences  
1279 Energy, Coast, and Environment  
Louisiana State University  
Baton Rouge, LA 70803  
225-578-3030  

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
Included are the requested documentation and explanations:

4773
Attached is the updated syllabus for ID 4773, addressing the need for a 14 week schedule and revised wording on grading breakdown.

4772
The title change to ID 4772 better reflects the current course content and focus. ID 4772 deals specifically with LEED ID+C (Interior Design and Construction), a specific rating system for design and construction established by the USGBC (US Green Building Council). This has been the focus since the course was introduced several years ago.

As the original course title was somewhat generic, we used the 4772 number to try out a new course which dealt with larger topic of Sustainability in the built environment, more conceptual and theory based. We decided to give this new class its own number so that students could take both the LEED class (4772) and sustainable issues class (4773).

The final exam for 4772 is sitting for the LEED GA (Green Associate) test, providing the student with LEED Professional Credentials. The test is offered at local testing centers. Official scores are sent to the faculty teaching the class.

-m

matthew l dunn
associate professor
undergraduate coordinator

department of interior design
college of art and design
louisiana state university
402 design building
baton rouge, la 70803
225.578.8463 t
225.578.8457 f
matthew1@lsu.edu

From: Anna M Castrillo <acastro1@lsu.edu>
Date: Friday, May 9, 2014 at 9:08 AM
To: Matthew Dunn <mdunn1@lsu.edu>
Subject: ID proposals

Matt,

Attached please find the memo regarding actions taken by the C&C Committee at yesterday’s meeting for the ID proposals.

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
REQUEST FOR ADDITION OF NEW COURSE

Department: Department of Interior Design
College: College of Art + Design
Date: April 28, 2014

PROPOSED COURSE
Rubric & No.: ID 4773
Title: Principles of Sustainability

COURSE CREDIT
Graduate Credit: YES
Semester Hours of Credit: 3.0
If course may be repeated for credit (i.e. special topics), course may be taken for a max. of n/a credit hours.
Credit will not be given for this course and: n/a

GRADING
Final Exam: YES
Grading System: Letter Grade
(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: 30

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
ID 4773 Principles of Sustainability (3) Prereq: consent of department. The principles, theory and application of sustainability to advance environmentally responsible interior environments; introduction to natural systems, interior environmental quality, systems, ethics and stewardship.

BUDGET IMPACT
If this course is approved, will additional staff be needed? YES
Will additional space, equipment, special library materials or other major expense be involved? YES
(If answer to either question above is "yes" attach explanation)
Academic Affairs Approval: Date

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

APPROVALS
Department Faculty Approval: 2014-04-01
College Faculty Approval: 2014-04-01
Department Chair’s Signature: 4-28-14
Graduate Dean’s Signature (for 4000 level and above): 5-5-14
College Dean’s Signature: 4-26-14
Chair, FS C&C Committee: 5-21-14
Academic Affairs Approval: 6-18-14

College Contact:
College Contact E-mail:
Request for ADDITION of new course | Form A
ID 4773 Principles of Sustainability

The request to Add ID 4773 and Change ID 4772 responds to the need for additional and revised course content to educate students in the Department of Interior Design about sustainable interior design. These courses provide the foundation for graduates to meet the demands of contemporary professional practice in the 21st century.

Justification
The addition of ID 4773 Principles of Sustainability offers an opportunity for students to explore the expanding body of knowledge supporting sustainable interior environments and the application of the principles and theory of sustainability. This enables students to advance the design of environmentally responsible interior environments and contribute to a healthy built environment that is in balance with nature. This addition strengthens the Department’s course offerings to prepare graduates as advocates and leaders in sustainable interior design.
Instructor
Mark R. Guildea, NCIDQ, AIA, LEED AP
Ruth Z. McCray, Professor of Interior Design
Associate Professor, mcclar@fordham.edu
Design Building
Office C01, Suite 850
Office hours: Tuesdays and Thursdays, 11:30 and by appointment

General Catalog Description
ID 4773 Principles of Sustainability (3) Prereq: consent of department. The principles, theory and application of sustainability to advance environmentally responsible interior environments; introduction to natural systems, design theories, interior environmental quality, assessment systems, environmental ethics and stewardship.

Class Location and Schedule
Room 401, Design Building
Tuesday and Thursday, 5:00 - 6:20 PM

Course Overview
This course explores how the dynamic relationship between the natural and built environment provides challenges and opportunities for interior designers as we move further into the 21st century. It is evident that our attitude toward and value of the natural world has contributed to an environmental dilemma that threatens the health of our planet and humankind: How might we alter the course of this downward trajectory, rebuild our connection to the natural world, and change the way we inhabit our environment? The design, construction, and operation of our buildings are the most significant contributors to climate change. As stewards of the built environment, interior design professionals are in a unique position to accelerate change and champion environmental stewardship. Given that we spend nearly 90% of our time indoors, interior designers shoulder much of the responsibility for how we create interior environments that improve the quality of life and support a positive and balanced relationship with nature. During this course, you have an opportunity to cultivate a positive affinity with the natural world, learn basic concepts for designing responsibly in contemporary practice, and develop a design ethic and flexible methodology that can be applied and tested in course assignments, current and future design studio problems, future professional practice, and creative activities of all kinds.
Methodology
The course content is developed across 5 essential themes; Natural Systems and Design, Environmental Stewardship and Responsibility, Design Theories Inspired By Nature, The Interior Environment, and Accountability and Change. Each theme integrates carefully structured learning activities to ensure greater and more significant learning across the semester. You will be encouraged to develop a deep understanding of the course material and the ability to apply theories and concepts to academic studies, and future professional practice. Learning activities include formal and informal lectures, individual assignments, collaborative assignments, discussion and presentations, peer and self-evaluation, and reflection.

Theme 1 | Natural Systems and Design
Cultivating a meaningful relationship with the natural environment is at the heart of the Interior Designer’s focus. In the traditional professional design curriculum, there exists the need for a greater understanding of the way we live, think, design, and make. This theme provides the greatest opportunity for ensuring that the profession of the built environment respects the natural world. This theme explores the relationship with the natural world, concepts of design, and the ways in which we can form meaningful connections with the natural environment and our capacity to bring about change.

Theme 2 | Environmental Stewardship and Responsibility
Today’s environmental dilemma is the product of a long history of indifference, neglect, and misinformation. This theme, Environmental Stewardship and Responsibility, presents a broad context for understanding contemporary environmental issues and conflicts by examining the evolution between the natural world and the built environment. With this understanding, students will be able to develop an informed view of this crisis and the work that needs to be done. Students will be encouraged to think critically and to develop strategies for the future.

Theme 3 | Design Theories Inspired by Nature
Sustainable solutions are often the product of strategies designed to achieve minimum standards. This theme, Design Theories Inspired by Nature, explores a different path for achieving sustainability solutions by analyzing the biophysical and psychological connection with the natural world and learning to apply design theories that emerge from nature. Biophilic Design, Biomimicry, Regenerative Design, and Resilient Design theories provide an expanded view of sustainability that seeks to integrate, emulate, restore, and adapt to the natural environment.

Theme 4 | The Interior Environment
This theme, The Interior Environment, explores evolving Environmental Quality. In a world where the appearance of a clean, physical interaction between the natural and the constructed environment, we have adopted a way of thinking that separates us from nature. This theme, The Interior Environment, explores systems, standards, and tools that provide a framework for sustainability. Students are encouraged to think critically and to develop strategies for the future.

Theme 5 | Accountability and Change
How do we know if we have created truly sustainable environments, who is accountable, and how do we measure results? This theme, Accountability and Change, explores current assessment systems, standards, and tools that provide a framework for accountability, and challenges students to think critically and to develop strategies for the future.

Reading, Video, and Web Resource Assignments
Each theme is supported by a collection of interrelated reading, video, and web resource assignments available on Moodle. Students are required to complete the assignments prior to class to prepare for collaborative activities and discussion.

T1 Natural Systems and Design


T2.1


T2.2


T2.3


T2.4


Russ, Thomas H. Sustainability and Design Ethics. Boca Raton, FL: CRC, Taylor & Francis, 2010. (Select Chapter)

T3 Design Theories Inspired by Nature

T3.1


T3.2


T3.3


T3.5


T4 The Interior Environment

T4.1

T4.2

T4.3

T4.4

T4.5


T5 Accountability and Change

T5.1


T5.2

T5.3
CIDA Performance Standards

At the conclusion of this course you will have participated in learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation’s (CIDA). CIDA accredited programs assure the public that interior design education prepares students to be responsible, well-informed, skilled professionals who make beautiful, safe, and comfortable spaces that also respect the earth and its resources. 1 For additional information, please visit http://accreditation.cIDA.org/professional-standards. Specifically, this course addresses the following CIDA Performance Standards:

II. Interior Design: Critical Thinking, Professional Values, and Processes

Standard 2. Global Perspective for Design

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations: Student work demonstrates understanding of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaboration.

Student Learning Expectations: Students have awareness of:

a) team work structures and dynamics.

b) the nature and value of integrated design practices. Course Management System

Standard 14. Regulations and Guidelines

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations: Students have awareness of:

a) sustainability guidelines.

b) industry-specific regulations.

Course Requirements And Evaluation

Completion of all required work does not guarantee acceptable mastery of the course material. The Department of Interior Design rubric for student evaluation and grading criteria further describes the definitions found in the University General Catalog.

A  Distinguished Mastery Of The Course Material

---

Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.

B Good Mastery Of Course Material
Process reflects thorough understanding of issues. Design elements and principles are integrated into clear and creative application. Presentation is skillful and well executed.

C Acceptable Mastery Of Course Material
Process reflects satisfactory understanding of major issues. The design is acceptable but lacks clarity or depth. The presentation is adequate but may be absent of convincing organization and graphic skills.

D Minimally Acceptable Achievement
The process does not indicate acceptable development of fundamental knowledge. The design is incomplete or poorly resolved. The presentation is unconvincing or without coherence. Performance is generally lacking.

F Failing
The student’s work indicates a failure in comprehension, development and presentation of the subject matter.

Your final grade may be based on standardized scores (curving the final point values); however, minimum points for a specified grade shall be no greater than: A = 900-1000, B = 800-890, C = 700-790, D = 600-690, F = 0-590. Course assignments, outlined below, will receive a full letter grade deduction for each class period it is late. See Attendance Requirements, page 11.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Illustrative Case Study Research Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course Assignments

Individual Assignments (30%)

Assignment 1: Your Place in Nature (10%)
Think of a natural place that has meaning for you. It could be a place you have visited, a place you would like to visit, a place from your childhood, or some other place that has personal meaning. Using the Photoshop template provided on Moodle, create Your Place in Nature, print and mount it on 1/2" black foam core, and bring it to class. Insert a high-resolution photograph of your place, a brief statement about why this place has meaning, and a photograph of yourself in the location(s) specified on the template. Be sure to include a citation if the photograph is not your own. Submit two files: Photoshop file AND a jpg, high resolution (150 dpi). Title the files: Last Name_A1.jpg and Last Name_A1.psd

Assignment 2: Autobiography of Your Relationship to the Earth (10%)
Write an autobiography describing your relationship to the earth and the natural environment; adapted from an Autobiography of Your Relationship to the Earth, Kenneth Warner and David Decosse, the Center for Science, Technology, and Society, and the Markkula Center for Applied Ethics, Santa Clara University, May 2009. See project brief on Moodle. Minimum 2 typewritten pages, double-spaced.

Assignment 3: Finding Nature Inside (7.5%)
Consider the absence and presence of nature in your home environment. Begin by reading the descriptions of the assigned patterns from Christopher Alexander’s landmark book, A Pattern Language, a guide to designing satisfying buildings and places. Assigned Patterns: 115 Courtyards Which Live, 128 Indoor Sunlight, 134 Zen View, 159 Light on Two Side of Every Room, 168 Connection to the Earth, 192 Windows Overlooking Life, 199 Sunny Counter, 207 Good Materials, 235 Soft Inside Walls, 249 Ornament, 250 Warm Colors, 252 Pools of Light. Now take a walk through your home and discover how or if nature has been integrated in its design. Take a few photographs and write a brief description of what you discovered. Submit your description and photographs on Moodle AND bring a copy to class.

Assignment 4: Finding Material Solutions (2.5%)
Identify a problem with a common interior material, and suggest how solving the problem might contribute to a more sustainable solution.

EXAMPLE
Material: Interior Paint
Problem: Painted surfaces in high traffic areas are exposed to dirt and residue from human hands
Potential: Painted surfaces that remain clean over a long period of time require less maintenance.

Write a summary as illustrated in the example above and then provide additional details. Be sure to cite all of your work. Upload your assignment on Moodle AND bring a printed copy to class.

Illustrative Case Study Research Poster (20%)  
Challenge
Identify a topic, condition or issue related to our semester long study of the environment and design that is of personal, academic, or professional interest to you. A high level of interest will create an assignment environment that is productive and challenging. Much of this work will be completed independently. Pay close attention to how you manage your time and meet the deadlines so that your final submission represents a comprehensive investigation and analysis of your topic illustrated in a way that is visually compelling and accessible to your readers. An illustrative case study serves to communicate the depth and breadth of a topic, condition or issue. The study serves as a platform for advocacy, helps the reader become familiar with the subject matter and develop a common language about the topic presented.

Format
The final poster will be created in the style of a static infographic, consisting of fixed information where the level of interaction is limited to viewing and reading. The information you gather about your topic must be conveyed in a visually compelling format that is easy to read and understand without losing the depth and breadth of your content. The instructor will approve the final size of your poster. Print your final illustrative case study in full color at a high resolution on heavy weight glossy paper. Pixelated images, spelling and grammatical errors are unacceptable. Be sure to credit all sources of images and content. If you are uncertain, cite it, to avoid unintentional plagiarism. Submit an 8 1/2"x11" typed "References" page, with the title of your project, name, and course number at the top, to accompany your poster. Graduate students will complete a research paper to accompany their infographic. Research papers include a thesis statement, abstract, outline and annotated bibliography. Minimum 2000 words, double-spaced, MLA format.

Team Challenge and Challenge Summaries (20%)  
To complete the Team Challenge Assignments, you will form a team of no more than 5 peers during the first class and work with this team throughout the semester. To prepare to work in teams you will complete a reading assignment, participate in an instructor facilitated class discussion on the value and mechanics of team collaboration, and review the peer and self-evaluation rubric you will complete periodically throughout the semester. Topics for discussion include the value of diversity in team composition, strategies for managing conflict, and an overview of the interpersonal skills that contribute to successful team outcomes. During the first team meeting, your group will analyze the various backgrounds and leadership skills of each member, and discuss your strengths and the ways you would like to grow as a contributing team member over the semester.

Theme 1 | Natural Systems and Design
Your Place in Nature
Team Challenge: Post and present Assignment 1, Your Place in Nature. The presentations are gallery style, conducted in two rounds.
Team Challenge Summary: Each of you will write your own summary for this Class Challenge. Summarize your response to 4 presentations of your choice. Did these presentations impact your point of view about how you connect with nature?

Thinking In Systems
Team Challenge: Assemble your team and read the following problem scenario illustrating a path toward systems thinking.
"Suppose a fire breaks out in your town. This is an event. If you respond to it simply by putting the fire out, you're reacting. (That is, you have done nothing to prevent new fires.) If you respond by putting out the fire and studying where fires tend to break out in your town, you'd be paying attention to patterns. For example, you might notice that certain neighborhoods seem to suffer more fires than others. If you locate more fire stations in those areas, you're adapting. (You still haven't done anything to prevent new fires.) Now suppose you look for the systems—such as smoke detector distribution and building materials used—that influence the patterns of neighborhood fire outbreaks. If you build new fire alarm systems and establish fire and safety codes, you're creating change. "(Whachell)
After you have discussed the problem scenario, create your own problem scenario that demonstrates a path toward systems thinking that includes an example of an event, relevant pattern, and meaningful larger systems. Be creative and consider a scenario that addresses some aspect of design.
Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, Thinking in Systems. Include your team’s problem scenario and indicate the event, path and system.
Finding Balance

Team Challenge: We rely on ecosystems to provide services that sustain and enhance the quality of our lives but the ability of ecosystems to meet the demands of human needs is limited. Developing an awareness of these limitations is critical to protecting our environment and ensuring that nature and humankind live in balance. What do we really need from ecosystems to support the lives that we want to live? Assemble your team and take 10 minutes to make a list of the things that you feel are the most important to maintaining your quality of life and decide if they fall under one or more overarching categories. Once you have completed your list and analysis write your categories and items on the board. Complete Peer and Self Evaluation.

Team Challenge Summary: Write a summary of your team’s discussion and list from the Class Challenge, Balancing Demand. Describe what you discovered about your priorities, how you live and the demand you place on ecosystems.

Theme 2 | Environmental Stewardship and Responsibility

Point of View

Team Challenge: Discuss the chapter you read from Emma Harris’ Rambunctious Garden, “Weeding the Jungle,” the Declaration of Interdependence, and David Suzuki’s videos. Each carries a point of view about the environment, our relationship, and the future. “Weeding the Jungle” suggests that “we must give up our romantic notions of pristine wilderness and replace them with the concept of a global, half-wild rambunctious garden planet, tended by us.” Use this as a starting point for your discussion and speculate on the future of nature and our role on the planet.

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, Point of View. Please include a variety of views and a clear description of how your discussion evolved.

Take A Stand!

Team Challenge: Do we have a fundamental human right to a clean and healthy environment? Why are some issues more important than others? What are we willing to take a stand for?

Team Challenge Summary: Consider the issues identified by you and your peers during the Class Challenge Take A Stand! Write a brief summary of those that are the most important to you and explain why.

Your Relationship to Earth

Team Challenge: Read your autobiographies out loud to your team. When everyone is finished, discuss your autobiographies. Each team decides on topics or issues for discussion.

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, Your Relationship to Earth. What topics or themes did you team discuss?

Theme 3 | Design Theories Inspired by Nature

The Absence and Presence of Nature

Team Challenge: Team members present their assignment, Finding Nature Inside, to the team. After everyone has presented, the team discusses what he or she learned. What were the some of the common and unique strategies? What strategies were intentional or coincidental? How did these strategies enhance or detract from the user experience and well-being?

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, The Absence and Presence of Nature. Describe in detail the team’s discussion for each of the questions addressed in the Team Challenge.

Ask Nature

Team Challenge: Each team presents their proposed solution from the Team Challenge, Ask Nature, and the class discusses the degree of innovation, potential, and impact on sustainable design for each proposed solution.

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, Ask Nature, and the response to your proposed solution. Upload the summary and poster on Moodle before the beginning of the next class.

Theme 4 | The Interior Environment

Learning in a Collaborative Environment

Team Challenge: Everyone spends hours and hours working in their design studio on the 4th floor of the Design Building or in Atkinson Hall for a period of 3-5 years. Discuss the Indoor Environmental Quality of these spaces and how IEQ impacts learning and productivity. What factors work for and against a quality indoor environment? Be specific. Consider all of the factors discussed during the lecture. Once you have completed a list of factors, develop and prioritize strategies to mitigate the negative, and advance the positive.

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, Learning in a Collaborative Environment. Include a description of the space, a list of factors, and prioritized strategies and solutions.

A Luminous Environment
Team Challenge: A LUMINOUS ENVIRONMENT makes many things possible. It reinforces our sense of place, enhances our ability to see and achieve visual clarity, alters our perception of thermal comfort, and supports our inclination to act. It is valuable to establish a common language for how we describe variations found in a luminous environment and then apply conditions of daylight that support our design intentions. This team challenge is an opportunity to explore the conditions of daylight, inside and outside, to describe these conditions, and reflect on how they impact our behavior and sense of well-being. To accomplish this, your team will create a photo essay comparing daylight conditions in the natural world with those found inside.

Part I: Photograph 4 distinct outside light conditions (early morning, midday, afternoon, dusk, high or low contrast, diffuse or bright, etc.). They can be details or broad views as long as the photograph records a distinct light condition. Please note the day, time, and weather conditions. For each photograph write a brief statement about the quality of this light condition, your emotional response, the types of human activities this condition supports or encourages, and any other observations you might offer. Please give each photograph a name that is about light.

Part 2: Find similar conditions of daylight in interior spaces. The conditions may combine both daylight and artificial light, but the objective is to find commonalities. Please note the day, time, and weather conditions. For each photograph write a brief statement comparing it to the outside light condition you discovered and photographed. Each outside photo must have a companion inside photo.

The final assignment consists of 4 - 8½ x 11 pages, each with a pair of photographs and their descriptions. Create a heading for your assignment. Please be sure to check spelling and grammar and consider the graphic layout and presentation.

Team Challenge Summary: Write a summary of your team’s findings and describe your conclusions about the quality/quantity of daylight and its relationship to human factors and psychology. Upload the summary on Moodle and the complete photo essay in pdf format. As always, be sure to check spelling and grammar and consider the graphic layout and presentation.

Everyone Has A Right to Breath Clean Air

Team Challenge: Investigate Indoor Air Quality for sensitive populations: children, the elderly, people with environmental sensitivities such as asthma, and those who are ill. Focus on the elements of IAQ that are typically controlled by interior designers. Find out why each of these populations is considered sensitive, what contributes to poor IAQ, and how to achieve healthy indoor air solutions. Compare and analyze the findings for each population. What are your conclusions and did you discover other sensitive populations?

Team Challenge Summary: Write a summary of your team’s findings and describe your conclusions about the quality/quantity of daylight and its relationship to human factors and psychology. Upload the summary on Moodle and the complete photo essay in pdf format. As always, be sure to check spelling and grammar and consider the graphic layout and presentation.

Beauty May Only Be Skin Deep

Team Challenge: Imagine you have specified an interior material for a residential apartment in a Life Care Community (elderly) in Baton Rouge. Consider what some of your priorities are for material selection in this project type and location, identify a type of material investigate and then track the life of the material from start to finish, or in the case of a closed loop material, how it is recovered and reintroduced in the process of manufacturing. Think about primary and secondary inputs and outputs. Create a diagram that illustrates the extended path of this material; how is it made, transported, installed, used, and disposed of? What have you discovered about this material and its impact on the environment, locally, regionally and globally? Do you think this material should be marketed as a “green” material?

Team Challenge Summary: Write a summary of your team’s research, findings, and conclusions from the Team Challenge, Beauty May Only Be Skin Deep. Be sure to cite all of your resources (MLA).

Workplace in the Future (Classroom)

Team Challenge: Begin your team discussion by speculating on the future of office environments; how will people work, communicate, and achieve excellence? How does this impact the way we design? Create a conceptual sketch illustrating a new way of working and describe 1) how your solution will benefit users, 2) How the solution improves a conventional office layout, and, and 3) How the solution is better for the environment.

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, Office of the Future. Describe your collective vision for a new way of working; how does it benefit both the user and also the natural environment.
What are the standard elements of green building assessment systems that apply most directly to your work as an Interior Designer and/or Architect and do you think they are sufficient?

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, Do Green Building Assessment Systems Yield Optimum Results? Describe in detail the issues in the discussion that were controversial and explain why. Upload the summary on Moodle before the beginning of the next class.

Is It Green Enough?

Team Challenge: Discuss the five Cardinal Rules for a Closed-Loop Building Materials Strategy presented in class and focus your discussion on materials and products.

1. Buildings must be deconstructable.
2. Products must be disassemblable
3. Materials must be recyclable.
4. Products/Materials must be harmless in production and in use.
5. Materials dissipated from recycling must be harmless. (Kibert)

Using the interior finish material assigned to your team, complete a comprehensive investigation of the material using the Cardinal Rules for a Closed-Loop Building Materials Strategy. Does your team think this material is green or environmentally responsible? Does it meet the intent of each of the five rules? Explain why or why not and support your argument with evidence from your research.

Team Challenge Summary: Write a summary of your team’s research and conclusions from the Team Challenge, Is It Green Enough? Describe in detail how you evaluated the material and provide evidence that supports your findings.

A Vision For The Future

Team Challenge: Each team was assigned a person who has made significant contributions to the built environment. During this Team Challenge discuss their leadership traits including how they lead, why they are perceived as leaders, and what they have accomplished. In this context, a vision statement is a written description of an aspirational vision for the future and what you or someone else hopes to achieve within their discipline or profession. At the conclusion of your discussion, write a brief (3-4 sentence) vision statement for your leader.

Team Challenge Summary: Write a summary of your team’s discussion from the Team Challenge, A Vision for the Future. Include a summary of the discussion and the vision statement the team wrote for their assigned leader.

Reflections (10%)

At the conclusion of each theme, you will write a personal reflection, 500 words or more. A prompt, scenario, or issue for consideration will be provided as the foundation for your reflection.

Sustainable Film Series (10%)

Overview

During the semester, you have the opportunity to advocate for nature, design, and the environment by facilitating a film series in the LSU College of Art + Design. This assignment assists you in developing leadership skills and the ability to think critically about the issues humankind faces in the 21st century. The film series is open to all students, faculty and staff in the College and takes place outside regularly schedule class time on four evenings spread across the semester. Four films have been selected for screening at roughly six-week intervals to complement four of the five course themes as follows:

<table>
<thead>
<tr>
<th>Theme 2</th>
<th>Stewardship and Responsibility</th>
<th>January 30, 2014, 7:30 - 9:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Fierce Green Fire: The Battle For A Living Planet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 3</th>
<th>Design Theories Inspired By Design</th>
<th>February 13, 2014, 7:30 - 9:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biophilic Design: The Architecture of Life</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 4</th>
<th>Interior Environment</th>
<th>March 13, 2014, 7:30 - 9:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dirt! The Movie</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 5</th>
<th>Accountability and Change</th>
<th>April 3, 2014, 7:30 - 9:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requirements

- Preview Film
- Create a poster to announce the event
- Develop a list of prompts and questions for the discussion that follows the screening
- Take notes, takes photographs, and lead the discussion during the event
• Write a summary of the event. Include general observations, what you have learned as a facilitator, and how you think it applies to your development as an emerging designer.

Submit the following:
• Prompts/questions and summary. Include the course title, title of the film, screening date, and team member names at the top of the page. Submit a .doc or .docx. Title the document: FS_Team Number (insert number)_Summary
• Poster. Title the poster: FS_Team Number_Poster.
• Photographs of the event (minimum 6 high resolution photos). Title the photos: FS_Team Number_Photo.

Final Exam (10%)
The final exam evaluates students' understanding of the concepts and issues presented during the weekly lectures and supporting reading assignments.

Grading Criteria for Graduate Students
Graduate students enrolled in ID 4773 will complete all course requirements as outlined above plus submit a final research paper that is the foundation for the Illustrative Case Study Research Poster. Research papers include a thesis statement, abstract, outline and annotated bibliography. Minimum 2000 words, double-spaced, MLA format.

14-Week Outline Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1 Course Introduction</td>
<td>T1.1.C2 Nature</td>
</tr>
<tr>
<td>2</td>
<td>T1.2.C3 Ecological Concepts and Systems</td>
<td>T1.3.C4 Nature's Bounty</td>
</tr>
<tr>
<td>3</td>
<td>T2.1.C5 The Environmental Movement</td>
<td>T2.2.C6 Environmental Ethics</td>
</tr>
<tr>
<td>4</td>
<td>T2.3.C7 Environmental Activism</td>
<td>T2.4.C8 Environmental Thinking and Design</td>
</tr>
<tr>
<td>5</td>
<td>T3.1.C9 Biophilic Design</td>
<td>T3.2.C10 Biophilic Design</td>
</tr>
<tr>
<td>6</td>
<td>T3.3.C11 Biomimicry</td>
<td>T3.4.C12 Regenerative and Resilient Design</td>
</tr>
<tr>
<td>7</td>
<td>T4.1.C13 The Interior Environment</td>
<td>T4.2.C14 Nature's Sun</td>
</tr>
<tr>
<td>9</td>
<td>C17 Research Topics and Discussion</td>
<td>C18 Research Topics and Discussion</td>
</tr>
<tr>
<td>10</td>
<td>T4.5.C19 Acoustics</td>
<td>T4.6.C20 Interior Footprints</td>
</tr>
<tr>
<td>13</td>
<td>Interim Review, Research</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Final Exam Review</td>
<td></td>
</tr>
</tbody>
</table>
Out of Class Work Expectation - Lecture Course

It is expected that the students have read the assigned reading material 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.

Course Management System

Moodle (Modular Object-Oriented Dynamic Learning Environment) is LSU's Course Management System (CMS). Students are responsible for accessing the content of this online course tool. Whenever possible, assignments, supplementary reading, and other materials will be provided and collected in a digital format. Students are responsible for accessing the course Moodle site daily.

Attendance Requirements

Attendance is mandatory. You are expected to be on time, to come to class well prepared and to remain in class the full scheduled time unless otherwise dismissed. If for any reason you are unable to attend class, notify the instructor in advance. It is your responsibility to secure handouts, notes, or other information missing due to an absence from class. More than three unexcused absences may constitute grounds for placement on attendance probation. Absence, or leaving early, unless authorized by the instructor, will be considered an unexcused absence. LSU General Catalog Attendance Regulations. In the event that illness or other such reason voids a student’s course, it will be excused when the instructor is convinced that the reason for absence is valid. The University’s Policy Statement 22 discusses approved absences, activities, and other instances of excused absence. Instructors will note any student who is unable to attend or participate in class or an examination due to a religious holiday, supported by the student’s religious beliefs. It is the student’s responsibility to anticipate such conflicts and discuss this with the instructor well in advance. Policy Statement 11 discusses the University’s policy on observance of religious holidays in further detail. See Policies for Interpersonal and Social Classes for further information on attendance procedures.

Individuals Needing Accommodations

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member in the Office of Disability Services (112 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

General Statement on Academic Integrity

Louisiana State University adopted the Commitment to Community as its code of ethics in 1995 to set ethical guidelines for student behavior both inside and outside of the classroom. The Commitment to Community urges students to uphold high standards of academic and personal integrity. You are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/sys. It is your responsibility as a student at LSU to know and understand the academic standards for our community. If you are suspected of violating the Code of Conduct, you will be referred to the Office of Student Advocacy and Accountability. For undergraduates, a first academic violation could result in probate, on assignment or failing the class and disciplinary probation until graduation, but a second academic violation could result in suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Plagiarism and Citation Method

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the Modern Language Association (MLA). Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting, and how to properly cite each respectively. One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration on how to use this tool is available online at www.bac.edu/sys.

Group Work and Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, you may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. Whenever doubts arise, ask the faculty member or ask during a class session. Seeking clarification
is your responsibility as a student. Assisting group partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Substance Abuse
University regulations prohibit the consumption of alcoholic beverages and the use of any illegal substance in University buildings at any time. Violations are likely to result in serious penalties. Smoking is prohibited in University buildings and within 25 feet of University buildings at any time (this includes the upper floor balconies and stairwells). Repeated violations of any of these regulations may also result in buildings being closed at night and on weekends. For the benefit of all, please be aware of the serious consequences that could result from violations of these regulations.

Student Policies And Procedures
The document, Policies for Interior Design Studios and Classes, is available through the Department of Interior Design Community Moodle site accessed through your PAWS account. These policies and all LSU Policies are applicable to this course. You are responsible for reading and abiding by these policies each semester.
It's an exam that includes basic concepts presented in the class - but focuses on lectures and relates reading assignments.

-m

On May 8, 2014, at 8:49 AM, "Anna M Castrillo" <acastr1@lsu.edu> wrote:

Matthew,

The Committee had a question regarding the ID proposals:

1. ID 4773: the grading criteria mentions a final exam. Is this just a regular final exam or is it a final project? It wasn't mentioned in the content.

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
<image003.jpg>

1. ID 4772: Is this proposed course any different from the original course? Normally, the C&C committee does not approve course title and description changes unless the change is minimal. If the course is already being taught as in the proposed course description and the wording is now a more accurate depiction of the course, I assume this would be allowed. They will also require a syllabus for the course so that they can get a firm grasp on the subject matter of the course.

Yes, this class is already being taught. We are only seeking to change the title and description, content is not changing. The change in description is a more accurate depiction of the course and sets it apart from the new class, ID 4773, that we are adding. I have attached a current syllabus and a pdf that covers the course content.

2. ID 4773: The committee will want to see each grading component, i.e. Illustrative Case Study Research Poster, Reflections, etc., detailed in the syllabus.

I have added an updated syllabus that describes each of the grading components / assignments.
At their May 8, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the ID proposals:

**ID 4772**
- The Committee conditionally approved the proposal to change ID 4772 pending further justification on the difference between the two courses, ID 4772 and 4773. Why is it necessary for these two courses to exist? The Committee felt that these were essentially the same course. Also, the committee was concerned that the proposed revision for ID 4772 created a completely new course. The Committee suggests either justifying why this is not a total revision of the course from its original format or dropping the course and adding a new course with the revised title and course description. The Committee questioned why there was no final exam in the syllabus. Does the final project take its place?

**ID 4773**
- The Committee conditionally approved the proposal to add ID 4773 pending the revision of the syllabus, adding a 14 week outline and changing the wording above the grading criteria, “Final projects will receive a full letter grade deduction for each class period it is late.” The Committee was not sure if there was a final exam or a final project based on this wording.

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

Department: International Studies  Date: 4/1/14
College: Humanities and Social Sciences

PROPOSED COURSE
Short Title: INTRO STUDY ABROAD (≤ 19 characters)
Rubric & No.: INTL 1990  Title: Introduction to Study Abroad

COURSE CREDIT  Graduate Credit: ______ YES ______ NO
Semester Hours of Credit: 1  (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)

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

Maximum enrollment per section: 50  (use integer, e.g. 25 not 20-30)

CATALOG TEXT  (Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
INTL 1990 Introduction to Study Abroad (1) Principal themes of study abroad, including development of skills and perspectives to transact, communicate and engage across cultures.

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)

ATTACHMENTS  ATTACH THE FOLLOWING TO YOUR PROPOSAL:

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

APPROVALS
Department Faculty Approval: 3/20/14  College Faculty Approval: 4-23-14

Graduate Dean's Signature (for 4000 level and above) (date)  Chair, FS C&C Committee: 5/13/14

College Contact:  (Please print name)  Academic Affairs Approval: 6/10/14
Justice for INTL 1990

Academic Programs Abroad and the College of Engineering have been working to increase the international exposure of students in the College of Engineering. One strategy they have proposed involves taking freshmen on a short program abroad over spring break. This idea has developed into a broader proposal for a one credit course open to all university students, with a focus on freshmen in the Honors College and in the residential colleges. The proposed course would involve student preparation for their experience abroad, a 9 day experience abroad, and debriefing/reflection upon their return. A sample syllabus is attached. Once created this course could be used to support other study abroad experiences with short (intersession or spring break) travel components.
INTL 1990
Introduction to Study Abroad

Semester: Spring 2015

Catalogue Description: Principal themes of study abroad, including development of skills and perspectives to transact, communicate and engage across cultures.

Course Description: This course will introduce students to the study abroad process and the practical aspects of studying abroad. It will provide resources necessary to maximize learning experiences during time abroad as well as pre- and post-trip. Each student will conduct research to tailor this class experience to fit his/her individual needs in relation to the host cultures and specific major. General intercultural communication techniques will be integrated into class discussion.

Goals: The program has three overarching goals (1) introduce students to a world that is different from the one they live in, (2) increase cultural awareness and sensitivity (3) teach students how to function in a multicultural, multilingual environment and (4) introduce students to different approaches to resolving global issues.

Course Objectives: As a result of successfully completing this course, students will be prepared to:

1. Participate in a longer international educational experience.
2. Articulate how a study abroad experience enhances their academic, professional and personal life.
3. Analyze cultural differences and relate the differences to global issues.

Instructional Technique: Prior to departure, there will be traditional classroom meetings to prepare for the study abroad experience and to handle administrative work necessary for traveling abroad. On location, experiential based learning will be the primary technique used for teaching. The course is composed of class discussion, group presentations, and guest speakers on location. In addition students will have writing assignments.

Textbook: Philip DiVita and James Armstrong, Distant Mirrors: America as a Foreign Culture, 2002. Additional articles and reading assignments appropriate to location and topic will be posted on Moodle.

Course Websites: Moodle: https://moodle2.lsu.edu
Classroom Policies:
1. Participation and discussion in class meetings is required and graded.
2. Students are expected to meet all deadlines for assignments and projects. See Late Assignments below for more details regarding late policy.
3. Academic dishonesty will be dealt with according to Louisiana State University regulation and policy as stated in the Code of Student Conduct, (Louisiana State University, 2009) which can be found at http://saa.lsu.edu/Code%20of%20Student%20Conduct%20August%2009.pdf.

Course Requirements:
The course is designed to maximize the intercultural and intellectual learning potential at each phase of the educational experience, namely pre-departure, studying abroad and re-entry. Students will be evaluated based on the following requirements:

1. Participation & Discussion 50 pts.
2. Assignments 50 pts.
3. Research Project 100 pts.
4. Reflection 100 pts.

1. Participation & Discussion

Participation is an expected and graded. Students must attend all classes and engage in discussions.

2. Assignments

Assignments will include writing brief summaries for required assigned readings, conducting an interview on location, and maintaining a journal.

3. Research Project

Note: this project must be started prior to departure.
This project will require students to research a topic that pertains directly to the study abroad experience. Research will include a minimum of 3 references. The topic must be approved by the instructor. The project consists of a written report (approximately 1000 words, following APA format) and an oral presentation. A detailed handout will be provided for this project.

4. Reflection Paper

Instead of a final exam students will write a paper. The paper will be completed upon return and will allow students to reflect on their study abroad experience addressing one of the course topics in the syllabus.
Grading Scale:

A  270-300 pts.
B  240-269 pts.
C  210-239 pts.
D  180-209 pts.
F  below 179

Topics:

- Language and communication differences
- Cultural differences
- Politics & government
- Currencies
- Food & culture
- Transportation
- Sustainability and the environment
- Role of religion in society
- Technology

Schedule:

Pre Departure Class 1 – Introduction

Pre Departure Class 2 – Project assignments

Day 1  Depart Baton Rouge

Day 2  Arrive Frankfurt
    Travel to Freiburg

    Introductory tour of Freiburg in the afternoon – observing city structure (public transportation, architecture)

    Food and Culture - tour German Brewery discuss differences in use of alcohol in different countries; laws and social conventions; sustainability of brewing process; technology used in brewing

Day 3  Tour Gothic Cathedral in Freiburg; discuss the role of religion in Germany. compare with other cultures (historical, legal, social, cultural, political aspects)

    Explore Black Forest – Titisee (environmental issues, climate change and its impact on local economy/tourism; water management)

Day 4  Travel to Basel to study governing a city with 3 nationalities
    Explore the borders (real, cultural, linguistic) within the city; dealing with different languages, currencies, immigration, and population flows (living in one country and working in another)

Day 5  Investigate sustainability in Freiburg, focus on eco-friendly housing, politics, recycling, and public transportation
Introduction to the German education system - University tour in the afternoon

Travel to Strasbourg in the evening

Day 6 Introductory tour of Strasbourg in the afternoon – observing city structure (public transportation, architecture)

Tour The Cathedral – discuss the role of religion in France

Introduction to the French education system - University tour in the afternoon

Day 7 Visit European Parliament

Study European policies towards immigration, workforce, multiculturism, political collaboration across borders and language barriers

Day 8 Explore Alsace region – Vineyard/Winery – Food and Culture; technology

Travel to Frankfurt

Day 9 Depart Frankfurt

Post Trip Class – Reflection and submit outline for final project

Post Trip Class - Present Research Project

**Assignment Policy:** All assignments will be submitted via moodle. Assignments submitted 0 - 24 hours late will have a 10% deduction. Assignments submitted 24-48 hours late will have a 20% deduction. No assignments will be accepted after 48 hours from original due date.

**Plagiarism:** Students are responsible for citing all work properly. Copied or plagiarized work will not be accepted. Proper citation and attribution is expected for all non-original material submitted. Students are expected to be familiar with the plagiarism policy as set forth by the university in the *Code of Student Conduct* (Louisiana State University, 2009). For more information about plagiarism, the different types of plagiarism or how to cite sources properly refer to [http://www.plagiarism.org/](http://www.plagiarism.org/).

**Accessibility Statement:** If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member in the Office of Disability Services (112 Johnston Hall, 225.578.5919) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.
Support Services: Louisiana State University offers a variety of student services to help make students be successful both in and out of the classroom. If you need assistance please note the following resources are available.

Career Services – 1502 Patrick F. Taylor, 578.2162
Center of Academic Services – B31 Coates Hall, 578.2872
College of Engineering Counselors – 3304 Patrick F. Taylor, 578.5731
Student Health Center – 578.6271
Writing Center – B18 Coates Hall, 578.4439
Anna M Castrillo

From: Leonard P Ray  
Sent: Tuesday, May 13, 2014 7:48 AM  
To: Anna M Castrillo  
Subject: RE: INTL proposals

Anna,

Thanks for your memo regarding the C&C committee decisions on the course and curricula proposals submitted by International Studies. Here are our responses to the concerns of the C&C committee.

Regarding the creation of INTL 1990, the committee asked whether this course would be required in any curricula. The course is not intended to be a requirement for any curriculum. International Studies majors and minors will not be required to take this course, and the audience for the course is expected to be primarily business and engineering majors.

Regarding the modification to the language requirement, we are happy to add the language suggested by the committee. How about the following paragraph as an amended proposal?

* Native speakers of a language relevant to their regional concentration can petition the program director for an exemption from this language requirement. The student's proficiency in reading, writing, and speaking the language must be verified by someone knowledgeable in that language. The Associate Director will select an appropriate individual to conduct an assessment of the student's language proficiency. These students are still required to meet the four semester college level foreign language requirement as described in the General Catalog.

Please let me know if you or the committee need anything else in conjunction with these proposals.

Thanks,

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

From: Anna M Castrillo  
Sent: Friday, May 9, 2014 9:30 AM  
To: Leonard P Ray  
Cc: Rebecca E Caire  
Subject: INTL proposals

Dr. Ray,

Attached please find the memo regarding actions taken by the C&C Committee at yesterday's meeting.

Sincerely,

Anna Castrillo, M.A.  
Coordinator
From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their May 8th meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the INTL proposals:

**INTL CURRICULUM**

- The Committee conditionally approved the proposal to change the International Studies curriculum pending additional verbiage added to the proposed statement. The Committee suggested that a statement should be made clear to the student that in order for the language requirement to be waived, the student must be verified by someone knowledgeable in the language. The student must be able to read, write, listen and speak proficiently in the language.

**INTL 1990**

- The Committee conditionally approved the proposal to add INTL 1990. The Committee wanted to know if this course was planning to become a required course in the curriculum. Will the student be more or less required to take this course to pursue an International Studies degree?

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.