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

Department: Industrial Engineering/Construction Management/Flores MBA Program
College: Engineering/Business
Name of Curriculum/Major: JOINT BSIE/MBA Degree
Type of Degree: BSIE/MBA

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

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

ACTION (check appropriate box):

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

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

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

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

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum:</td>
<td>Total semester hours in proposed curriculum: 162</td>
</tr>
</tbody>
</table>

APPROVALS:

Chair, FS C & C Committee: [Signature] 9/9/14

Academic Affairs Approval: [Signature] 10/2/14

No. 2 see attached and from T.C. Recou, dated August 20, 2014
Date: November 15, 2011

To: Graduate Council Members

From: Ed Watson, Associate Dean and Director, and MBA Curriculum Committee Members as listed below

Professor Glenn Sumners (Accounting)
Professor Faik Koray (Economics)
Professor Don Chance (Finance)
Professor Young Chun (IS/IT)
Professor Tim Chandler (Management)
Professor Jianan Wu (Marketing)

cc: Eli Jones, Dean
David Constant, Dean of Graduate School

Re: BSIE/MBA joint degree

Flores MBA Program, in collaboration with Department of Construction Management and Industrial Engineering, proposes a joint BSIE/MBA degree that provides top performing industrial engineering students the opportunity to earn a BSIE and MBA degree in five years total, instead of the requisite six years (four years for BSIE plus two years for MBA).

The ability to complete six years of schooling in five years (e.g., similar to the joint JD/MBA degrees) would be possible only by making four important assumptions:

1) BSIE students apply up to 9 credits of MBA core course credits towards their BSIE elective requirements;

2) MBA students apply up to 9 credits of BSIE 4000-level (graduate) elective course credits towards MBA elective requirements;

3) BSIE majors who satisfy certain advanced-status requirements, and who satisfy MBA admissions requirements, may be admitted to the LSU graduate school while simultaneously enrolled in the LSU undergraduate program. Currently, advanced undergraduate students may apply to take a limited number of graduate credits while they are enrolled as an undergraduate student. Currently, there are no programs at LSU to our knowledge that provide an opportunity for advanced undergraduate students to be dually enrolled in the LSU Graduate School. This is particularly important to ensure that MBA premium tuition is charged for two full years as this provides important support for MBA program resources that MBA students leverage during their two years in the program (i.e., professional, personal, and career development resources).
4) Finally, it is important to consider the type of student that is being targeted in this proposal. This proposal targets high performing engineering students with business interests. As shown in attachment 4, they must have significant accelerated curriculum accomplishments prior to being considered for this program.

Below lists important information attached to this letter that provides support for this proposal:

1) Existing University Policy similar to what is proposed (attachment 1). Note there is significant credit sharing involved in existing JD/MBA program;
2) List of Other major Universities with Dual BS/MBA Programs (attachment 2);
3) Information from Vanderbilt to show BS/MBA dual-enrollment program requirements (attachment 3);
4) IE degree program requirements w/ MBA option (attachment 4);
5) MBA degree requirements (attachment 5)
6) Letter of support from CMIE department.
7) Letter of support from Deans from both Colleges involved.

The Flores MBA (full-time) Program currently has a 52-credit hour requirements whereby 37 credits are core (required) courses and 15 credit hours are elective credits. This proposal applies only to the full-time program participants and not the professional (PMBA – 42-credit hour requirement) or executive (EMBA – 42-credit hour requirement) MBA students.
Attachment 1: Related University Policy

* 2011/2012 General Catalog (p185) - Joint JD/MBA Degree

- The Oursol College of Business will waive the 18-hour concentration requirement, essentially giving a concentration in law. The Law School will award 12 hours of credit for classes taken in the MBA program. The transfer of credits will allow a student to complete the joint JD-MBA program in four years. Without the transfer of credits, completion of the two degrees would take a minimum of five years.

* 2011/2012 General Catalog (p189) - Second Master's Degree: "A maximum of six hours from the first degree may be applied toward the second degree."

* 2011/2012 General Catalog (p189) - Accelerated Master's Degree Program:

- "The Accelerated Master's Degree Program is open to superior undergraduate students who have completed at least 60 semester hours of credit (including advanced placement credit) with a gpa of at least 3.50 for all work taken at LSU."

- "To be eligible, transfer students must have a 3.5 average on all undergraduate work taken prior to attending LSU and complete at least one semester at LSU with a 3.5 gpa"

- "Students will register as graduate students only after receiving the baccalaureate degree and satisfying departmental and Graduate School admission requirements."

- "Students may take a maximum of half of the required hours for the master's degree while enrolled as undergraduates. These hours may be applied toward the master's degree provided a gpa of 3.00 is maintained in graduate course work and provided none of these hours apply toward the baccalaureate degree."

- "A student may wish to apply some graduate course work toward his or her undergraduate degree. In such instances, the graduate committee can alter the distribution of course work and independent study required for the master's degree. No course credit can be applied toward more than one degree."

* 2011/2012 General Catalog (p192) - NonDegree Admission

- "No more than 12 hours of graduate credit taken as a nonmatriculating student may be applied to the requirement for a master's degree. No more than 12 hours of combined credit transferred from other schools and earned as an LSU extension or nonmatriculating student may be applied toward a master's degree at LSU."

* 2011/2012 General Catalog (p192) - NonDegree Admission

- "No more than 12 hours of graduate credit taken as a nonmatriculating student may be applied to the requirement for a master's degree. No more than 12 hours of combined credit transferred from other schools and earned as an LSU extension or nonmatriculating student may be applied toward a master's degree at LSU."
Attachment 2: Other MBA Programs with Similar Arrangements

Vanderbilt University
http://www.owen.vanderbilt.edu/vanderbilt/programs/mba/joint-degrees/index.cfm
http://www.owen.vanderbilt.edu/vanderbilt/programs/mba/joint-degrees/mba-bs-or-mba-bs.cfm

Carnegie Mellon University

Washington University in St Louis
http://www.olin.wustl.edu/academicprograms/MBA/dualdegrees/Pages/default.aspx
http://cse.wustl.edu/graduateprograms/Pages/combined-bs-mba.aspx

Purdue University
http://www.krannert.purdue.edu/programs/masters/Degree_Programs/combinedDegrees/home.asp
https://engineering.purdue.edu/IE/Academics/IEUndergrad/Joint.html

The State University of New York at Buffalo
http://mgm.buffalo.edu/programs/mba/academics/combined
http://www.eng.buffalo.edu/undergrad/academics/combined-degrees/

New Mexico State University
http://business.nmsu.edu/academics/mba/degree-requirements/joint-engineering/

University of Notre Dame
http://business.nd.edu/MBA/Academics/Joint_MBA_Programs/
http://www.nd.edu/~engineer/academics/undergraduatedegreeprograms.html

University of Rochester
http://www.simon.rochester.edu/programs/full-time-mba/academics/3-2-program/index.aspx
http://enrollment.rochester.edu/admissions/learning/programs.shtml

Drexel University
http://www.lebow.drexel.edu/Prospects/Undergraduate/BSMBA/index.php
http://www.lebow.drexel.edu/Prospects/Undergraduate/BSMBA/ataglance.php

Philadelphia University
http://www.philau.edu/sba/undergradmajors/5_YearBS/
http://www.philau.edu/mba/MBA-5-year-bsmba.htm
**Attachment 3: MBA Program Table from Vanderbilt University**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Partner School</th>
<th>Duration</th>
<th>When to Apply</th>
<th>Curriculum Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA/BA or MBA/BS</td>
<td>Vanderbilt College of Arts and Science</td>
<td>5 years</td>
<td>Students must apply for Owen admission during their junior year.</td>
<td>Students must enroll in full load of required first-year Owen courses in fall and spring semester of 4th year.</td>
</tr>
<tr>
<td>MBA/BS Engineering</td>
<td>Vanderbilt University of Engineering</td>
<td>5 years</td>
<td>Students must apply for Owen admission during their junior year.</td>
<td>Students must enroll in full load of required first-year Owen courses in fall and spring semester of 4th year.</td>
</tr>
<tr>
<td>MBA/BA Music Business (New for Fall 2010)</td>
<td>Blair School of Music</td>
<td>5 years</td>
<td>Students must apply for Owen admission during their junior year.</td>
<td>Students must enroll in full load of required first-year Owen courses in fall and spring semester of 4th year.</td>
</tr>
<tr>
<td>MBA/BA or MBA/BS Fisk University</td>
<td>Fisk University</td>
<td>5 years</td>
<td>Fisk students must apply for Owen admission during their junior year.</td>
<td>Students must enroll in full load of required first-year Owen courses in fall and spring semester of 4th year.</td>
</tr>
</tbody>
</table>

*Note: Owen offers joint degree programs with other prestigious professional and graduate schools at Vanderbilt. Currently, we offer such degrees in concert with the Medical School, the Graduate School, the Law School, the School of Engineering and the Divinity School.*
3/2 Joint BS Industrial Engineering (BSIE) / Master of Business Administration (MBA) Programs

The 3/2 program provides highly capable Industrial Engineering students an option to complete both a BSIE degree and MBA degree in 5 years. Normally this would take 6 or more years to complete.

To be considered for the program, students must take the GMAT or GRE during their junior year and apply for admission to MBA at end of junior year. As part of the application process, an interview is required with the MBA coordinator and/or admissions committee. While there is a minimum requirement of 3.0 overall GPA and 600 GMAT/314 GRE to apply, special emphasis is given to assessing the student’s maturity and likelihood of success in the 3/2 program, and students with above minimum scores may not be admitted.

If admitted, students pay MBA premium tuition for their final two years. In addition, students must earn a 3.0 or higher on all coursework applied to the MBA program.

The MBA and BSIE degrees would normally be awarded concurrently at the end of the 5th year. Note that you must complete the BSIE degree before or concurrent with the MBA in order to complete the MBA.

Accelerated completion of the two degrees is accomplished by:

- Students in BSIE accelerate the undergraduate program through advanced placement credit and summer/ intersession/ independent study work so that most requirements for their BSIE program are met by end of junior year.
- Up to 9 ch of MBA 7000 level coursework is also applied towards Technical Elective requirement in the BSIE undergraduate curriculum. These courses must be taken while co-enrolled in the MBA.
- Up to 9 ch of senior level IE coursework eligible for graduate credit is also applied toward the MBA elective requirements. These courses must be taken while co-enrolled in the MBA.
- Students should conduct an internship during the summer following their senior (4th) year, which will count towards 3ch of MBA elective requirement as well as IE Tech Elective A.
### 3/2 BS Industrial Engineering & MBA

125ch BSIE, 52ch MBA, with 18ch overlap = 162ch total for both degrees.

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 1201, 1202</td>
<td>6</td>
</tr>
<tr>
<td>Construction Management 1020</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Engineering 1002, 2060</td>
<td>6</td>
</tr>
<tr>
<td>English 1001</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 1550, 1552</td>
<td>9</td>
</tr>
<tr>
<td>Physics 2110, 2108</td>
<td>4</td>
</tr>
<tr>
<td>Communication studies 1061 or 2060</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

#### FRESHMAN SUMMER AND INTERSESSIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 2112</td>
<td>3</td>
</tr>
<tr>
<td>General education arts, humanities, social sciences course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1001 or 1201</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Engineering 4113 or ISDS 4113</td>
<td>3</td>
</tr>
<tr>
<td>Civil Engineering 2450</td>
<td>3</td>
</tr>
<tr>
<td>Economics 2030</td>
<td>3</td>
</tr>
<tr>
<td>Electrical Engineering 2950</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Engineering 2400, 3302</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics 2090</td>
<td>4</td>
</tr>
<tr>
<td>Mechanical Engineering 2733</td>
<td>3</td>
</tr>
<tr>
<td>General education arts, humanities, social sciences course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

#### SOPHOMORE SUMMER AND INTERSESSIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(internship, study abroad, or undergraduate research)</td>
<td>0</td>
</tr>
</tbody>
</table>

#### JUNIOR YEAR (take GMAT, apply to MBA)

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
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</thead>
<tbody>
<tr>
<td>Civil Engineering 3400</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Engineering 3201, 3520, 4362, 4453, 4461, 4516</td>
<td>18</td>
</tr>
<tr>
<td>Industrial Engineering Tech Elective A</td>
<td>3</td>
</tr>
<tr>
<td>English 2000</td>
<td>3</td>
</tr>
<tr>
<td>General education arts, humanities, social sciences course</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

#### JUNIOR SUMMER AND INTERSESSIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering 3633</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong></td>
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</tbody>
</table>
### 4th YEAR - FALL

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Engineering 4530 Lean Systems [also counts as MBA elective]</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7010 Practice of Business</td>
<td>1</td>
</tr>
<tr>
<td>BADM 7020 Managerial Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7030 Understanding Financial Info [also counts as IE Tech Elective B]</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7100 Marketing Administration</td>
<td>3</td>
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</table>

### 4th YEAR - SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
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</thead>
<tbody>
<tr>
<td>Industrial Engineering 4425 Info Systems [also counts as MBA elective]</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7010 Practice of Business</td>
<td>1</td>
</tr>
<tr>
<td>BADM 7060 Elements of Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7090 Financial Management [also counts as IE Tech Elective B]</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7120 Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### 4th YEAR SUMMER

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 7000 MBA Internship. [also counts as IE Tech Elective]</td>
<td>3</td>
</tr>
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</table>

### 5th YEAR - FALL

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Industrial Engineering 4597 Senior Design Capstone I</td>
<td>2</td>
</tr>
<tr>
<td>BADM 7010 Practice of Business</td>
<td>1</td>
</tr>
<tr>
<td>BADM 7200 Economic Environment of the Firm</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7050 Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7070 Understanding Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MBA Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### 5th YEAR - SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>SEM. HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Engineering 4520 Supply Chain II [also counts as MBA elective]</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Engineering 4598 Senior Design Capstone II</td>
<td>2</td>
</tr>
<tr>
<td>BADM 7010 Practice of Business</td>
<td>1</td>
</tr>
<tr>
<td>BADM 7190 Managing Sources of Competitive Advantage</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7140 Legal Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

* sophomore summer internship could alternatively occur junior year summer with minor changes in curriculum flow (for instance, taking CE3400 sophomore year summer, and ME3633 junior year).
Dana,

I cleaned up the proposal document as attached......see if this works for you on the info that Anna needs...

Craig

---

Anna M Castrillo

From: Anna M Castrillo
Sent: Wednesday, September 3, 2014 9:28 AM
To: Dana C Hart; Craig M Harvey
Subject: FW: IE-MBA
Attachments:

Dr. Hart and Harvey,

I just wanted to follow up with you about getting the final copy and the wording that you would like in the 15-16 catalog.

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
From: Dana C Hart  
Sent: Thursday, August 21, 2014 8:58 AM  
To: Tgilmour Reeve; Sherif S Ishak  
Cc: Craig M Harvey; Lawrence J Rouse; Richard Koubek; Richard D White; Robert K Doolos; Anna M Castrillo  
Subject: RE: IE-MBA

This is excellent news. Thanks for the update, Gil. We look forward to launching this program together.

All the best,
Dana

---

From: Tgilmour Reeve  
Sent: Wednesday, August 20, 2014 5:21 PM  
To: Sherif S Ishak  
Cc: Craig M Harvey; Lawrence J Rouse; Dana C Hart; Richard Koubek; Richard D White; Robert K Doolos; Anna M Castrillo  
Subject: RE: IE-MBA

Sherif,

I have reviewed the updated materials for the BSIE/MBA degree. The basic combined degree program was previously reviewed and approved by both the Graduate Council and the FS Courses and Curriculum Committee. Additionally, the ASH Committee has approved the use of graduate courses to satisfy undergraduate degree requirements for combined degree programs that have been approved by the faculty. Given these conditions, as the Provost designee for review of curricular proposals, I am approving the combined BSIE/MBA program.

It should be noted that any other combined curricular programs must be submitted, reviewed and approved on an individual basis. The proposal seems to suggest that this curriculum will be applied to other STEM degree programs combined with the MBA. However, such combined degree programs will require the full faculty review and committee reviews from the Graduate Council and the FS Courses and Curriculum Committee.

Because there are several slightly different documents that have been submitted, I’m asking that Dana Hart and Craig Harvey prepare a final copy of the combined curriculum and related materials to Anna Castrillo. She will prepare these materials for the 2015-2016 General Catalog.

The effective date for this combined degree program will be Fall 2015. Students may begin pursuing the required courses for the program but cannot complete the degree program until Fall 2015. Also, students completing these degree programs will receive two separate degrees (the BSIE and the MBA).

I apologize that it has taken a long time to get this program approved. But it was a complex issue and needed to have all the right pieces in place for final approval. Thank you for your persistence in addressing those issues.

Gil

T. Gilmour Reeve, Ph.D.  
Vice Provost for Academic Programs, Planning, and Review  
156 Thomas Boyd Hall  
Louisiana State University  
Baton Rouge, LA 70803  
Phone: 225-578-6610  
Fax: 225-578-5980
FULL-TIME FLORES MBA CURRICULUM

The two-year full-time curriculum consists of 52 semester hours of course work. Fifteen hours of electives courses are completed to pursue an MBA specialization.

The 37-hour required core curriculum courses are logically sequenced to achieve synergies across disciplines. They provide our students, many of whom do not have business undergraduate degrees, a solid business foundation that is enhanced by the student’s courses of specialization.

### Schedule of Classes

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>BADM 7020</td>
<td>Managerial Statistics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BADM 7050</td>
<td>Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BADM 7060</td>
<td>Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>13.0</td>
</tr>
<tr>
<td>Spring I</td>
<td>BADM 7100</td>
<td>The Practice of Business</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BADM 7120</td>
<td>Elements of Cost Management</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>13.0</td>
</tr>
<tr>
<td>Fall II</td>
<td>BADM 7150</td>
<td>Economic Environment of the Firm</td>
<td>3.0</td>
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<tr>
<td></td>
<td>BADM 7170</td>
<td>Understanding and Managing Organizations</td>
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</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>13.0</td>
</tr>
<tr>
<td>Spring II</td>
<td>BADM 7210</td>
<td>The Practice of Business</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>BADM 7230</td>
<td>Managing Sources of Competitive Advantage</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>13.0</td>
</tr>
</tbody>
</table>
To: Dr. Ed Watson, Director, MBA Program
    Dr. Eli Jones, Dean, College of Business

From: Dr. Gerry Knapp, IE Undergraduate Coordinator

Thru: Dr. Craig Harvey, Interim Chair, CMIE Dept.
      Dr. Warren Waggenspack, Assoc. Dean for Academic Programs, College of Engineering
      Dr. Richard Koubek, Dean, College of Engineering

Date: September 21, 2011

Subj: CMIE & College of Engineering Endorsement of Proposed 3/2 MBA-BSIE Plan

Representatives of the MBA and IE programs worked together this past spring and summer to develop the proposed 3/2 MBA-BSIE Plan. The plan meshes the existing requirements of both programs, and facilitates academically well-prepared students finishing in less time than if taken sequentially.

We believe there would be significant interest in the proposed plan by high rank BSIE students. Approximately 70% of our BSIE students get the BADM business minor in conjunction with the BSIE degree. Surveys of our recent graduates have shown that over 40% of our graduates have either completed or are currently enrolled in graduate programs 3-5 years out of school, with the great majority of these being MBA programs. BSIE graduates engage in engineering design of business systems, and the MBA is a natural path for graduate work. In addition, several other engineering disciplines have expressed interest in developing similar plans should this plan be approved.

The 3/2 plan proposal would require the following change in the BSIE program:

- Allowing MBA 7000 level courses to count towards BSIE IE Tech Elective course requirements.

At present, we already allow a number of 3000 and 4000 level business courses required by the BADM minor to be applied towards the 3 course IE Tech Elective requirement of the BSIE program. The “Allowed Tech Elective Courses” list is maintained by the department (with copy available in the College of Engineering office and on our website) and is not part of our catalog statement.

The IE Curriculum Committee discussed and approved the proposal on 8/26/11. The proposal was subsequently voted on and approved at a department faculty meeting on 9/9/11. It was then discussed and unanimously endorsed by the College of Engineering Academic Matters committee at its meeting on 9/12/11.

Sincerely,

Gerry Knapp, Ph.D., P.E.
Fred B. & Ruth B. Zigler Associate Professor of Engineering
IE Undergraduate Coordinator
Date: November 15, 2011

To: Graduate Research Council Members

From: Eli Jones, Dean
      Rick Koubek, Dean of College of Engineering

cc: David Constant, Dean of Graduate School

Re: BSIE/MBA joint degree

The proposed BSIE/MBA joint degree will provide new revenue opportunities for the University, the College and the Flores MBA Program. It has been encouraged by many of our key supporters and recruiters. We have already received verbal confirmation of scholarship support for students in this program.

As the Deans of the two colleges who have collaborated on this proposal, in an entrepreneurial effort, we enthusiastically support this proposal.
At their April 17th, 2012 meeting, the Faculty Senate Courses and Curriculum Committee took the following actions regarding the joint BSIE/MBA degree program:

- The Committee tabled the proposal to insert the BSIE/MBA degree program into the General Catalog due to concern there might be some discord with university rules and policies regarding the number of undergraduate credit hours that can be transferred from one degree to another. The final proposal states “BSIE students [can] apply up to 9 credits of MBA core course credits towards their BSIE elective requirements” and “MBA students [can] apply up to 9 credits of BSIE 4000-level (graduate) elective course credits towards MBA elective requirements”. The Committee was concerned that these assumptions go against academic policy.

- The Committee was also concerned with the minimum requirement of a 3.0 overall GPA to apply to the BSIE/MBA degree program. The Accelerated Master’s Degree Program requires undergraduate students to have a GPA of at least 3.5 for all work taken at LSU and also must keep a 3.5 in all courses that apply to the undergraduate degree in order to continue eligibility in the program.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
At their April 9, 2013 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the BSIE/MBA Joint Degree proposal:

**BSIE/MBA Joint Degree**
- The Committee approved the 3+2 proposal, but there are existing rules and regulations that must be changed before we can recommend the approval. Questions were raised as to the number of undergraduate credit hours that can be transferred from one degree to another, concurrently registering students in both undergraduate and graduate programs, and allowing undergraduate students to take 7000-level courses.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.
I'm in full agreement with the IE-MBA proposal. This is a great opportunity for our programs.
Thanks,
Dana

Gil,

Dana Hart and I got together and reviewed the IE-MBA outline and have made the changes to the attached document. There are only minor changes to the IE program, no changes to the MBA classes and the addition of the GRE as an acceptance test. Dana will reply his agreement with this to you as well.

Thanks,
Craig

Even if you are on the right track, you'll get run over if you just sit there. – Will Rogers
Subject: Re: IE MBA Minutes
Importance: High

Vice Provost Reeve/Dean White/Dean Koubek,

Attached are the minor changes in IE program. I have struck through the old classes (Physics changes) and one replacement of a CM course with an IE/ISDS course. So you can see for the IE-MBA program on our side there has been very little change in the curriculum. I am hoping the same is true for the MBA program, but I am ccing Dean White to have the document reviewed by the MBA program.

I hope we can move this forward quickly so that we can begin advertising to our students this combination program that we believe will be good for the college of engineering and business. I would be available to discuss this with your faculty Dean White if that is needed.

Thanks in advance for your assistance,

Craig
Anna M Castrillo

From: Tgilmour Reeve
Sent: Tuesday, July 08, 2014 10:34 AM
To: Anna M Castrillo; Lawrence J Rouse
Cc: Craig M Harvey
Subject: RE: IE MBA Minutes

Anna and Craig,

When C&C recommended the proposal, the committee indicated that university approval would require exceptions to the policies regarding “double counting” course credits for two degree programs. It’s difficult to approve a program proposal when approval requires exceptions to policies (who recommends that the exceptions be made?). However, ASH has now recommended and the university has approved that dual degree programs can double count course credit when approved by the programs’ faculty. So that issue has been resolved.

At this time, I would ask that the IE and MBA program coordinators, or if appropriate the faculty in the programs, review the proposed program requirements and courses and verify that the programs’ requirements are still appropriate. If so, we will move ahead with approval. The proposal doesn’t need to be reviewed again by C&C unless significant changes in the courses or requirements are made.

If you’d like to discuss, please contact me.

Thanks,

Gil

T. Gilmour Reeve, Ph.D.
Vice Provost for Academic Programs, Planning, and Review
156 Thomas Boyd Hall
Louisiana State University
Baton Rouge, LA 70803
Phone: 225-578-6610
Fax: 225-578-5980
Cell: 225-241-2191

Anna M Castrillo

From: Anna M Castrillo
Sent: Tuesday, July 08, 2014 8:15 AM
To: Tgilmour Reeve; Lawrence J Rouse
Cc: Craig M Harvey
Subject: FW: IE MBA Minutes

Dr. Reeve and Dr. Rouse,

Do you know what steps the BSIE- MBA program needs to complete to get the proposal completely approved? The C&C Committee approved the proposal in April 2013; however, there was an issue with existing university policies and the program.

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

From: Anna M Castrillo  
Sent: Tuesday, July 08, 2014 8:13 AM  
To: Craig M Harvey  
Subject: RE: IE MBA Minutes  

I can definitely add you to emails when IE changes are made. I believe I contact whomever I see on the form. There is a space for a contact person at the bottom of the form; in case I forget, it would help me to have a contact person’s name and email added there. Also, I have had the IE MBA written on my board for a long time as well! I know that we approved the proposal in April of last year but had reservations about existing policies that it would come into conflict with. But I believe Dr. Reeve in Academic Affairs was reviewing it. I will forward this email to Dr. Reeve and Larry Rouse.

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

From: Craig M Harvey  
Sent: Monday, July 07, 2014 4:58 PM  
To: Anna M Castrillo  
Cc: Warren N Waggenspack; Richard Koubek  
Subject: IE MBA Minutes  

Anna,

Couple of thing....

1. Can you make sure I am emailed when changes are approved for the IE program. Seems I don’t get the emails.
2. Attached are minutes from the April 2013 meeting that looked at our submission for the IE MBA 5 year program. I am trying to figure out what needs to be done to get this approved and moved forward. It has sat still for over a year and would like to get it moving forward.

Thanks,

Craig
Even if you are on the right track, you'll get run over if you just sit there. – Will Rogers
Sherif,

I have reviewed the updated materials for the BSIE/MBA degree. The basic combined degree program was previously reviewed and approved by both the Graduate Council and the FS Courses and Curriculum Committee. Additionally, the ASH Committee has approved the use of graduate courses to satisfy undergraduate degree requirements for combined degree programs that have been approved by the faculty. Given these conditions, as the Provost designee for review of curricular proposals, I am approving the combined BSIE/MBA program.

It should be noted that any other combined curricular programs must be submitted, reviewed and approved on an individual basis. The proposal seems to suggest that this curriculum will be applied to other STEM degree programs combined with the MBA. However, such combined degree programs will require the full faculty review and committee reviews from the Graduate Council and the FS Courses and Curriculum Committee.

Because there are several slightly different documents that have been submitted, I’m asking that Dana Hart and Craig Harvey prepare a final copy of the combined curriculum and related materials to Anna Castrillo. She will prepare these materials for the 2015-2016 General Catalog.

The effective date for this combined degree program will be Fall 2015. Students may begin pursuing the required courses for the program but cannot complete the degree program until Fall 2015. Also, students completing these degree programs will receive two separate degrees (the BSIE and the MBA).

I apologize that it has taken a long time to get this program approved. But it was a complex issue and needed to have all the right pieces in place for final approval. Thank you for your persistence in addressing those issues.

Gil

T. Gilmour Reeve, Ph.D.
Vice Provost for Academic Programs, Planning, and Review
156 Thomas Boyd Hall
Louisiana State University
Baton Rouge, LA 70803
Phone: 225-578-6610
Fax: 225-578-5980
Cell: 225-241-2191

Also sent to Craig Byers
REQUEST FOR ADDITION OF NEW COURSE

Department: Geography & Anthropology
College: Humanities & Social Sciences
Date: 3/8/13

PROPOSED COURSE
Rubric & No.: ANTH 3997
Title: Selected Topics in Anthropology

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

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

COURSE TYPE
(Indicate hours in the appropriate course type)

Maximum enrollment per section: 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)
ANTH 3997 Selected Topics in Anthropology (3) In-depth coverage of selected topics from Anthropology. May be taken for a max. of 6 hrs. of credit when topics vary. Prereq.: permission of instructor.

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

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

APPROVALS
Department Faculty Approval 5/3/2013 College Faculty Approval 9-4-13

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

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

College Contact: ____________________________ (Please print name.)

College Contact E-mail: ____________________________

Academic Affairs Approval ____________________________ (date)
REQUEST FOR ADDITION OF NEW COURSE

Department: Public Administration Institute
College: E. J. Ourso College of Business

PROPOSED COURSE
Short Title: R (S 19 characters)
Rubric & No.: PADM 5009
Title: Research Methods for Public Administration

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

GRADING
Final Exam: 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)

Maximum enrollment per section: 30 (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)

PADM 5009 Research Methods for Public Administration, (3) Introduces student to the development of a research question and the procedures of using empirical observations and data, describing the practical and technical issues of sampling, surveying, measurement, research design, and analysis, and preparation of research reports.

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.)

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 8/13/2013
College Faculty Approval 9/2/2014

Department Chair's Signature 9-19-14
College Dean's Signature 9-19-14
Graduate Dean's Signature (for 4000 level and above) 9-19-14

College Contact:
College Contact E-mail:
Justification for PADM 5009

The Public Administration Institute did a very thorough review of our curriculum as new young faculty members joined our program. We asked the new faculty members to review and recommend changes in the program consistent with the top ranked programs in the country. One suggestion was to augment our empirical analysis taught in the program at this time. We have included a statistics course but not a research methods course. Most top programs will include both a research methods course and a statistics course. The research methods course will focus on setting up the research problem, exploring different methods of analyzing the issue, creating the survey or other collection of data from the population, explaining the research methods in a public environment, and defining the research objective. This will be followed by a course emphasizing the statistical tools necessary to analyze the data that has been recovered. The statistics course has been taught for many years. We are now updating our curriculum and we felt we needed to make our graduates more familiar with various research designs and methods. The focus is to improve the use and understanding of empirical analysis by public managers and analysts and makers of public policy. We are not making them more educated users of research methods and research results—a very important quality for people who may not conduct the research, but will be asked to use it.

The curriculum changes have been accepted by the Graduate School and the Office of Academic Affairs.

This course will not duplicate any course now taught within the Public Administration, nor will it duplicate any course now taught in other departments. This research methods course is aimed at enabling public administrators and public policy makers to be at ease with various research methods and to be good users of various research techniques. The course is especially created for the students in the MPA program. It is not intended for students in doctoral programs. The expected enrollment will be 25 to 30 per section.

We have been working on the curriculum changes for almost two years. We waited to get the curriculum changes first approved and now we are getting the courses added or changed.

The course syllabus is attached.
Course Description

In increasingly complex environments, the ability to comprehend, conduct, and critically analyze research is of the utmost importance for policy-makers, public managers, and researchers alike. This course seeks to provide students with a solid foundation for conducting and consuming both quantitative and qualitative research. My objective for the class is threefold: (1) to familiarize students with the research options open to public administrators, (2) to help them develop their own research skills, and (3) to make them more educated consumers of the research produced by others.

The course is designed for those who plan to enter the field of public administration/public policy -- whether the goal is to become a more skilled consumer of research or to continue on with academic and research pursuits. As the first in a three-course sequence, it is a prerequisite for PADM 5010 (Statistical Methods for Public Administration), which is a prerequisite for PADM 7917 (Program Evaluation). In short, the topics discussed in this course should contribute to your understanding of future courses in the program.

Course Materials


Moodle: Optional readings and other course materials will be posted on Moodle.

Course Structure

Class meetings will consist of the presentation of material by the instructor, in-class assignments, and discussion of pertinent issues and readings. There will be occasional homework assignments. Although not graded, they must be completed and brought to class to facilitate discussion.

Course Requirements

Attendance and Participation: Good attendance and active participation are essential to the success of the course, and you are consequently expected to attend class and contribute to discussions and exercises. For each session, you should read the assigned readings beforehand and be prepared to discuss topics in class.

- In-class assignments: One component of your participation grade will involve completing in-class activities.

Article Presentation: Once in the semester, you will be asked to summarize a journal article for the class in a 5-minute presentation. The point of this assignment is to allow you to see different methods and concepts as they are practiced in the field of public administration. I have pre-selected articles that adopt the research methods that we will be studying. Early in the term, you will be supplied with this list of articles and will choose one. You must present your chosen article on the date that corresponds with it.
Midterm and Final Exam: There will be two, non-cumulative exams. They will contain short answer and essay questions. The content of the exams will be drawn from all course material, including lectures, discussions, exercises, and readings. The midterm will consist of all material covered prior to October 15, and the final will consist of all material covered from October 22 to December 3.

Research Project: You will complete a research paper in two parts. The first part of the project (due October 1) will emphasize earlier parts of the research process – choosing a research question, reviewing the literature, and constructing theory and hypotheses. For the second part of the project (due December 3), you will choose an appropriate methodology and design a study that addresses your research question. More details will be distributed throughout the semester.

Course Grading

Requirement Weights

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Research Project</td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>20%</td>
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<tr>
<td>Part 2</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Cutoffs

A = 90 - 100
B = 80 - 89.9
C = 70 - 79.9
D = 60 - 69.9
F = Below 59.9

Policies

Academic integrity: I will enforce the university’s policy on cheating and plagiarism. Please refer to the Academic Integrity Policy for more details: http://saa.lsu.edu/academic-integrity.

Students with disabilities: I will work with any student who feels that s/he has a condition that requires special accommodation to have a fair opportunity in the course. Students requesting accommodations for disabilities should be registered with Disability Services and provide me with appropriate documentation. Please refer to the Disability Services website for more information: http://disability.lsu.edu.

Feedback

I hope to make this course a valuable learning experience for you and consequently welcome any suggestions that you may have in terms of improving it. In order to facilitate this process, we will set aside a few minutes in late September to evaluate our progress and work together to make any necessary changes. Do keep in mind that this won’t be a “one night only” opportunity – I also invite you to provide feedback at any point in the semester.
Scheduling

Please note that the dates on the class schedule are tentative. I reserve the right to make changes as required by class progress and conditions. I will notify you in the event of any changes.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Introduction and Overview</td>
<td>Babble, Chp. 1</td>
<td></td>
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<tr>
<td>9/3</td>
<td>Theory and Social Research</td>
<td>Babble, Chp. 2</td>
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<tr>
<td>9/10</td>
<td>Ethics and Politics of Social Research / Reading, Writing</td>
<td>Babble, Chp. 3, 17</td>
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<td>9/17</td>
<td>Research Design</td>
<td>Babble, Chp. 4</td>
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<td>9/24</td>
<td>Conceptualization, Operationalization, and Measurement</td>
<td>Babble, Chp. 5</td>
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<tr>
<td>10/1</td>
<td>Indexes, Scales, and Typologies</td>
<td>Babble, Chp. 6</td>
<td>Research Project, Part 1</td>
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<tr>
<td>10/8</td>
<td>The Logic of Sampling</td>
<td>Babble, Chp. 7</td>
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<td>10/15</td>
<td>Midterm Exam</td>
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<td>10/22</td>
<td>Experiments</td>
<td>Babble, Chp. 8</td>
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<td>10/29</td>
<td>Survey Research</td>
<td>Babble, Chp. 9</td>
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<tr>
<td>11/5</td>
<td>Qualitative Field Research</td>
<td>Babble, Chp. 10</td>
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<tr>
<td>11/12</td>
<td>Unobtrusive Research</td>
<td>Babble, Chp. 11</td>
<td></td>
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<tr>
<td>11/19</td>
<td>Evaluation Research</td>
<td>Babble, Chp. 12</td>
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<tr>
<td>11/26</td>
<td>Thanksgiving Break - NO CLASS</td>
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</tr>
<tr>
<td>12/3</td>
<td>Qualitative and Quantitative Data Analysis</td>
<td>Babble, Chps. 13-14</td>
<td>Research Project, Part 2</td>
</tr>
<tr>
<td>12/10</td>
<td>Final Exam</td>
<td>Content from 10/22 to 12/3</td>
<td></td>
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REQUEST FOR ADDITION OF NEW COURSE

Department: School of Music

College: Music and Dramatic Arts

Date: 11/26/2012

PROPOSED COURSE

Short Title: American Popular Music

Rubric & No.: MUS 1600

Title: American Popular Music

COURSE CREDIT

Graduate Credit: YES x NO

Semester Hours of Credit: 3

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

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

Credit will not be given for this course and:

(Indicate rubrics and course numbers)

GRADING

Final Exam: YES x NO Grading System: LETTER GRADE x PASS/FAIL

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

COURSE TYPE

(Indicate hours in the appropriate course type)

Maximum enrollment per section: 500 (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)

1600 American Popular Music (3) Open to non-music majors only. Surveys the history of American popular music from artistic, cultural, political, and economic perspectives.

BUDGET IMPACT

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

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

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

ATTACHMENTS

ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

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

APPROVALS

Department Faculty Approval

College Faculty Approval

Department Chair's Signature

College Dean's Signature

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

Chair, FS C&C Committee

College Contact: Griff Campbell

College Contact E-mail: gcampbe@lsu.edu
JUSTIFICATION:

MUS 1600 is being proposed as an option for non-music majors interested in taking a course in music history. Currently, they are restricted to MUS 2000 (History of Jazz) or one of the sections of MUS 1751 (Music Appreciation). Neither of these courses centers upon popular music. This course will also be reviewed by the General Education Committee if approved by the Courses and Curricula Committee and listed in the Arts section of the General Education Requirements.
2. Explanation of why the course belongs in the General Education Program and why it should be listed in the Arts Area of General Education.

The proposed course, MUS 1600, concerns music, an art form, and is therefore appropriate for the Arts Area. It neither requires that students be able to read printed music nor assumes previous musical experience on their part. It is therefore appropriate for a general education audience. Non-music majors interested in taking a course in music history are currently restricted to MUS 2000 (History of Jazz) and one of the sections of MUS 1751 (Music Appreciation). Neither of these courses centers upon popular music. MUS 1600 would therefore diversify LSU's music offerings in the Arts Area of the General Education Program.

How does this course meet the specific criteria established for the arts?

- **It exposes students to broad themes and underlying concepts.** Recurring themes and concepts will include the interaction of European-American, African-American, and Latin-American musical traditions; the bearing of mass media and technology on music’s style, dissemination, and consumption; and music’s role in major social movements through American history.

- **It includes a study of acknowledged masters and masterworks in order that the student may learn from these masters and catch a glimpse of greatness from an artistic perspective.** The course introduces students to leading artists of popular music across approximately 150 years, from Stephen Foster to Michael Jackson. By assessing the music of these artists not only within their respective historical contexts but also within a long historical trajectory, students will achieve a nuanced appreciation for the work of each musician.

- **It encourages an understanding of historical, literary, visual, performance, and aesthetic paradigms, as the arts are a reflection and refraction of the culture from which they come.** Students will approach popular music from a variety of perspectives: as a product of artistic expression dependent upon the creativity of its makers and reflective of their craft; as a mirror of America’s dynamic cultural values, social structures, and economic conditions; and as a vehicle for the construction and articulation of listeners’ identities. Moreover, students will attend a live performance of popular music and situate the musical and contextual details of the performance within a framework of disciplinary and interdisciplinary concepts they have encountered in class or in their readings.

- **It allows for the recognition and appreciation of something beyond and larger than the student, a skill that encompasses and transcends all disciplines of inquiry.** Students are encouraged to grapple with the various subgenres of popular music both from the perspective of the cultural group that created the music and from the perspective of cultural groups that have absorbed and appropriated it, encouraging them to think beyond their own situation and life experience.

3. General Education Competency to be addressed in the proposed course: LSU graduates will conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information into original discourse.

   a. **Describe at least one of the major pedagogies through which the course will address the general education competency.**

   The two major pedagogies used in MUS 1600 to achieve the General Education Competency are (1) multiple-choice exams and (2) a research-based field report. The multiple-choice exams will cover material conveyed in lectures and daily assignments. Students will have to identify works of music discussed in class and included in the listening components of daily assignments. They will also have to show an understanding of the cultural, social, political, and economic context that produced the works, and a grasp of history by suggesting ways in which one composer or performer influenced another.

   This knowledge will set the stage for a “Fieldwork Research Report” in which students demonstrate understanding of the concepts listed above by applying them to a live performance of choice. They furthermore will learn to find relevant secondary literature and use in their interpretation of the performance. This report will require that students situate the musical and contextual details of the performance within a framework of disciplinary and interdisciplinary concepts provided in the lectures and readings. The report will also require that students locate and consult sources of information regarding the
historical antecedents of the musical style, thereby reconciling information obtained experientially from the
performance with information gleaned from lectures and readings.

b) Describe how the department will provide evidence for the extent that students are achieving the
General Education Learning Competency associated with the course.

The Musicology faculty has developed a valid and reliable departmental assessment rubric (see attached) in
order to measure our students' success in meeting the General Education Learning Competency. Adapted
from LSU's CxC Program, this rubric will be applied to MUS 1600's Fieldwork Research Report, an
assignment described in the course syllabus and listed in question 3a above as the second pedagogy. The
Fieldwork Research Report demands that students produce original writing based upon a combination of
experiential and textual research, thereby fulfilling the Competency's requirement that they "conduct
research-based inquiry" and engage in "effective evaluation and analysis of primary and secondary sources."
The assignment furthermore demands that students analyze the results of their research in light of
musicological and historical issues articulated in the course's supplementary readings and lectures; this
stipulation meets the Competency's requirement regarding the "articulation of complex disciplinary and
interdisciplinary problems." Apart from the instructor's evaluation of students' Fieldwork Research
Reports for the purpose of assigning grades, a committee consisting of three musicology faculty and/or
graduate assistants will evaluate a representative sample of students' Fieldwork Research Reports for the
purpose of measuring the extent of those students' success in meeting the General Education Learning
Competency (the sample will consist of ten reports, two each from those that received As, Bs, Cs, Ds, and
Fs, or equivalents, as assigned by the responsible instructor). The rubric comprises eight evaluative criteria,
each measured on a six-point Likert scale from "weak" to "strong." Reports in the sample pool earning 40–
48 points on the rubric will be categorized as "Above Expectations" with respect to the General Education
Learning Competency; those earning 24–40 points will be categorized as "Meeting Expectations"; and
those earning 0–24 points will be categorized as "Below Expectations." After concluding their evaluation
of a representative sample of MUS 1600's Fieldwork Research Reports, the faculty committee will tabulate
the number and percentage of Reports falling into each category and produce a summary documenting the
results and providing recommendations to future instructors of MUS 1600 to assist them in successful
attaining the goals of the Learning Competency. This summary, along with the sample pool of student
assignments it describes, will be held among departmental records. This assessment process will transpire
at the conclusion of every semester that MUS 1600 is taught.
Course Overview and Objectives

MUS 1600 examines the history of American popular music from the mid-nineteenth century to the present day. The course considers popular music from three essential perspectives: as a product of artistic expression dependent upon the creativity of its makers and reflective of their craft; as a mirror of America's dynamic cultural values, social structures, and economic conditions; and as a vehicle for the construction and articulation of listeners' identities. Recurring themes include the interaction of European-American, African-American, and Latin-American musical traditions; the bearing of mass media and technology on music's style, dissemination, and consumption; and music's role in major social movements through American history.

MUS 1600 is a general education course in the arts area. Its material addresses students' achievement of this General Education Competency: LSU graduates will conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information into original discourse.

Course Prerequisites

There are no course prerequisites for MUS 1600, and students need not be able to read music in order to enroll. The course is only open to non-music majors.

Required Materials

- **Clicker:** Turning Technology Student Response System Clicker [Product ID RCRF-02]. Available for purchase at LSU bookstore and for loan at Middleton Library.

Assignment and Exams

- **Daily Assignments:** You will complete routine reading and listening assignments prior to attending each class session.
- **Pop Quizzes:** Approximately twelve to fifteen unannounced quizzes will be administered using your SRS clicker throughout the semester. These quizzes may occur at any time during a class session. Quizzes will only cover the following information: material addressed in the daily assignment for the day of the quiz, material in the instructor's lecture during the previous class session, and material in the instructor's lecture on the day of the quiz.
- **Exams:** Four fifty-minute exams will be given during the semester, the last during finals week. All four exams will assume multiple-choice format. Exam questions will cover material conveyed in lectures and daily assignments; some questions will require you to aurally identify songs discussed in class lecture and included in the listening components of daily assignments. Be sure to bring a #2 pencil to each exam. **Note:** Only serious illness and university-sponsored events are acceptable excuses for missing an exam, and these excuses must be confirmed with written documentation per LSU's PS-22.
• **Fieldwork Research Report**: You will be required to attend one live performance of popular music in Baton Rouge lasting at least an hour. In absorbing details from the event, imagine yourself to be wholly unfamiliar with the music and its social setting, as if you were an anthropologist from another planet charged with studying music on Earth. You will sum up your experience in a three-page “field report” modeled upon a template provided to you. This report will demand that you situate the musical and contextual details of the performance you witnessed within a framework of disciplinary and interdisciplinary concepts you encountered in a set of supplemental readings assigned during the first three weeks of our course. It will also require that you locate and consult two sources of information regarding the historical antecedents of the musical style you heard, thereby reconciling information obtained experientially from your fieldwork with information gleaned from secondary sources. To locate these sources, you will consult the *Oxford Encyclopedia of Popular Music*, 4th ed., a subscription to which is included with the purchase of your textbook. Your report will be uploaded to Moodle along with a digital self-portrait taken at the performance you attended.

**Grading**

Exam 1: 15%  
Exam 2: 15%  
Exam 3: 15%  
Exam 4: 15%  
Quiz average: 25%  
Report: 15%

**Academic Dishonesty**

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. Further violations of student conduct include:

- Assisting with copying (allowing another student to copy from a test paper or assignment);
- Collaboration (unauthorized interaction during a quiz/test, take home exam, or any other assignment with any other person by giving, receiving, or otherwise sharing information without prior approval of the instructor); and
- Substitution (substituting for another student, or permitting any other person to substitute for oneself, to take a test/quiz/in class assignment).

For a full description of academic misconduct, see the [Code of Student Conduct](http://www.lsu.edu) on the LSU Web site.

**Provisional Class Schedule**

**Week 1: Themes and Streams of American Popular Music**

1. Themes and Streams of Popular Music, pp. 1-11
2. Streams of Tradition: European and African American Streams, pp. 11-17
3. Streams of Tradition: Latin American Stream, pp. 17-19; supplemental reading #1 [online]

**Week 2: Popular Music of the Nineteenth and Early Twentieth Centuries**

4. The Minstrel Show; Stephen Foster, pp. 20–29
5. Dance Music; Brass Bands; Birth of Tin Pan Alley, pp. 29–36
6. The Ragtime Craze; the Phonograph, pp. 36–43; supplemental reading #2 [online]
Week 3: Social Dance and Jazz, 1917–1935; Tin Pan Alley's Golden Age

8. The Jazz Craze, pp. 56–68
9. The Golden Age of Tin Pan Alley Song, pp. 69–87; supplemental reading #3 [online]

Week 4: Race Records and The Blues

10. Exam 1
11. Race Records; Classic Blues; Country Blues, pp. 88–102
12. Charley Patton; Blind Lemon Jefferson; Robert Johnson, pp. 102–107

Week 5: Early Country Music

15. Popular Music and the Great Depression, pp. 115–117

Week 6: The Swing Era, 1935–1945

16. Swing Music and American Culture, pp. 118–131
17. Big Bands: Count Basie, Duke Ellington, and Glenn Miller, pp. 131–136

Week 7: The Postwar Era, 1946–1954

19. Popular Music and Technology; the Big Singers; Urban Folk, pp. 153–169
20. Mambo Craze; Southern Music; Rhythm & Blues, pp. 169–187

Week 8: Rock 'n' Roll, 1954–1959

22. Exam 2
23. Covers, Early Rock 'n' Roll, and the Rock 'n' Roll Business, pp. 198–216

Week 9: Rock 'n' Roll and American Pop: The 1960s

27. Motown, Beach Boys, pp. 246–255

Week 10: The British Invasion, Latin Influence, Country, Soul, and Urban Folk

28. The Beatles and the British Invasion, pp. 255–267
29. Latin Stream in the 60s; Country; Soul, pp. 267–288
30. Urban Folk, pp. 288–298


31. Rock in the Late 1960s, pp. 299–315
32. The 1970s; Country Music; the Popular Mainstream, pp. 316–330
33. Rock Comes of Age, pp. 330–343
Week 12: The 1970s: Disco, Progressive Country, Reggae, Salsa

35. The Outlaws: Progressive Country; Reggae; Salsa, pp. 351–367
36. Exam 3

Week 13: The 1970s: Outsider’s Music; 1980s: Digital Technology; MTV

37. 1970s Punk and New Wave; Funk, pp. 367–382

Week 14: The 1980s—1990s: The Popular Mainstream; Hip-Hop and Rap

40. Michael Jackson, Bruce Springsteen, Paul Simon, pp. 401–411
41. Prince, Madonna, and the Production of Celebrity, pp. 411–425
42. The 1990s: Hip-Hop and Rap, pp. 426–444

Week 15: The 1990s–2000s: Alternative; Globalization; Technology and Business

43. The 1990s: Techno and Alternative Music, pp. 444–463
44. Globalization; World Music, pp. 463–470
45. Technology and the Music Business; Conclusions, pp. 471–485

Exam 4 (during Final Exam Week)
REQUEST FOR ADDITION OF NEW COURSE

Department: Communication Studies
Humanities & Social Sciences

Date: 7/14/2014

PROPOSED COURSE
Short Title: Professional Development (≤ 19 characters)
Rubric & No.: CMST 7902
Title: Professional Development

COURSE CREDIT
Graduate Credit: X 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 2 credit hours.
Credit will not be given for this course and:

(Indicate rubrics and course numbers)

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

COURSE TYPE
(Indicate hours in the appropriate course type)

<table>
<thead>
<tr>
<th>LEC/REC</th>
<th>LEC/SEM</th>
<th>LEC</th>
<th>LAB</th>
<th>LEC/LAB</th>
<th>SEM</th>
<th>CLIN/PRACT</th>
<th>RES/IND</th>
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Maximum enrollment per section: 20 (use integer, e.g. 25 not 20-30)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
CMST 7902 Professional Development (1) May be repeated for a max. of 2 sem. hrs. credit when topics vary.
Pass/fail grading. A CMST core course required of all CMST graduate students in their first two academic semesters; provides information and support for new graduate students.

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

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

APPROVALS
Department Faculty Approval 25/1/2014
College Faculty Approval 4/25/14

Department Chair's Signature 7/14/2014
Graduate Dean's Signature (for 4000 level and above) 9-4-14

College Contact: __________________________
(Please print name.)
College Contact E-mail: ____________________

Chair, FS C&C Committee 9/4/14
Academic Affairs Approval 10/6/14
Justification for CMST 7902: Professional Development

The Department of Communication Studies requires all first year graduate students to attend a series of colloquy and professional development workshops over the course of their first two semesters. Although expected, there is currently no formal way to evaluate student completion of this requirement. CMST 7902, Professional Development, is proposed as the solution. The course does not conflict with any existing courses. The class will not count toward degree requirements (a fact that will be noted in the Graduate Student Handbook).

A minimum of six colloquy and professional development workshops are held each academic semester. Colloquy consist of presentations of faculty and graduate student research as well as University scholars and invited guests. Professional development workshops cover topics such as succeeding in graduate school, preparing a CV, entering the academic job market, and publishing in Communication Studies journals.

The Director of Graduate Studies (DGS) or an appropriate designee will be the instructor of record for CMST 7902. All first year graduate students will enroll in the course and be graded on a pass/fail basis. Students will earn one credit of CMST 7902 in each of the first two regular semesters of their first year in the program.

Attendance at and participation in colloquy and workshops will constitute the criteria for passing or failing the course. Students who miss more than 1 session in a given semester will earn a failing grade (unless there is proper documentation for a university excused absence). Because students will meet 6 times during an academic semester, the other 8 hours required for this credit will be covered during the orientation week prior to school starting.

Because dates and times as well as topics change on a semester-by-semester basis depending on student needs and other scheduling constraints, a weekly schedule is not provided; however, an example from the two past semesters is provided so the committee can get a feel for what this course will cover. Below is what was sent to new graduate students by the second week of classes one fall.

It is important to note that new graduate students know of their expectations to attend these events, and those expectations are fully transparent at the beginning of the semester. The colloquy and professional development workshop schedule is in place by the second week of classes.
Instructor of Record: DIRECTOR OF GRADUATE STUDIES NAME HERE
OFFICE INFORMATION
XXX@lsu.edu
Office Hours: GO HERE

Course Description:
The purpose of this course is to provide a broad overview to the Communication Studies profession and issues relating to professional success in the discipline. Throughout the semester, the Department of Communication Studies holds a minimum of six colloquy and professional development workshops. Colloquy consist of presentations of faculty and graduate student research as well as University scholars and invited guests. Professional development workshops cover topics such as succeeding in graduate school, preparing a CV, entering the academic job market, and publishing in Communication Studies journals.

Course Requirements and Evaluation
This class is offered on a pass-fail basis. Attendance at and participation in colloquy and workshops will constitute the criteria for passing or failing the course. Attendance is required. Students who miss more than 1 session in a given semester will earn a failing grade (unless there is proper documentation for a university excused absence).

Readings
There are no required books for the seminar. However, in some weeks students will be given a small set of readings prior to a colloquy or workshop. Readings will be made available to students electronically on Moodle.

Schedule
**Subject to change each semester – below are simply examples of past semesters**

Wed., Sept. 16, Colloquy
Rachel Hall
Performing Transparency in the Age of Insecurity

Wednesday, Oct. 14, Colloquy
Renee Edwards
How People Process Climate Information

Friday, Oct. 23, Professional Development Seminar for Graduate Students
The Academic Job Market Part I: Networking and Self-Presentation at Professional Conferences
- National versus Regional Conferences
- What to do at a conference to increase positive visibility

Wednesday, Oct. 28, Colloquy
NCA Preview

Friday, Nov. 6, Professional Development Seminar for Graduate Students
The Academic Job Market Part II: The Interview(s)
- Phone
- Conference
- On campus

Friday, Nov. 13, Professional Development Seminar for Graduate Students
Demystifying the Publishing Process
REQUEST FOR ADDITION OF NEW COURSE
Contact: Coretta Douglas douglas@csc.lsu.edu

Department: Div. Computer Science & Eng. Date: 7/1/14
College of Engineering
College:

PROPOSED COURSE
Short Title: MULTICORE PROGRAMMING
Rubric & No.: CSC 4585 Title: Multicore Programming

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

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

COURSE TYPE
(Indicate hours in the appropriate course type)

CATALOG TEXT
(Concise catalog statement exactly as you wish it to appear in the LSU General Catalog)
CSC 4585 Multicore Programming (3) Prereq.: CSC 3102. Multi-core processor architecture; shared-memory programming models; thread-level parallelism; efficient synchronization and performance monitoring; parallel programming design and implementation.

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

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

APPROVALS
Department Faculty Approval 7-1-2014
(quote)
College Dean’s Approval 9-4-14
Graduate Dean’s Signature (for 4000 level and above) (date)
College Contact:
College Contact E-mail:

College Faculty Approval 7/3/14
(quote)
Chair, FS C&C Committee (date)
Academic Affairs Approval (date)
CSC 4585 Multicore Programming (3) Prereq.: CSC 3102. Multi-core processor architecture; shared-memory programming models; thread-level parallelism; efficient synchronization and performance monitoring; parallel programming design and implementation.

Justification:
CSC 4585 is the inaugural course in computer science (CSC) that explicitly covers parallel programming in modern multicore computer systems. The proposed course covers the principles of parallel and distributed programming which prepare students for designing and implementing multi-threaded software applications that are fast becoming the standard in commercial and industrial products. The "Computer Science Curricula 2013 Curriculum Guidelines for Undergraduate Degree Programs in Computer Science" (CS2013) has acknowledged the importance of the content by including a new Knowledge Area KA (among others) named, Parallel and Distributed Computing (PD). The knowledge area of PD also crosscuts the KA of Systems Fundamentals (SF) which together forms a basis for advanced work in many areas. This course fits very well within the scope of NSF/IEEE-TCPP curriculum for undergraduates which focuses on providing the fundamental concepts of multiprocessor systems to undergraduates (see http://www.cs.gsu.edu/~tcpp/curriculum/). This course is important for scientific computing in other academic disciplines which can benefit from parallel programming such as biology, chemistry, civil engineering, mathematics, etc. Particularly, faculty, research scientists and students associated with LSU's Center for Computation and Technology (CCT) will benefit from such a formalized course of instruction. Therefore, the course contributes to a smoother transition of the computer science undergraduates and graduate students into industry and research.

The intention of Professor Busch is to schedule CSC 4585 biannually, alternating with a graduate-level research course related to distributed systems.

The course was initially developed by Professor Konstantin Busch (CSE) and revised in a collaborative effort with Adjunct CSE Professor Steven Brandt (IT Consultant - CCT).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Faculty</th>
<th>Title</th>
<th>14&lt;sup&gt;th&lt;/sup&gt; Day Enrollment</th>
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<tbody>
<tr>
<td>Fall 2012</td>
<td>CSC 4700 Special Topics</td>
<td>Busch &amp; Brandt</td>
<td>&quot;Multiprocessor Systems&quot;</td>
<td>6 students</td>
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<td>Fall 2013</td>
<td>CSC 4700 Special Topics</td>
<td>Busch &amp; Brandt</td>
<td>&quot;Multicore Programming&quot;</td>
<td>12 students</td>
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<td>Fall 2014</td>
<td>CSC 4700 Special Topics</td>
<td>Busch &amp; Brandt</td>
<td>&quot;Multicore Programming&quot;</td>
<td>?</td>
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</table>

Application to the Undergraduate B.S. Degree:
Credit in CSC 4585 (3 cr. hrs.) may be applied in all concentrations to meet the unrestricted CSC 3+++ elective.

CS undergraduates pursuing the concentration, Computer Science & the 2<sup>nd</sup> Discipline may use CSC 4585 credits toward the CSC 2++, 3+++ (in addition to above), or 4+++ elective requirements.

CSC 4585 is an approved restricted elective for the concentrations:
Cloud Computing and Networking,
Software Engineering
CSC 4585 – Multicore Programming
Fall 2014, Syllabus
Department of Computer Science and Engineering
Louisiana State University

Instructors: Konstantin Busch and Steven R. Brandt


Catalog Course Description:
Multi-core processor architecture; shared-memory programming models; thread-level parallelism; efficient synchronization and performance monitoring; parallel programming design and implementation.

Prerequisites:
CSC 3102 or permission of the instructor.

Course Goals:
The rapid advancements in multicore hardware advocate a shift towards the paradigm of multithreaded and parallel programming. This course aims to cover fundamental concepts in multiprocessor systems with emphasis on shared memory multicore processors. It provides a comprehensive overview of basic and advanced topics which are important for the design of efficient concurrent programs. The course starts with the basic concepts in concurrent programming which include shared memory objects, critical section, lock synchronization, sequential consistency, and wait-freedom. Then it moves on to more advanced topics such as concurrent data structures, linked lists, priority queues, distributed counting, futures, scheduling, and transactional memory.

Learning Objectives:
• Describe fundamental concurrency philosophies and problems related to multicore architectures
• Identify various programing models applicable for parallel programming
• Describe primitive synchronization operations for mutual exclusion and shared memory
• Explain distributed memory organization utilized in parallel computing
• Design and create a solution applying parallel programming techniques and strategies
• Describe strategies for performance monitoring and optimizations
List of Topics:
Overview of computer architecture (logical view)
Memory hierarchy
Multi-core processor architecture (logical view)
Shared Objects and Synchronization
Mutual Exclusion
Sequential Consistency
Atomic Snapshots and Wait-freedom
Spin Locks and Linked Lists
Concurrent Queues
Concurrent Counting
Distributed coordination
Futures, Scheduling, and Work Distribution
Transactional Memory

Grading Scale: (Letter Grade)
A: 90% and above
B: 80% and above and < 90%
C: 70% and above and < 80%
D: 60% and above and < 70%
F: below 60%

Grading:
• Assignments (Homework and Computer Projects): 50%
• Exams: midterm 25%; final 25%
Graduate students will be requested to solve additional problems in the homework assignments and exams and will also perform extra tasks for the computer projects.

Student Class Participation:
The class meets for a total of 3 hours per week which constitutes a 3 hour credit course. While notes and reference materials may be posted via Moodle, the class is not designed as online-based; students are expected to attend class. Absences should be rare and exceptional. Students are expected to have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours and a 4000-level course, you should expect to spend around six to eight hours outside of class each week in activities such as reading, writing homework assignments, and/or completing programming-based exercises for the class.
Academic Integrity:
No cheating will be tolerated. LSU Honor Code governs all work in this course. Unless indicated otherwise, all written work handed in must be done only by the individual whose name appears on the document. Regarding student cooperation on the homework assignments, you may discuss with other students the homework problems; however, what you submit must be your own solutions. Your instructor is authorized to give you help on all work (help will not be given if it provides unfair advantage).

14-Week Outline:

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<thead>
<tr>
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<th>Title</th>
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<tr>
<td>1</td>
<td>Background and Introduction</td>
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<td>2</td>
<td>Mutual Exclusion</td>
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<td>3</td>
<td>Concurrent Objects</td>
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<td>4</td>
<td>Spin Locks and Contention</td>
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<td>5</td>
<td>Spin Locks and Contention</td>
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<td>6</td>
<td>Monitors and Blocking Synchronization</td>
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<tr>
<td>7</td>
<td>Review</td>
</tr>
<tr>
<td>8</td>
<td>Midterm</td>
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<tr>
<td>9</td>
<td>Linked Lists: The Role of Locking</td>
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<tr>
<td>10</td>
<td>Concurrent Stacks and Elimination</td>
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<td>11</td>
<td>Counting, Sorting, Distributed Coordination</td>
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<tr>
<td>12</td>
<td>Futures, Scheduling, and Work Distribution</td>
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<td>13</td>
<td>Transactional Memory</td>
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<td>14</td>
<td>Review</td>
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<td>15</td>
<td>Final Exam</td>
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</tbody>
</table>

Sample Projects:

1. Write a program that takes two lists of tasks A and B and creates a list of all possible interleavings of those tasks. The program should also be capable of running all possible interleavings. For example, if list A is A0 and A1, and list B is B0 and B1, then the valid orderings are:

   A0 A1 B0 B1
   A0 B0 A1 B1
   B0 A0 A1 B1
   A0 B0 B1 A1
   B0 A0 B1 A1
   B0 B1 A0 A1

Note that all lists stay in order (A0 is always before A1 and B0 is always before B1). If your program functions correctly it will find 6 combinations for 2 items in each list, 20 combinations for 3 items in each list, and 70 combinations for 4 items in each list.
2. Implement the following protocols: (i) Test and Test and Set Lock (ii) MCS lock. The critical section consists simply of the statement: c++; where c is a shared variable initially set to 0. Each thread repeatedly enters the critical section by first acquiring the lock and then releasing the lock. For 100 threads, find the time needed until c == 1,000,000 for each of the two algorithms.

3. In this assignment you will experimentally compare two methods to perform distributed counting, namely, Counting Networks and Combining Trees. Use the code provided by the authors to experimentally test different configurations of the above structures. Try counting networks with n = 2, 4, 8, 16, 32, 64 inputs and also Combining Trees with n = 2...64 leafs. Assume that each of the n threads implements 1 million increment requests. All threads execute concurrently. For your experiments measure the individual average thread time that it takes to access the counting structure, and also measure the total execution time that it takes until the last thread finishes will all operations. Depict your results by plotting respective graphs with the experimental results, where the horizontal axis is the number of threads n, and the vertical axis is the time.
I approve -- or -- I do not object -- or -- OK by me, whichever is the proper wording.

--Jerry
Request for CHANGING an Existing Course

Department: Public Administration Institute
Course Rubric and #: PADM 7710

Present Course Description
Title: Public Finance Management

Semester Hours of Credit: 3

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

Repeat Credit Max (if repeatable): ___

Graduate Credit? Yes: X No: ___

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

Total Weekly Contact Hours: ___

Grading System: Letter Grade: X Pass/Fail

Course Description:
Financial management of public agencies, including sourcing of financing for different levels of governments, debt financing, and capital budgeting, as well as other related topics.

Proposed Course Description
Title: Public Finance Management

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for lecture: 3

Repeat Credit Max (if repeatable): ___

Graduate Credit? Yes: X No: ___

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

Total Weekly Contact Hours: ___

Grading System: Letter Grade: X Pass/Fail

Course Description:
Financial management of public agencies, including sourcing of financing for different levels of governments, debt financing, and capital budgeting, as well as other related topics.

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

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

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

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS.
Department Faculty Approval Date 1/8/2012
James A. Richardson 8/25/2014

College Faculty Approval Date 9/2/14

College Dean's Approval 9/19/2014
Chair, FS C & C Committee

Academic Affairs Approval 10/1/2014
Justification for Change in PADM 7710 to PADM 7924

PADM 7710 covers topics such as sources of financing for all units of government including capital budgeting and debt financing. These are all important topics that assume a budget exists for this unit of government. The suggested prerequisite is PADM 7914, the Public Budgeting course. We have been imposing this sequence of taking PADM 7914 first and then PADM 7710, but, without the description in the catalog, a student can slip through the cracks in scheduling courses. We definitely want this sequencing now that we are making PADM 7710 an elective and not a core course in our new curriculum as approved by the Graduate School and the Office of Academic Affairs as of May 2014. We were working on the curriculum changes and waited to submit this change when the curriculum changes had been accepted.

We also want to change the number from 7710 to 7924 so that the course numbers suggest the sequencing of the courses.

For the sake of Finance students who might take this course and who will have ample accounting and finance background, we have included that either PADM 7914 is a prerequisite or permission of the instructor.
Anna M Castrillo

From: James A Richardson  
Sent: Monday, September 08, 2014 9:37 AM  
To: Anna M Castrillo  
Subject: FW: PADM 7710 and FIN 7710

Anna
Email from Finance approving changes in PADM 7710.
Let me know if you need any further information. Many thanks.
Dr. Richardson

From: Carlos Slawson  
Sent: Monday, September 08, 2014 7:55 AM  
To: James A Richardson  
Subject: RE: PADM 7710 and FIN 7710

Jim,

Please accept this email as approval from the Department of Finance.

Carlos Slawson  
Professor and Chair  
Dept. of Finance  
E. J. Ourso College of Business  
Louisiana State University

From: James A Richardson  
Sent: Saturday, September 06, 2014 11:06 AM  
To: Carlos Slawson  
Cc: James A Richardson  
Subject: PADM 7710 and FIN 7710

Carlos  
can you send me an email indicating that the Department of Finance approves the changes in the PADM/FIN 7710. I added the and permission of the instructor to the prerequisites as we discussed. Academic Affairs needs your email. Thanks.
Jim
Request for CHANGING an Existing Course

Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Public Personnel Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td>LEC_3 LAB_0 SEM_3 REC_0</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X Pass/Fail</td>
</tr>
</tbody>
</table>

Course Description:
7912 Public Personnel Policy (3) Explores human resource policy, including procedures and principles of personnel administration; traditional aspects of personnel administration including recruiting, job classification, evaluation, and compensation and dynamic topics include workforce diversity, drug abuse, whistle blowing, sexual discrimination, labor relations and other relevant issues.

Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Public Human Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td>LEC_3 LAB_0 SEM_3 REC_0</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X Pass/Fail</td>
</tr>
</tbody>
</table>

Course Description:
7912 Public Human Resource Management (3) Explores human resource policy, including procedures and principles of personnel administration; traditional aspects of personnel administration including recruiting, job classification, evaluation, and compensation and dynamic topics include workforce diversity, drug abuse, whistle blowing, sexual discrimination, labor relations and other relevant issues.

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

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

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

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

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

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

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

**APPROVALS:**

- Department Faculty Approval Date: 8/16/2013
- James A. Richardson
- Department Chair's Signature: 8/25/2014
- Graduate Dean's Signature: 9-19-14
- College Contact: (Date)
- College Contact E-mail: (Please print name.)
- College Dean's Signature: 9/9/2014
- Chair, FS C & C Committee: 9/9/2014
- Academic Affairs Approval: 10/6/2014
Justification for Change in PADM 7912

The PAI faculty is suggesting a change in the title from PADM 7912, Public Personnel Policy, to PADM 7912, Public Human Resource Management—a better description of the course content and consistent with titles in other MPA programs. This change in the title of the course was instigated by our young professors who were comparing our program to other programs. The content of the course was very compatible, but the name needed to be updated. We will have this course, along with PADM 7910, Public Administration Theory and Practice, be one of our lead-off courses as we initiate the new curriculum starting in the fall 2014 which was approved by the Graduate School and the Office of Academic Affairs as of May 2014.

This course has been offered for many years. It does not duplicate courses offered in the Department of Management. In fact, students in the business school may take the course in addition to other Human Resource courses since this course deals with the public sector.
Request for CHANGING an Existing Course

Department: Public Administration Institute  
Course Rubric and #: PADM 7902

Present Course Description

Title: Seminar in Public Policy  
Semester Hours of Credit: 3

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

LEC | LAB | SEM | REC | RB/IND | CLIN/PRACT
--- | --- | --- | --- | ------- | -------

Total Weekly Contact Hours: 3

Grading System: Letter Grade

Credit will not be given for this course and: POLI 7902

Proposed Course Description

Title: Seminar in Public Policy  
Short Title: PUB POLICY  
Semester Hours of Credit: 3

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

LEC | LAB | SEM | REC | RB/IND | CLIN/PRACT
--- | --- | --- | --- | ------- | -------

Total Weekly Contact Hours: 3

Grading System: Letter Grade

Credit will not be given for this course and: POLI 7902

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 (xx) No ( ) N/A ( )

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

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

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

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: August 16, 2013  
Department Chair's Signature:  
(Date)

College Faculty Approval Date:  
College Dean's Signature:  
(Date)

College Contact: James A. Richardson  
(Please print name.)

College Contact E-mail: parich@lsu.edu  
Academic Affairs Approval:  
(Date)
Justification for Changes

PADM 7902 or POLI 7902 has never had a catalog description. This is merely an effort to provide a catalog description for PADM (POLI) 7902.

In the Public Administration program, PADM 7902, as of the 2014-2015 academic year, is now a core course that will be required of every student entering the MPA program. It is one of eleven core courses for the MPA. It will typically be taken by full-time students in their second semester. There will be no prerequisites for taking PADM 7902. This course will also be offered to students in other programs. The curriculum changes proposed by the PAI faculty have been approved by the university.

The reason for the date of faculty approval is August 2013 is that the PAI was in the process of making several changes in our curriculum so we were waiting to submit everything as a package as much as possible.

We have also submitted the proposed catalog description to the Department of Political Science since the course is cross-listed with that department.
Form C  
Administrative Use Only

Effective 15/2016

Request for CHANGING an Existing Course

<table>
<thead>
<tr>
<th>Department</th>
<th>Political Science</th>
<th>College</th>
<th>Humanities &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>POLI 7902</td>
<td>Date</td>
<td>8 September 2014</td>
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### Present Course Description

<table>
<thead>
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<th>Seminar in Public Policy</th>
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<td>Semester Hours of Credit</td>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: 03, Lab/Sem/Rec:</td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes XX, No</td>
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Contact Hours Per Week: (Indicate hours in appropriate course type.)

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

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

POLI 7902 Seminar in Public Policy (3) Also offered as PADM 7902.

### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Seminar in Public Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>PUB POLICY</td>
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<tr>
<td>Semester Hours of Credit</td>
<td>03</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: 03, Lab/Sem/Rec:</td>
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<td>Repeat Credit Max. (if repeatable):</td>
<td>NO</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes XX, No</td>
</tr>
</tbody>
</table>

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

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

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

POLI 7902 Seminar in Public Policy (3) Also offered as PADM 7902.

Policymaking and administration in the American political system with an emphasis on the institutions of governance including their constitutional foundations; the political process of formulating, implementing and evaluating public policy; and the public-private, intergovernmental and international dynamics of policy.

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

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

<table>
<thead>
<tr>
<th>Approvals</th>
<th></th>
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<td>Department Faculty Approval Date</td>
<td>October 23, 2013</td>
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<tr>
<td>College Faculty Approval Date</td>
<td>9-17-14</td>
</tr>
<tr>
<td>Department Chair's Signature</td>
<td>William Clark</td>
</tr>
<tr>
<td>Date</td>
<td>9/18/14</td>
</tr>
<tr>
<td>College Dean's Signature</td>
<td>Malcolm Richardson</td>
</tr>
<tr>
<td>Date</td>
<td>9/17/14</td>
</tr>
<tr>
<td>Graduate Dean's Signature</td>
<td>Gary Berger</td>
</tr>
<tr>
<td>Date</td>
<td>9/19/14</td>
</tr>
<tr>
<td>Chair, IS CAC Committee's Signature</td>
<td>Alfredo Herruzo</td>
</tr>
<tr>
<td>Date</td>
<td>9/18/14</td>
</tr>
<tr>
<td>College/Division/Department Contact:</td>
<td>William Clark</td>
</tr>
<tr>
<td>Contact Email: <a href="mailto:poclark@lsu.edu">poclark@lsu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**T. G. Dean, Fax 9/20/14**
Justification for Changes

Neither POLI 7902 nor PADM 7902 has ever had a catalog description. In an effort to update the course listing, the Department of Political Science and the Public Administration Institute have coordinated on the writing of a full course description for the course, which is cross-listed in each department.

In the Public Administration program, PADM 7902 is, as of the 2014-2015 academic year, a core course that will be required of every student entering the MPA program. It will be one of the 11 core courses for the program. There is no prerequisite for taking PADM 7902 in that program.

In the Political Science program, POLI 7902 remains an elective course, without any prerequisites. It is not a required course in either the MA or the PhD program in Political Science, but is among a list of graduate courses that could be taken by students at their discretion.

Each unit has submitted separate “Request for Changing an Existing Course” forms.
Anna M Castrillo

From: James A Richardson  
Sent: Monday, September 08, 2014 9:37 AM  
To: Anna M Castrillo  
Cc: Helmut Schneider  
Subject: FW: PADM 7902

Anna  
Email from Political Science approving course description for PADM 7902.  
Let me know if you need any further information.  
Many thanks.  
Dr. Richardson

From: William A Clark  
Sent: Monday, September 08, 2014 8:56 AM  
To: James A Richardson  
Subject: RE: PADM 7902

Hi Jim:  
Sorry for the previous e-mail -- I see now that you asked me to respond to you directly.  
Yes, we in POLI approved of the new course description back on October 23, 2013. We're fully in support of the new course description.  
Given the cross-listed status of the course, I have prepared our own Form C (Request for Changing an Existing Course) which I assume will need the H&SS Dean's signature. Should I forward that form to you (with both my and the Dean's signature)? Do you need an original, or will a scanned version be OK?  
Thanks, 
Bill

William A Clark  
Professor & Chair  
Department of Political Science  
240 Stubbs Hall  
Louisiana State University  
Baton Rouge, LA 70803-5433  
225.578.2549 (office)  
225.578.2141 (dept)

From: James A Richardson  
Sent: Saturday, September 6, 2014 11:32 AM  
To: William A Clark  
Cc: James A Richardson  
Subject: PADM 7902

Bill,
the Public Administration institute and the College of Business has approved the changes in PADM 7902 (which is cross-listed as POLI 7902). We merely added a catalog description to the course since it had never had one. Academic Affairs needs an email from you indicating Political Science approves the change as well. I am attaching the Form C that we submitted to Academic Affairs.

Hope it is okay from Political Science's perspective. If it is okay, You can send email to me and I will get to Academic Affairs.

Many thanks.

Jim
**Request for CHANGING an Existing Course**

<table>
<thead>
<tr>
<th>Department</th>
<th>Public Administration</th>
<th>College</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric and #</td>
<td>PADM 5010</td>
<td>Date</td>
<td>8/25/2014</td>
</tr>
</tbody>
</table>

### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Statistical Methods for Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

- If combination course type, # hrs. of credit for lecture: lab/sem 2/ rec: 1
- Repeat Credit Max (if repeatable): no
- Graduate Credit?: Yes
- Credit will not be given for this course and:

### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Statistical Methods for Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

- If combination course type, # hrs. of credit for lecture: lab/sem 3/ rec: 1
- Repeat Credit Max (if repeatable): no
- Graduate Credit?: Yes
- Credit will not be given for this course and:

### Course Description:

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

- Also offered as ISDS 5010 Prereq: college algebra. Open only to students in MPA Program. 2 hrs lecture, 2 hours lab
- Descriptive measures for populations and samples; basic probability theory; distributions of discrete and continuous random variables; hypothesis testing and estimation for means, variances, and proportions; measures of association, regression analysis, index numbers; applications in public administration

### JUSTIFICATION/EXPLANATION:

Use separate sheet.
Courses for Which PADM 5010 is A Prerequisite

PADM 7917, Program Evaluation

Justification

The Public Administration Institute reviewed its curriculum; added a course in Research Methods, PADM 5009, and this course must be taken before PADM 5010 can be taken. Given that PADM 5009 is now a prerequisite it is no longer to list college algebra. The course is for MPA students and taught by the PAI faculty. There is no need to have the course cross-listed with ISDS. The course is primarily a lecture based course; there is some lab work, but it is not sufficient to call it 2 hours lecture and 2 hours lab. The student also do most of their work on their own laptops.

We are submitting this change at this time since our curriculum changes were approved in May 2014. The faculty had voted on course by course change in August 2013, but we wanted to wait until the curriculum was changed in order to submit all of the course changes. The faculty reviewed the changes once more this summer, but they were initially approved in August 2013.
PADM_5010  Statistical Methods for Public Administration

Fall 2014

6:00-8:50 Wednesdays (1225 BEC)
Instructor: Jared J. Llorens, PhD
Office Hours: By appointment; before or after class
Office Phone: (225) 578-0936
E-Mail Address: jaredl@lsu.edu

Course Description

In increasingly complex environments, the ability to comprehend, conduct and critically analyze quantitative research is of the utmost importance for public administrators. This course seeks to provide a solid basis for developing this ability by covering the following topics: introductory research methods, descriptive statistics, probability theory, population sampling, hypothesis testing, statistical inference, measures of association and regression analysis.

Required Textbooks & Software

All required readings for this course, with the exception of additional articles and assignments, are contained in the following textbooks, which have been ordered at the bookstore:

Modern Business Statistics with Microsoft Office Excel, 4th ed. (Anderson, Sweeney, & Williams)

Needless to say, many additional readings are available on the topics to be addressed in this course. Any participant who desires further references to important writings on any of these issues is encouraged to request assistance from the instructor.

Students will be expected to use Microsoft Excel for all assignments requiring extended data analysis and graphic presentations. University computer labs have computers loaded with Excel that are available for student use.

Course Requirements

Class meetings will consist of the presentation of material by the instructor, assignment reviews, and discussion of pertinent issues and readings. Each student is expected to be a prepared and active participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions prepared to contribute to an analysis of the topics and readings on the agenda. Later sections of this syllabus identify the readings for each class meeting.

Attendance and participation is required. Further, students will be expected to arrive on time and ready to share their knowledge and opinions of lectures, required readings and related materials.

Assignments should be typed and submitted in hard-copy on their designated due date [at the beginning of class]. Late assignments will not be accepted, and each assignment will be graded based upon its accuracy, completeness, and clarity.

Academic Misconduct

Cheating, plagiarism and all other forms of academic dishonesty or misconduct are unacceptable and will not be tolerated. Incidents of such will be addressed according applicable university policy and procedures.
Grading

<table>
<thead>
<tr>
<th>Final Grades will be based on:</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Article Presentation (10%)</td>
<td>A (90-100)</td>
</tr>
<tr>
<td>Take-Home Assignments (60%)</td>
<td>B (80-89)</td>
</tr>
<tr>
<td>Quiz 1 (15%)</td>
<td>C (70-79)</td>
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<tr>
<td>Quiz 2 (15%)</td>
<td>D (60-69)</td>
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</table>

Disability Statement

Any student with a documented disability needing academic adjustments is requested to speak directly to the Office of Disability Services [112 Johnston Hall, 225/578-5919] and the instructor, as early in the semester as possible. All discussions will remain confidential.

**It should be noted that this syllabus is a detailed plan for the course, but revisions/changes will be made by the instructor if necessary**
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/Quizzes</th>
<th>Supplemental Notes</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Course Introduction &amp; Overview</td>
<td>Anderson, Sweeney &amp; Williams – Chapters 1</td>
<td>D Class Meeting</td>
<td></td>
</tr>
<tr>
<td>9/3</td>
<td>Data &amp; Statistics</td>
<td>Anderson, Sweeney &amp; Williams – Chapters 2</td>
<td></td>
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<td>9/10</td>
<td>Descriptive Statistics</td>
<td>Anderson, Sweeney &amp; Williams – Chapter 3</td>
<td></td>
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<tr>
<td>9/17</td>
<td>Introduction to Probability</td>
<td>Anderson, Sweeney &amp; Williams – Chapter 4</td>
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<td>9/24</td>
<td>Discrete &amp; Continuous Probability Distributions</td>
<td>Anderson, Sweeney &amp; Williams – Chapter 5 &amp; 6</td>
<td>Quiz #1</td>
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<td>10/1</td>
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<td>Assignment #1</td>
<td>Assignment due by 6pm in PAI office</td>
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<td>10/8</td>
<td>Sampling &amp; Interval Estimation</td>
<td>Anderson, Sweeney &amp; Williams – Chapter 7 &amp; 8</td>
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<td>10/15</td>
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<td>10/22</td>
<td>Hypothesis Tests</td>
<td>Anderson, Sweeney &amp; Williams – Chapter 9</td>
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<td>10/29</td>
<td>Simple Linear Regression</td>
<td>Anderson, Sweeney &amp; Williams – Chapter 14</td>
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<td>11/5</td>
<td>Guest Speaker</td>
<td>Assignment #2</td>
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<tr>
<td>11/12</td>
<td>Multiple Regression</td>
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<td>11/19</td>
<td>Multiple Regression Continued</td>
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<td>11/26</td>
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<td>12/3</td>
<td>Course Review</td>
<td>Assignment #3: Article Presentations</td>
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<td>12/10</td>
<td>Exam Week</td>
<td>Quiz #2</td>
<td></td>
<td></td>
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</table>
# Request for CHANGING an Existing Course

**CONTACT:** Coretta W. Douglas douglas@csc.lsu.edu

**Dept./Div.:** Computer Science & Engineering (CSE)

**Course Rubric and #:** CSC 4402

**College:** Engineering

**Date:** July 1, 2014

---

### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to Database Management Systems</th>
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</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

If combination course type, # hrs. of credit for:

- Lecture: 
- Lab/sem: 
- Rec: 

Repeat Credit Max (if repeatable): 
- Yes 
- No 

Graduate Credit? 
- Yes: 
- No: 

Credit will not be given for this course and:

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

<table>
<thead>
<tr>
<th>Lec</th>
<th>Lab</th>
<th>Sem</th>
<th>Rec</th>
<th>RES/ IND</th>
<th>CLIN/ PRAC</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Total Weekly Contact Hours: 3

Grading System: 
- Letter Grade: X 
- Pass/Fail: 

Course Description:

CSC 4402 Introduction to Database Management Systems (3) Prereq.: CSC 3102. Network, hierarchical, relational and entity-relationship models; data definition, manipulation languages and conversion among these models; relational database design theory, efficient query evaluation, elementary query optimization techniques.

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### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Database Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>DATABASE SYSTEMS</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

If combination course type, # hrs. of credit for:

- Lecture: 
- Lab/sem: 
- Rec: 

Repeat Credit Max (if repeatable): 
- Yes 
- No 

Graduate Credit? 
- Yes: 
- No: 

Credit will not be given for this course and:

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

<table>
<thead>
<tr>
<th>Lec</th>
<th>Lab</th>
<th>Sem</th>
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<th>RES/ IND</th>
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</tr>
</tbody>
</table>

Total Weekly Contact Hours: 3

Grading System: 
- Letter Grade: X 
- Pass/Fail: 

Course Description:

CSC 4402 Database Systems (3) Prereq.: CSC 3102. Fundamentals of the relational data model; the SQL query language; E-R modeling and database design theory; storage structures and query optimization; transaction processing and concurrency control.

---

### Justification/Explanation

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

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

Is this course included in any curricula, concentrations, or minors? 
- Yes (X) 
- No ( )

If yes, please list on a separate sheet.

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

If yes, list courses; use separate sheet.

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS:

**Department Faculty Approval Date:** 7-1-2014

Department Chair’s Signature: 

Graduate Dean’s Signature: 9-4-14

College Contact: (Please print name.)

College Contact E-mail: 

**College Faculty Approval Date:** 7/3/14

College Dean’s Signature: 9/9/2014

Chair, FS C & C Committee: 10/6/2014

Academic Affairs Approval: (Date)
CSC 4402 Database Systems (3) Prereq.: CSC 3102.
Fundamentals of the relational data model; the SQL query language; E-R modeling and database design theory; storage structures and query optimization; transaction processing and concurrency control.

JUSTIFICATION – Change Title and Catalog Description:
1. Title of the course has been shortened to that of current usage of terminology in the field. The word, “Management”, is redundant in the coverage of the topic. As a first computer science course (CSC) in database systems, the word “Introduction” is also unnecessary and has been dropped from the title. Topics listed in the proposed catalog description imply content of a 1st course but, nonetheless, at an advanced theoretical level (CSC 4000-level).
2. After an intense curriculum review in 2013-2014, 2 new concentrations were developed in concert with feedback from the CSE constituents: Data Science and Analytics; Cloud Computing and Networking. Consequently, the CSC 4402 syllabus was revised to be more purposeful for the newly developed concentrations. Additionally, the ACM 2013 Curriculum Guidelines (http://www.acm.org/education/CS2013-final-report.pdf) support more emphasis on software tool use in the degree program (See CSC 4402 Syllabus Example Projects). The course continues to have a strong focus on the theoretical foundations of database design such as complex query design, conversion between the SQL query representation and the equivalent relational algebra expression, the normalization approach, query optimization, and concurrency control.
   a. The topics related to networking and hierarchical models have been relegated to other subject areas in computer science more relevant than to CSC 4402.
   b. The SQL query language has become a standard manipulation language for database design. Explicitly naming SQL in the description demonstrates the balance in applied as well as theoretical concepts.
   c. Common acceptable usage in database design is to abbreviate the entity-relationship model as the E-R model, which shortens the catalog description.
   d. Other verbiage is re-written to be more succinct and better representative of emphases in the course.

CSC 4402 is a Prerequisite for: CSC 7402 Data Base Management Systems (3)

CSC 4402 (3 cr. hrs.) is:
1. Required in the CSC Cloud Computing and Networking Concentration
2. Required in the CSC Data Science and Analytics Concentration
3. Required in the CSC Software Engineering Concentration
4. An applied CSC elective credit or technical elective (Group A) in the Computer Science and Second Discipline Concentration
SYLLABUS

CSC 4402 Database Systems

Catalog information: CSC 4402 Database Systems (3) Fundamentals of the relational data model; the SQL query language; E-R modeling and database design theory; storage structures and query optimization; transaction processing and concurrency control.

Prerequisite: CSC3102 (Advanced Data Structures and Algorithms)

Course Coordinator: Prof. Jianhua Chen; jianhua@csc.lsu.edu; 3122 C Patrick F. Taylor Hall

Learning Objectives:
1. Describe the basic concepts and purpose of database systems
2. Apply relational database theoretical concepts to formulate equivalent relational algebraic expressions for queries.
3. Design and implement database queries using a commercial relational database system
4. Apply sound design principles for logical modeling of databases, including the E-R method and the normalization approach
5. Apply query evaluation and query optimization techniques
6. Apply communication skills necessary to work in a collaborative environment on a team-based project
7. Solve problems related to transaction processing and concurrency control
8. Formulate XML representations for relational data

Required Text:


Grading:

Mid-term Exam: 30%
Final Exam: 40%
Homework: 15% (6-7 homework assignment)
Group project 15% (Including a written project report and an oral presentation)

Grading Scale:
For graduate students: 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F.
For undergraduate students: 85-100 A, 75-84 B, 65-74 C, 55-64 D, below 55 F.

Class Policy: All submitted work for grading is the work of only the individual student except for the final project. Due dates are as indicated on the homeworks/programs/project. Missed deadlines or tests are handled on an individual basis with the approval of the Dean’s Office. All problems with grading must be resolved within 3 class days of returning the work. If class is missed, detailed notes and class content must be acquired from a classmate.
**Student Class Participation:** The class meets for a total of 3 hours per week which constitutes a 3 hour credit course. While notes and reference materials may be posted via Moodle, the class is not designed as online-based; students are expected to attend class. Absences should be rare and exceptional. Students are expected to have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours and a 4000-level course, you should expect to spend around six to eight hours outside of class each week in activities such as reading, writing homework assignments, and/or completing project-related tasks for the class.

**Weekly Topic Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: syllabus, concepts, scope, terminology – Chapter 1.</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1 and Chapter 2: Relational Database, formal definition of relational data structures; the university database</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3: Introduction to SQL; data definition; creation of databases; simple SQL queries</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 3 continued – more complex SQL queries and Chapter 4, integrity constraints, views</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5: Embedded SQL, accessing SQL from a programming language</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6: Relational Algebra, conversion between SQL query and relational algebra expressions</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 7: E-R modeling for database design, design issues and choices</td>
</tr>
<tr>
<td>9</td>
<td>E-R modeling continued; Chapter 8: Normalization approach to database design</td>
</tr>
<tr>
<td>10</td>
<td>Normalization approach continued</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 11 and Chapter 12: Indexing, hashing; B-Tree; query processing</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 13: Query optimization</td>
</tr>
<tr>
<td>13</td>
<td>Chapters 14 and 15: Transaction processing and concurrency control</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 23: XML, and Project presentations</td>
</tr>
</tbody>
</table>

**Example Projects (topics may be similar but vary from class to class):**

1. Students will have practices on fundamental SQL and data retrieval techniques in the context of an example application. Students will apply their knowledge learned in class on database queries to design and execute complex queries. Project will use tools such as MySQL/Oracle DBMS.

2. Students will be required to demonstrate their grasp of fundamental database design techniques in the context of an example application. The project will focus on the analysis of a real-world environment (such as online stores, tele-communication company, health-care organization, etc.), and the design of a good logical model for the database pertaining to the real-world application. Students will then implement the database application and run queries to the database. Students also present the result of the analysis and design, as well as the implementation for the database application to the entire class.
Date: Mon, 30 Jun 2014 21:01:24 +0000
From: Laurene L Hutchinson <lhutchi@lsu.edu>
To: Coretta Douglas <douglas@csc.lsu.edu>
CC: "Chen, Jianhua" <jianhua@csc.lsu.edu>, "Karki, Bijaya" <karki ......
Subject: Re: CSE: RESPONSE REQUESTED Catalog Change CSC 4402

We have sent it to our department and there are no inquiries or objections.

Thank you
Laurene

Sent from my iPhone

> On Jun 26, 2014, at 3:38 PM, "Coretta Douglas" <douglas@csc.lsu.edu> wrote:
> Hi Laurene,
> The Computer Science and Engineering Division (CSE) is requesting
> acknowledgement from the ISDS Department regarding the proposed catalog
> changes to CSC 4402. See the attached files (Form C and syllabus).
> Following an intensive review of our curriculum this past year, we have added
> 2 new concentrations, (Cloud Computing & Networking and Data Science &
> Analytics). All of our concentrations now require CSC 4402 except for the
> Computer Science and Second Discipline Concentration. CSC 4402 is clearly an
> important course for our undergraduate curriculum.
> In the process of the curriculum review and in anticipation of our upcoming
> ABET review, Prof. Jianhua Chen has closely reviewed the catalog course
> description for CSC 4402 and proposed some slight modifications to both the
> title and the catalog description. CSC 4402 still maintains the strong
> theoretical foundational concepts and focus on optimization principles as
> before. Obviously there is overlap in CSC 4402 and some ISDS courses related
> to database design particularly the E-R model, but we do not think that the
> overlap is significant.
> Please share the content with your faculty and have inquires related to the
> content directed to Prof. Jianhua Chen.
> Sincerely,
> Coretta
> Coretta Douglas, Ph.D. Computer Science
> Undergraduate/Instructional Coordinator and Instructor
> School of Electrical Engineering and Computer Science
> ** Computer Science and Engineering **
> Patrick Taylor #3118
> <CSC 4402 Syllabus June 2014.docx>
> <FORM-C-CSC 4402 June 2014.doc>
Department: Sociology  
Course Rubric and #: SOCL 3911  
Date: 12/10/13  
College: HSS

Present Course Description

Title: Research Practicum in Rural Sociology

Semester Hours of Credit: 1-3

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

Repeat Credit Max (if repeatable): 3

Graduate Credit? Yes: ___  No: X

Credit will not be given for this course and: N/A

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

LEC  ___  LAB  ___  SEM  ___  REC  ___  CLIN/PRACT  ___

Total Weekly Contact Hours: 1-3

Grading System: Letter Grade X  Pass/Fail

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

SOCL 3911 Research Practicum in Rural Sociology (1-3)

Prereq.: SOCL 2211 and SOCL 3101. May be taken for a max. of 3 sem. hrs. credit. Student registers with a faculty member and, in consultation, selects a research problem. Supervised research experience in rural sociology, including design, execution and reporting.

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

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

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

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

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 Chair’s Signature: __________________________  (Date: 8/3/14)

Graduate Dean’s Signature: __________________________  

College Contact: __________________________

College Contact E-mail: __________________________

Proposed Course Description

Title: Research Practicum in Sociology

Short Title: Research Practicum

Semester Hours of Credit: 1-3

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

Repeat Credit Max (if repeatable): 3

Graduate Credit? Yes: ___  No: X

Credit will not be given for this course and: N/A

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

LEC  ___  LAB  ___  SEM  ___  REC  ___  CLIN/PRACT  ___

Total Weekly Contact Hours: 1-3

Grading System: Letter Grade X  Pass/Fail

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

SOCL 3911 Research Practicum in Sociology (1-3)

Prereq.: SOCL 2211 and SOCL 3101. May be taken for a max. of 3 sem. hrs. credit. Student registers with a faculty member and, in consultation, selects a research problem. Supervised research experience in sociology, including design, execution and reporting. Majors only.

College Faculty Approval Date: 9-3-14

College Dean’s Approval Date: 9-3-14

Chair, FS C & C Committee: __________________________  (Date: 9/9/2014)

Academic Affairs Approval: __________________________  (Date: 10/20/14)
Explanation for Change

There is no longer a formal program in rural sociology at LSU. We would like to update the course listing to reflect that this course is applicable to research topics in the broader discipline. We would also like to make the change from permission of department to majors only enrollment in order to be able to offer the course on a rotating basis for our majors with a listed instructor of record.
REQUEST FOR DROPPING A COURSE

Department ISDS College Business
Date 9/8/2014

COURSE DESCRIPTION
Rubric &

<table>
<thead>
<tr>
<th>ISDS 5010</th>
<th>Title</th>
<th>Statistical Methods for Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Is this course a prerequisite or corequisite for any other courses?
If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Course #</th>
<th>Rubric</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
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</tbody>
</table>

Is this course on the general education list?
If yes, attach approval of drop from General Education Committee

Yes ___ No x

REASON FOR REQUEST TO DROP COURSE:
This course is crosslisted with PADM 5010. However, it is for MPA students and taught by the PAI faculty. There is no need for this crosslisting anymore. ISDS 5010 has not been offered in ten years or more, but was exempt from being dropped due to its crosslisting with PADM 5010.

APPROVALS
Department Faculty Approval Date 9/8/2014
College Faculty Approval Date

Department Chair's Signature
Date 9/9/2014

College Dean's Signature
Date 9/9/2014

Chair, ISDS Committee's Signature
Date 9/9/2014

Graduate Dean's Signature
Date 9/9/2014

College/Division/Department Contact: (please print)

Academic Affairs Approval Date 9/10/2014
Contact Email: