REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | ID 4620
---|---
Title | Honors: Seminar in Interior Design

Short Title (≤ 19 characters) | H | N | R | S | E | M | I | N | T | D | E | S | I | G | N

Semester Hours of Credit | 3

If combination course type, # hrs. of credit for:
Lecture: 
Lab/Sem/Rec: 

Repeat Credit Max. (if repeatable):
0 credit hours
Graduate Credit? | Yes | No

Credit will not be given for this course and:
ID 4720 Seminar in Interior Design

Course Type (Indicate hours in the appropriate course type.)
Lecture
Recitation
Seminar
Lab
Rec/Lab
Lec/Sem
Lec/Lab
Res/Ind
Clin/Pract

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

Grading System:
Letter Grade
Pass/Fail
Final Exam:** | Yes
No

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

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

ID 4620 Honors: Seminar in ID (3)  Prereq.: ID 3752 or equivalent. Same as ID 4720, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4720.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? | Yes | No
Will additional space, equipment, special library materials or other major expense be involved? | Yes | No

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 Date | 1. 7. 15
College Faculty Approval Date | 1. 20. 15

Chair, FS C&G Committee (date) | 2-6-15
Academic Affairs Approval (date) | 2-6-15

College Contact E-mail

John B. Moore
2-15-15
ID 4620 Honors: Seminar in Interior Design (3) F

ID 4620 Honors: Interior Design Studio I (3) F Prereq.: ID 3752 or equivalent. Same as ID 4720, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4720.

This course is added as an HONORS class which can be substituted for ID 4720 to provide an opportunity for qualified Honors students to complete the first semester of their Honors Thesis.

There is no effect on other departments or required resources.

Students are evaluated throughout the semester on their progress toward completing the requirements for a thesis proposal, and the final evaluation is based on submission of this proposal. No final exam is given.
ID 4620 Honors: Seminar in Interior Design Fall 20xx

INSTRUCTOR
Section 001
Instructor's Name and Rank
Office Location and Office Hours
Contact Information

CATALOG DESCRIPTION
ID 4620 Honors: Seminar in Interior Design (3) Prereq.: ID 3752 or equivalent. Same as ID 4720, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4720.

LOCATION and TIME
Design Building, Room 411, Monday and Friday, 9:30 – 10:50 AM

FIRST SEMESTER THESIS
ID 4620 Honors: Interior Design Seminar is the first semester of the Honors Thesis. Students enrolled in this course will have secured a commitment from a professor to serve as their Honors thesis director and requested enrollment from the Honors College in this course by the last day of class in the semester preceding thesis enrollment. Students will prepare and submit a formal thesis proposal including an abstract, literature review, and annotated bibliography.

COURSE OVERVIEW
ID 4620 Honors: Seminar in Interior Design guides students through the stages of writing an Honors thesis proposal. It is the first semester in a two-semester thesis sequence. Topics include formulating a research question, conducting and documenting research, writing style and editing, abstracts, literature reviews, annotated bibliographies, and oral presentations.

INSTRUCTIONAL METHODS
This course consists of individual research, writing, and preliminary design assignments of varying length and complexity that culminate in a thesis proposal. Instructional methods include formal and informal lectures, class discussions, individual and group research, student presentations, field trips, peer reviews, and juried reviews.

OUTCOMES
At the conclusion of this course, students will have had the opportunity to:
- Synthesize the knowledge and skills developed during previous coursework
- Formulate a research question
- Develop a focused research plan and methodology
- Write a literature review
- Complete a written thesis proposal appropriate to the discipline, audience and purpose
- Communicate the thesis proposal in an oral presentation
CIDA PERFORMANCE STANDARDS

At the conclusion of this course students have been exposed to learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation (CIDA). For additional information, please visit http://accredit-id.org/professional-standards. Specifically, this course addresses the following CIDA Professional Standards:

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

Standard 3. Human-Centered Design
The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the built environment.

Student Learning Expectations
a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

Standard 4. Design Process
Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that optimize the human experience within the interior environment.

Student Learning Expectations
Students are able to:
- Identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
- Gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
- Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- Demonstrate creative thinking through presentation of a variety of ideas, approaches, and concepts.

Program Expectations
The interior design program includes:
- Opportunities to solve simple to complex design problems.
- Exposure to a range of design research and problem solving methods.
- Opportunities for innovation and creative thinking.
- Opportunities to develop critical listening skills.

Standard 5. Collaboration
Entry-level interior designers engage in multi-disciplinary collaboration.

Student Learning Expectations
Students have awareness of:
- Team work structures and dynamics.
- The nature and value of integrated design practices.

Program Expectations
The program includes learning experiences that engage students in:
- Multi-disciplinary collaboration, leadership, and teamwork.
- Interaction with multiple disciplines representing a variety of points of view and perspectives.

III. Interior Design: Core Design and Technical Knowledge

Standard 6. Communication
Entry-level interior designers are effective communicators.

Student Learning Expectations
Students are able to:
- Use sketches as a design and communication tool (ideation drawings).
Standard 14. Regulations and Guidelines

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

Student Learning Expectations

Students apply:

a) federal, state/provincial, and local codes.

b) standards.

c) accessibility guidelines.

REQUIRED TEXTS


COURSE OUTLINE

Fourteen-Week Course Outline

1 Research Methods
2 Thesis Proposal: Introduction (Question, Proposition, Aspirations) and Context
3 Thesis Proposal: Introduction (Question, Proposition, Aspirations) and Context
4 Thesis Proposal: Introduction (Question, Proposition, Aspirations) and Context
5 Thesis Proposal: Literature Review and Precedent Studies
6 Thesis Proposal: Literature Review and Precedent Studies
7 Thesis Proposal: Program
8 Thesis Proposal: Program
9 Thesis Proposal: Site and Building Study
10 Thesis Proposal: Site and Building Study
11 Thesis Proposal: Preliminary Design Criteria
12 Thesis Proposal: Preliminary Design Criteria
13 Thesis Proposal: Conclusion, Abstract, Annotated Bibliography
14 Assemble Thesis Proposal, Reference List, Appendices

COURSE MANAGEMENT SYSTEM

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

GRADING CRITERIA

Completion of all required work does not guarantee acceptable mastery of the course content. The Department of Interior Design further defines the definitions found in the University General Catalog as follows:
A Distinguished mastery of the course material
Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.

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

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

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

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

A grade of “D” is unacceptable in Interior Design major courses and ID students must repeat courses in which they receive a grade of “D” before proceeding in the studio sequence.

GRADING SCALE
Course final grades will be based on the following:

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Context</td>
<td>10%</td>
</tr>
<tr>
<td>Abbreviated Literature Review</td>
<td>10%</td>
</tr>
<tr>
<td>Precedent Studies</td>
<td>10%</td>
</tr>
<tr>
<td>Program</td>
<td>10%</td>
</tr>
<tr>
<td>Site and Building Study</td>
<td>10%</td>
</tr>
<tr>
<td>Preliminary Design Criteria</td>
<td>10%</td>
</tr>
<tr>
<td>Conclusion and Annotated Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Process</td>
<td>10%</td>
</tr>
<tr>
<td>Final Proposal</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The final grade may be based on standardized scores (curving the final point values); however, minimum points for a specified grade shall be no greater than: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59. Late projects receive a ¼ letter grade deduction for each class period it is late. However, final projects receive a full letter grade deduction for each class period it is late.

ATTENDANCE
Attendance is mandatory for the scheduled duration of the course. You will be expected to be on time, to come to class fully prepared (with necessary equipment/materials) and to remain in class the full scheduled time unless otherwise dismissed. If for any reason you are unable to attend class, notify the instructor in advance. It is the student’s responsibility to secure handouts, notes or other information missing due to an absence from class. More than three unexcused absences may constitute grounds for placement on attendance probation. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence. LSU general catalog, attendance regulations: an absence due to illness or other causes beyond a student’s control will be excused when the instructor is convinced that the reason for absence is valid. The university’s policy statement 22 discusses approved trips, activities, and other instances of excused absences. Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday.
supported by the student’s religious beliefs. It is the student’s responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. Policy statement 31 discusses the university’s policy on observance of religious holidays in further detail. See policies for interior design studios and classes for further information on attendance requirements.

FACILITIES
The designated location for this class is Room xxx in the Design Building. Unless otherwise notified, all classes will be held in this space. Every student will have his/her own assigned workstation and will be held responsible for its maintenance. See Policies for Interior Design Studios and Classes for further information.

- Keep studio doors locked when no one is in studio and after hours.
- It is strongly recommended that you do not work in the studio or travel around campus after dark alone.
- Campus Transit provides shuttle service after dark. Hours of operation are 5:30-2:00 a.m., 578-5555.
- Call Campus Police immediately to report any strange activity or individuals who do not belong in the building.
- Report any theft immediately either to the Campus Police and the Interior Design Office, room 402.

DEPARTMENT POLICIES
Policies for Interior Design Studios and Classes are available through the Interior Design Department’s Community Moodle site accessed through your PAWS account. These policies and all LSU Policies are applicable to this course. Students are responsible for reading and abiding by these policies each semester.

ACADEMIC INTEGRITY
General Statement on Academic Integrity
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

PLAGIARISM AND CITATION
As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the Chicago Manual of Style. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.
HONORS CODE
Honors College Student Honors Code
“We, the students of the Honors College at Louisiana State University, pledge to uphold the highest personal, academic, and social standards for the betterment of our community and ourselves. We will make every effort to maintain the highest level of integrity by opposing all forms of academic dishonesty so that we may preserve the honor for which the Honors College stands. We will support the academic mission of both LSU and the Honors College in order to achieve a balanced education that extends beyond the classroom and into our community. As students of the Honors College at Louisiana State University, we pledge to uphold these ideals now and in our future personal and professional lives.” For additional information visit https://www.honors.lsu.edu/.

DISABILITY SERVICES
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

LECTURE-LAB COURSE
It is expected that the students have read the chapters prior to class for the background necessary to properly learn the content and apply 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 on preparing for the next class and completing homework and laboratory assignments.
Syllabus Agreement
ID 4620 Honors: Seminar in Interior Design, Fall 20xx

I, ____________________________, have read and understood the policies in this document and I agree to abide by the terms of this syllabus.

Date: __________________________ Signature: __________________________
## Request for CHANGING an Existing Course

### Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Seminar in Interior Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: Lab/Sem/Rec:</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
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<tr>
<td>Graduate Credit?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td>Lecture Lab Seminar Recitation Intern Res/Ind Clin/Prac</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System: Letter Grade X Pass/Fail</td>
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</tr>
<tr>
<td>Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)</td>
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**ID 4720 SEMINAR IN INTERIOR DESIGN (3)**

- **Prereq.**: ID 3752 or equivalent. Research, discussions and presentations related to contemporary issues in interior design.

### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>SEMINAR INT DESIGN</th>
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<tbody>
<tr>
<td>Short Title</td>
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<td>Graduate Credit?</td>
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</tr>
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<td>Credit will not be given for this course and:</td>
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</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
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<td>Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)</td>
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</table>

**ID 4720 SEMINAR IN INTERIOR DESIGN (3)**

- **Prereq.**: ID 3752 or equivalent. An Honors course, ID 4620, is also available. Credit will not be given for this course and ID 4620. Research, discussions and presentations related to contemporary issues in interior design.

### Approvals

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>1-7-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>2-5-15</td>
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<tr>
<td>Graduate Dean Signature</td>
<td></td>
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<tr>
<td>College Contact E-mail</td>
<td></td>
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<td>College Faculty Approval Date</td>
<td>1-23-2015</td>
</tr>
<tr>
<td>College Dean Signature</td>
<td>2-9-15</td>
</tr>
<tr>
<td>Chair, IS CCE Committee</td>
<td>2-6-15</td>
</tr>
<tr>
<td>Academic Affairs Approval</td>
<td></td>
</tr>
</tbody>
</table>
JUSTIFICATION

ID 4620 is being added as an HONORS class which can be substituted for ID 4720 to provide an opportunity for qualified HONORS students to complete the first semester of their Honors Thesis.

The wording in the catalog description in this course must identify that there is an Honors option for this course.

This course is a prerequisite to ID 4756 and is included in the Interior Design curriculum.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ID 4654</th>
<th>Title</th>
<th>HONORS: Interior Design Studio V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>(≤ 19 characters)</td>
<td>HDRNSIDSTUDIOV</td>
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<tr>
<td>Semester Hours of Credit</td>
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<td>Lecture:</td>
<td>Lab/Sem/Rec:</td>
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<td>If combination course type, # hrs. of credit for</td>
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<td>Graduate Credit?</td>
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<tr>
<td>Credit will not be given for this course and:</td>
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<td>ID 4754</td>
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<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td>Lecture Lab</td>
<td>Seminar</td>
<td>Recitation</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>130</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:</td>
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<tr>
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</table>

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

4654 HONORS: Interior Design Studio V (4) Prereq.: ID 3753 or ID 3653 or equivalent. 8 hrs. studio. Same as ID 4754, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4754.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION).

| If this course is approved, will additional staff be needed? | Yes | No |
| Will additional space, equipment, special library materials or other major expense be involved? | Yes | No |

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 Date | 1-7-15 | College Faculty Approval Date | 1-23-15 |
| Department Chair Signature | (date) | Graduate Dean Signature | (date) |
| College Contact | (date) | Chair, FS CCC Committee | (date) |
| E-mail | Academic Affairs Approval | (date) |
ID 4654 HONORS: Interior Design Studio V (4) S

Prereq.: ID 3753 or ID 3653 or equivalent. 8 hrs. studio. Same as ID 4754, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4754.

This studio is added as an HONORS studio which can be substituted for ID 4754 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

There is no effect on other departments or required resources.

Due to the design studio format of this problem-based learning course a final exam is not given. The assessment is through daily desk critiques and formal interim and final reviews of student presentation of work by peers, faculty and guest reviewers.
ID 4654 Honors: Interior Design Studio V Fall 20xx

INSTRUCTOR
Section 001
Instructor's Name and Rank
Office Location
Contact Information
Office Hours

CATALOG DESCRIPTION
ID 4654 Honors: Interior Design Studio V (4) F Prereq.: ID 3753 or equivalent. 8 hrs. studio. Same as ID 4754, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4754.

LOCATION and TIME
Design Building, Room 407, Monday and Friday, 1:00 - 4:50 PM

SPECIAL EMPHASIS
Students enrolled in ID 4654 Honors: Interior Design V will prepare a design portfolio: a formal compilation of course work completed during the semester, including a written explanation of the work and course reflection.

COURSE OVERVIEW
The three middle studios, ID 3652, ID 3653 and ID 4654, address different project types and topics in increasing intensity. Typically the chosen project focuses more intently on certain areas of the design process while progressing through a complete project. A variety of building and construction types, climate, environment and site constraints, public, private or institutional facilities, and new construction verses adaptive reuse of historic/traditional structures are given to expand the experience and parameters of the studio exposure. The middle studios are a progressive investigation of design process, achievement of design intent and communication of design concept and details.

INSTRUCTIONAL METHODS
This course will be taught using various methods of instruction, including, but not limited to, lecture presentations, informal discussions, individual critiques, peer reviews, group critiques, field trips, self-assessment, and reflection. Students will work on research and design projects individually and collaboratively in teams.

OUTCOMES
• Students will be able to perform advanced design development of interior environments at various levels of scope and detail.
• Students will provide proper space allocation for required tasks and functions; also considering life safety, accessibility and building codes and standards.
• Students will become aware of the needs for special user populations and apply their knowledge to interior environments and physical improvements for these users.
• Students will understand the value of working collaboratively and apply their knowledge to team projects.
• Students will utilize numerous approaches and methods of inquiry, such as research and analysis of data, communication and paradigm investigation and manipulation, to advance creative thinking during the design process.
• Student will be able to evaluate material selection and apply their knowledge to two and three-dimensional design projects and the writing of specifications.
• Students will be able to design and detail small-scale design proposals and apply their knowledge to proposing a full size prototype.
• Students will become aware of the value of focused design process and expectations through participating in an international and local competition projects.

CIDA PERFORMANCE STANDARDS
At the conclusion of this course students have been exposed to learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation (CIDA). For additional information, please visit http://accredit-id.org/professional-standards. Specifically, this course addresses the following CIDA Professional Standards:

Section II. Interior Design: Critical Thinking, Professional Values, and Processes
Standard 2. Global Perspective for Design
Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations
Student work demonstrates understanding of:
   a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Standard 3. Human-centered Design
The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the built environment.

Student Learning Expectations
   a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

Standard 4. Design Process
Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations
Students are able to:
   a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
   b) gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
   d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Standard 5. Collaboration
Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations
Students have awareness of:
   c) team work structures and dynamics.

Standard 6. Communication
Entry-level interior designers are effective communicators.

Student Learning Expectations
Students are able to:
   b) use sketches as a design and communication tool (ideation drawings).

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations
Students have awareness of:
   a) a broad range of materials and products.
   d) Students are able to layout and specify furniture, fixtures, and equipment.

Standard 14. Regulations and Guidelines
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations
Students apply:
   g) federal, state/provincial, and local codes.
h) standards.
i) accessibility guidelines.

REQUIRED TEXTS

Required Texts

Reading Assignments
All reading assignments are available in the required texts, reference materials or on Moodle and will be assigned in the project briefs.
Reference Materials
Reference materials will be given in project briefs.

COURSE OUTLINE

Core Design Studio Sequence ID 2750, 2651, 3652, 3653, 4654, 4755 and HONORS parallel studios
The core of the Interior Design Program is the sequence of Design Studios. These are problem-based learning laboratories to instruct the student in the professional program through inquiry, critical thinking and graphic resolution. Practice and project types and pertinent topics are allowed flexibility in the course sequence to accommodate opportunities such as competitions, outreach projects and visiting professors. A representative range of project types and important topic areas are given to each student group during their accent to graduation. As the student progresses through the core design sequence there is a systematic investigation and application of the design process in increasing intensity and complexity culminating in the senior capstone project, which is the most comprehensive inquest and resolution. Therefore the specific projects may vary accordingly each studio level and semester offering.

Fourteen-Week Course Outline

1. P1: IDEC Competition / Introduction / Research
2. P1: IDEC Competition / Concept / Development
3. P1: IDEC Competition / Documentation / Presentation / Critiques
4. P2: NEXT Competition / Introduction / Research
5. P2: NEXT Competition / Research / Infographic
6. P2: NEXT Competition / Bubble Diagrams / Adjacencies / Blocking / Concept Development
7. P2: NEXT Competition / Schematic Design
8. P2: NEXT Competition / Schematic Design
9. P2: NEXT Competition / Design Development / Floor Plan / Building Sections
10. P2: NEXT Competition / Design Development / Floor Plan / Building Sections
11. P2: NEXT Competition / Fixture / Finishes / Equipment / Selection
12. P3: Cornerstone Competition / Division 9 Specification
13. P3: Cornerstone Competition / Division 9 Specification
14. P3: Cornerstone Competition / Division 9 Specification

COURSE MANAGEMENT SYSTEM

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

GRADING CRITERIA

Completion of all required work does not guarantee acceptable mastery of the course content. The Department of Interior Design further defines the definitions found in the University General Catalog as follows:
A Distinguished mastery of the course material
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<tbody>
<tr>
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<tr>
<td>P2 NEXT Student Competition</td>
<td>65 %</td>
</tr>
<tr>
<td>P3 Cornerstone Specification Competition</td>
<td>15 %</td>
</tr>
<tr>
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<td><strong>Total</strong></td>
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GROUP WORK
All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is acceptable without permission constitutes a violation of the LSU Code of Student Conduct.

HONORS CODE Honors College Student Honors Code
“We, the students of the Honors College at Louisiana State University, pledge to uphold the highest personal, academic, and social standards for the betterment of our community and ourselves. We will make every effort to maintain the highest level of integrity by opposing all forms of academic dishonesty so that we may preserve the honor for which the Honors College stands. We will support the academic mission of both LSU and the Honors College in order to achieve a balanced education that extends beyond the classroom and into our community. As students of the Honors College at Louisiana State University, we pledge to uphold these ideals now and in our future personal and professional lives.” For additional information visit https://www.honors.lsu.edu/.

DISABILITY SERVICES
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

LECTURE-LAB COURSE
It is expected that the students have read the chapters prior to class for the background necessary to properly learn the content and apply 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 on preparing for the next class and completing homework and laboratory assignments.
Syllabus Agreement
ID 4654 Honors: Interior Design Studio V, Fall 20xx

I, ___________________________ have read and understood the policies on this document and I agree to abide by the terms of this syllabus.

Date: ___________________________ Signature: ___________________________
**Request for CHANGING an Existing Course**

<table>
<thead>
<tr>
<th>Department</th>
<th>Interior Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>ID 4754</td>
</tr>
<tr>
<td>College</td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td>Date</td>
<td>12-17-2014</td>
</tr>
</tbody>
</table>

**PRESENT COURSE DESCRIPTION**

**Title**: Interior Design Studio V  
**Semester Hours of Credit**: 4 
**Grading System**:
- **Letter Grade**: X 
- **Pass/Fail**: 

**Course Description**:
Prereq.: ID 3753 or equivalent. 8 hrs. studio. Advanced application of the design process; development of comprehensive solutions to complex interior design problems.

**PROPOSED COURSE DESCRIPTION**

**Title**: Interior Design Studio V  
**Short Title**: ID STUDIO V  
**Semester Hours of Credit**: 4  
**Grading System**:
- **Letter Grade**: X 
- **Pass/Fail**: 

**Course Description**:
Prereq.: ID 3753 or equivalent. 8 hrs. studio. Advanced application of the design process; development of comprehensive solutions to complex interior design problems.

---

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

---

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>1-7-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Faculty Approval Date</td>
<td>1-23-2015</td>
</tr>
</tbody>
</table>

---

**Graduate Dean Signature**

---

**Academic Affairs Approval** (date)
JUSTIFICATION

ID 4654 is being added as an HONORS class which can be substituted for ID 4754 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

The wording in the catalog description in this course must identify that there is an Honors option for this course.

This course is a prerequisite to ID 4755 and is included in the Interior Design curriculum.
REQUEST FOR ADDITION OF NEW COURSE

Department: Interior Design  
College: Art and Design

Date: 12-17-2014

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ID 4655</th>
<th>Title</th>
<th>HONORS: Interior Design Studio VI</th>
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<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>H R N S I D S T U D I O V I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: __________</td>
<td>Lab/Sem/Rec: __________</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>0 credit hours</td>
<td>Graduate Credit?</td>
<td>Yes x No</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>ID 4755</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td></td>
<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade x</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
</tr>
</tbody>
</table>

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

4655 HONORS: Interior Design Studio VI (4) - Prereq.: ID 4754 or ID 4654 or equivalent. Concurrent enrollment in ID 4756. 8 hrs. studio. Same as ID 4755, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4755.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

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
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 Date | 1.7.15 |
College Faculty Approval Date | 1.23.15 |

Department Chair Signature | (date) |
Graduate Dean Signature | (date) |
College Contact | E-mail |

College Dean Signature | (date) |
Academic Affairs Approval | (date) |
JUSTIFICATION

ID 4655 Honors: Interior Design Studio VI (4) S

ID 4655 Honors: Interior Design Studio VI (4) S Prereq.: ID 4754 or ID 4654 or equivalent. Concurrent enrollment in ID 4756. 8 hrs. studio. Same as ID 4755, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4755.

This studio is added as an HONORS studio which can be substituted for ID 4755 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework. This design studio is the second course in the HONORS Thesis Sequence.

There is no effect on other departments or required resources.

Due to the design studio format of this problem-based learning course a final exam is not given. The assessment is through daily desk critiques and formal interim and final reviews of student presentation of work by peers, faculty and guest reviewers.
ID 4655 Honors: Interior Design Studio VI Fall 20xx

INSTRUCTOR
Section 001
Instructor’s Name and Rank
Office Location
Contact Information
Office Hours

CATALOG DESCRIPTION
ID 4655 Honors: Interior Design Studio VI (4) S Prereq.: ID 4754 or ID 4654 or equivalent. Concurrent enrollment in ID 4756. 8 hrs. studio. Same as ID 4755, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4755.

LOCATION and TIME
Design Building, Room 407, Monday and Friday, 1:00 - 4:50 PM

SECOND SEMESTER THESIS
ID 4655 Honors: Interior Design Studio VI is the second semester of the Honors Thesis. Students enrolled in this course will have requested enrollment from the Honors College for the second semester of thesis by the end of the previous semester. By the last day to drop classes without receiving a grade of W, students will report their two additional committee members to their Upper Division Adviser. By the midterm exam period, students will submit a final draft of the complete thesis to their thesis director and schedule their defense. For additional information, requirements, and deadlines about the Honors Thesis visit http://www.honors.lsu.edu/academics/curriculum/thesis.

COURSE OVERVIEW
ID 4655, HONORS: ID Studio VI
In the core design studio of the Capstone project series, the student concentrates on the design process and the resolution of an independent project. The project is the demonstration of the students’ ability to synthesize and integrate the knowledge and skills learned in all their professional coursework. The senior design thesis book is the most inclusive document they will produce in the program. The senior studio includes the expectation that a fully developed comprehensive project will evolve.

INSTRUCTIONAL METHODS
All projects will be independently defined and schedules individually determined; therefore, the exact method of approach will vary with each student. All students will be expected to keep regular studio hours and to be available at specified times of meetings and reviews. In addition to contact with the instructors (primary advisors), students will be expected to solicit and integrate input from other members of their advisory committee. Additionally, students are required to work with a mentor(s) and advisor(s) whose design or business experience complements the chosen project.

OUTCOMES
- Synthesize previous design education in the development and execution of an advanced project.
- Apply research and interests developed in ID 4720 (or independently) to a topic that is project oriented and/or research-oriented.
- Demonstrate a facility with the interior design process, time management, programming, space planning, interior constructions and technical skills.
- Execute an advanced project, the Senior Capstone Project, independently with guidance from an instructor.
• Skillfully and creatively execute presentation of design problems and resolutions with improved professional skill.
• Expand and express one's knowledge of spatial concepts and design elements to achieve creative and aesthetic design solutions.
• Successfully communicate a design graphically, verbally and orally.
• Assume responsibility for project outcome.

CIDA PERFORMANCE STANDARDS
At the conclusion of this course students have been exposed to learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation (CIDA). For additional information, please visit http://accredit-id.org/professional-standards. Specifically, this course addresses the following CIDA Professional Standards:

Section II. Interior Design: Critical Thinking, Professional Values, and Processes
Standard 2. Global Perspective for Design
Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.
Student Learning Expectations
Student work demonstrates understanding of:
   a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.
Standard 3. Human-centered Design
The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the built environment.
Student Learning Expectations
   a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.
Standard 4. Design Process
Entry-level interior designers need to apply all aspects of the design process to creative problem solving.
Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.
Student Learning Expectations
   Students are able to:
      a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
      b) gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
      c) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
      d) Demonstrate creative thinking through presentation of a variety of ideas, approaches, and concepts.

Program Expectations
The interior design program includes:
   e) Opportunities to solve simple to complex design problems.
   f) Exposure to a range of design research and problem solving methods.
   g) Opportunities for innovation and creative thinking.
   h) Opportunities to develop critical listening skills.

Standard 5. Collaboration
Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.
Student Learning Expectations
Students have awareness of:
   c) team work structures and dynamics.

Standard 6. Communication
Entry-level interior designers are effective communicators.
Student Learning Expectations
Students are able to:
   b) use sketches as a design and communication tool (ideation drawings).

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.
Student Learning Expectations
Students have awareness of:
   a) a broad range of materials and products.
   d) Students are able to layout and specify furniture, fixtures, and equipment.

Standard 14, Regulations and Guidelines
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations
   Students apply:
   g) federal, state/provincial, and local codes.
   h) standards.
   i) accessibility guidelines.

REQUIRED TEXTS

COURSE OUTLINE
Senior Capstone Project Series and HONORS parallel studios: The specific projects may vary accordingly for each individual student project.

Fourteen-Week Course Outline

1. Design Thesis Introduction / Proposal Review / Critical Path Schedule Development
2. Branding Concept / Program Development / Design Criteria Review
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<tr>
<td>Schematic Design</td>
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</tr>
<tr>
<td>Design Development</td>
<td>40 %</td>
</tr>
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<td>Specifications</td>
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As a student at LSU, it is your responsibility to refrain from plagiarism of the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the Chicago Manual of Style. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.
GROUP WORK
All work must be completed without assistance unless explicit permission for group or partner work is given by
the faculty member. This is critical so that the professor can assess your performance on each assignment. If
a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus
and assignment directions carefully. You might have a project with group work and a follow up report that is
independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking
clarification is your responsibility as a student. Assuming group/partner work is acceptable without permission
constitutes a violation of the LSU Code of Student Conduct.

HONORS CODE Honors College Student Honors Code
"We, the students of the Honors College at Louisiana State University, pledge to uphold the highest personal,
academic, and social standards for the betterment of our community and ourselves. We will make every effort
to maintain the highest level of integrity by opposing all forms of academic dishonesty so that we may preserve
the honor for which the Honors College stands. We will support the academic mission of both LSU and the
Honors College in order to achieve a balanced education that extends beyond the classroom and into our
community. As students of the Honors College at Louisiana State University, we pledge to uphold these ideals
now and in our future personal and professional lives." For additional information visit
https://www.honors.lsu.edu/.

DISABILITY SERVICES
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to
avail themselves of services and programs offered by the University. To this end, Louisiana State University will
provide reasonable accommodations for persons with documented qualifying disabilities. If you have a
disability and feel you need accommodations in this course, you must present a letter to me from Disability
Services 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

LECTURE-LAB COURSE
It is expected that the students have read the chapters prior to class for the background necessary to properly
learn the content and apply 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 on preparing for the next class and completing homework
and laboratory assignments.
Syllabus Agreement
ID 4655 Honors: Interior Design Studio VI, Spring 20xx

I, ____________________________, have read and understood the policies on this document and I agree to abide by the terms of this syllabus.

Date: ___________________________  Signature: ___________________________
Anna M Castrillo

From: T L Ritchie
Sent: Wednesday, February 11, 2015 2:19 PM
To: Anna M Castrillo
Cc: Thomas Sofranko; James Sullivan
Subject: Re: ID proposals

Importance: High

Anna

The reason ID 4720 is not listed as a prerequisite to ID 4655 and 4755 is that it is listed as prerequisite for ID 4756. ID 4755 & 4655 list that 4756 must be enrolled concurrently. So it is in a parallel manner a prerequisite. The senior capstone sequence is the 3 courses ID 4720, 4755 and 4756 that is required of all seniors in the major. Id 4720 and 4755 [4620 & 4655] were used for the Honors thesis requirement.

Let me know how you would like us to proceed. Can we leave it this way or should we change it?

---

**4655 HONORS: Interior Design Studio VI (4) S** Prereq.: ID 4754 or ID 4654 or equivalent. Concurrent enrollment in ID 4756. 8 hrs. studio. Sameas ID 4755, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 4755.

**4755 Interior Design Studio VI (4) S** Prereq.: ID 4754 or equivalent. Concurrent enrollment in ID 4756. 8 hrs. studio. An Honors course, ID 4655, is available. Credit will not be given for this course and ID 4655.

Design synthesis in a comprehensive capstone project.

**4756 Independent Study Project (3) S** Prereq.: ID 4720. Concurrent enrollment in ID 4755. 6 hrs. studio. Execution of a project selected by the advanced student with guidance from an advisory committee.

Thank you again for your assistance.

TL Ritchie
NCIDQ | IDEC
Associate Professor
Department of Interior Design
402 Design Building
Louisiana State University
Baton rouge, LA 70803

T 225.578.8469
C 225.933.6737
F 225.578.8457
tlr@lsu.edu
All the ID proposals were approved! However, the committee wanted to make sure of one thing. I have attached a memo, but they really just wanted to know if a different prerequisite was needed for ID 4655.

Sincerely,

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

LSU
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**PRESENT COURSE DESCRIPTION**

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**PROPOSED COURSE DESCRIPTION**

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**ID 4755 INTERIOR DESIGN STUDIO VI (4)**

Prereq.: ID 4754 or equivalent. Concurrent enrollment in ID 4756, 8 hrs. studio. Design synthesis in a comprehensive capstone project.

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

**APPROVALS**

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<td>Chair, F&amp;S C&amp;C Committee Approval</td>
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<td>Academic Affairs Approval</td>
<td>7.21.15</td>
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JUSTIFICATION

ID 4655 is being added as an HONORS class which can be substituted for ID 4755 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework. The design studio is the second course in the Honors Thesis Sequence.

The wording in the catalog description in this course must identify that there is an Honors option for this course.

This course is a prerequisite to ID 4756 and is included in the Interior Design curriculum.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No.: HIST 4507

Title: Topics in the History of Christianity

Short Title (≤ 19 characters): TOPIICS HIST XIANIITY

Semester Hours of Credit: 3

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

Lecture: ________ Lab/Sem/Rec: ________

Repeat Credit Max. (If repeatable):

9 credit hours Graduate Credit? X Yes ________ No ________

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type):

Lecture 3 Lab ________ Seminar ________ Recitation ________ Lec/Rec ________ Lec/Sem ________ Lec/Lab ________ Res/Ind ________ Clin/Prac ________

Maximum enrollment per section: (integer, e.g. 25 not 20-30) 40

Grading System:

Letter Grade X Pass/Fail Final Exam: ** X Yes ________ No ________

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

Course Description:

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

4507 Topics in the History of Christianity (3) See REL 4507

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? ________ Yes ________ No X ________

Will additional space, equipment, special library materials or other major expense be involved? ________ Yes ________ No X ________

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 Date: 9/15/2014 College Faculty Approval Date: 10-22-14

Department Chair's Signature: 9/15/2014 College Dean's Signature: ________

Graduate Dean's Signature: 2-2-15 Chair, FS C&I Committee's Signature: ________

College/Division/Department: Victor Stater

Contact: (please print) Academic Affairs Approval: ________

Contact Email: stater@lsu.edu Date: 2-6-15
The faculties of both Religious Studies and History have recently hired specialists in the History of Christianity, who will offer courses of interest to students in both departments. A special topics course that is cross-listed with both departments provides the means to offer such courses.
REL/HIST 4507 Topics in the History of Christianity: Christian Monasticism
COURSE SYLLABUS

Course description
An in-depth survey of the varieties, critiques, and defenses of Christian monasticism from antiquity up to the present day.

Required texts
- Peter Damian, Book of Gomorrah (Wilfrid Laurier University Press, 1982).
- Bernard of Clairvaux, Selected Works (Paulist Press, 1987).

Course requirements (undergraduates)
- Attendance 10%
  - Based on submission of “statements of daily confusion”
- 2 papers (900-1000 words each) 20% each = 40%
  - Each paper will ask students to compare/contrast two or three primary texts that they have been assigned and that bear competing or complementary views on a given subject. These papers will be thesis-driven and argumentative in nature, and they will not require outside research.
- Midterm exam 25%
- Final exam 25%

Course requirements (graduates)
- 3 book reviews (1300-1500 words each) 15% each = 45%
  - Each student will select a scholarly monograph from a list appended to the full syllabus. They will read it in a timely fashion and write a review of the book to turn in the last third of the semester. They will provide substantive and critical analysis of its main argument and individual chapters.
- Research paper (6000-8000 words) 20%
  - The research paper will be a thesis-driven, argumentative essay, the topic of which will be determined in consultation with the instructor. The goal of this assignment is to allow the graduate student some degree of free reign, so that they may direct the course to their particular research interests.
- Midterm exam 15%
• Final exam 20%

Out-of-Class Expectations
As a general policy, for each hour you are in class, the student should plan on spending at least two hours doing work outside of class time. Since this course is for 3 credit hours, you should expect to spend, on average, approximately six hours outside of class each week reading and completing writing assignments.

Grading scale
89.5 - 100% A
79.5 - 89.4% B
69.5 - 79.4% C
59.5 - 69.4% D
0.0 - 59.4% F

Schedule of topics and readings
An asterisk (*) denotes reading available electronically.

Week 1
• Basic Questions: What is Monasticism? What is Asceticism?
• Ascetic Impulses in Early Christianity: Paul and Jesus Traditions
  Read: *Paul, 1 Thessalonians and 1 Corinthians (selections); *Gospel of Matthew (selections); Gospel of Thomas (selections)

Week 2
• Ascetic Impulses in Early Judaism and Greco-Roman Philosophy
  Read: *Musonius Rufus, On Training; *Philo of Alexandria, On the Contemplative Life
• Early Christian Models of Asceticism
  Read: *Clement of Alexandria, Pedagogue (selections); *Origen, Homily 1 on Ezekiel; *Athanasius, First Letter to the Virgins

Week 3
• The Monastic Superstar: Antony the Hermit
  Read: Athanasius, Life of Antony; *Antony, Letter 1
• Monks in the Egyptian Desert
  Read: The Desert Fathers: Sayings of the Early Christian Monks; *Precepts of Pachomius

Week 4
• Monks in the Syrian Countryside
  Read: *Theodoret, Religious History (selections)
• Monks in the Gallic Forests
  Read: *Sulpicius Severus, Life of Martin; *John Cassian, Conferences (selections)

Week 5
• The Special Case of Evagrius
  Read: *Evagrius, Eight Spirits of Wickedness; *Evagrius, On Prayer
• The Special Case of Jerome
Read: *Jerome, Letter to Eustochium; *Jerome, Letter to Demetrias; *Jerome, Against Jovinian (selections)

Week 6

- The Birth of Medieval Monasticism
  Read: The Rule of St. Benedict
- Monastic Orders in the Middle Ages
  Read: *Southern, Western Society and the Church in the Middle Ages (selections)

Week 7

- Midterm Exam
- Monastic Spirituality in the Middle Ages I: Bernard of Clairvaux
  Read: Bernard, Selected Writings (selections)

Week 8

- Monastic Spirituality in the Middle Ages II: Hildegard of Bingen
  Read: Hildegard, Scivias (selections)
- Monastic Spirituality in the Middle Ages III: Ignatius of Loyola
  Read: Ignatius, Spiritual Exercises (selections)

Week 9

- Monastic Spirituality in Byzantine Orthodox Church
  Read: *Basil, Asketikon (selections); *Theodore the Studite, Constitutions (selections); *Gregory Palamas, Triads (selections)
- Monasticizing the Clergy
  Read: Peter Damian, Book of Gomorrah; *First Lateran Council (select canons)

Week 10

- Monks in the World: Missionaries and Inquisitors
  Read: *Mark Pegg, Corruption of Angels (selections)
- Protestant Critiques of Monasticism
  Read: *Martin Luther, “Judgment on Monastic Vows (1521)” (selections)

Week 11

- The Rise of Monastic Scholarship
- Modern Critiques of Monasticism
  Read: *Friedrich Nietzsche, On the Genealogy of Morals (Treatise 3)

Week 12

- Monasticism in Louisiana I: Maryville Convent (Franciscan Missionaries of Our Lady)
  No reading
- Monasticism in Louisiana II: St. Joseph’s Abbey
  No reading

Week 13
• **New Approaches to the Study of Asceticism: Psychological**
  Read: *J. Moussaieff Masson, “The Psychology of the Ascetic”

• **New Approaches to the Study of Asceticism: Political**
  Read: *William E. Deal, “Toward a Politics of Asceticism”

Week 14

• **New Approaches to the Study of Asceticism: Biological**

• **In Defense of Ascetic Practice**
  Read: *Kallistos Ware, “The Way of the Ascetics: Negative or Affirmative?”*
Anna M Castrillo

From: Delbert Burkett
Sent: Thursday, January 29, 2015 9:22 AM
To: Anna M Castrillo
Subject: Re: REL/HIST 4018
Attachments: REL 4507 Syllabus.docx

Anna,

1. If we cannot use the number 4018, let's change it to 4507. That way, this course will be listed in the catalog with our other new courses in the History of Christianity (i.e., 4505, 4506, and 4507).

2. I have attached a revised syllabus for REL/HIST 4507 which includes the items that were missing.

3. As you mentioned in your previous email, you have the Form A from History.

Please let me know if this completes the proposal.

Thanks,
Delbert Burkett

From: Anna M Castrillo
Sent: Wednesday, January 28, 2015 11:15 AM
To: Tianna L Powers
Cc: Delbert Burkett
Subject: REL/HIST 4018

Tianna,

I reviewed the proposals to add HIST/REL 4018 and noticed a few problems.

1. REL 4018 as already a course. So instead of having mismatched courses that crosslist, I found another number for both of them, REL 4019. I changed all the documents.

2. The syllabus is missing a few things: the grading criteria needs to be defined, i.e. what is attendance based on, what about the 2 papers? The book reviews and research paper should be explained as well. Also, there should be a statement about out of class assignments. They can add this statement, “As a general policy, for each hour you are in class, the student should plan on spending at least two hours doing work outside of class time. Since this course is for 3 credit hours, you should expect to spend, on average, approximately six hours outside of class each week reading and completing writing assignments.”

3. I see that Dr. Burkett signed the proposal, but does HIST know about this proposal? I do not see an email from HIST.

Sincerely,
Anna Castrillo, M.A.
Coordinator
Office of the University Registrar
Louisiana State University
JUSTIFICATION FOR REL/HIST 4507

The cross-listed special topics course REL/HIST 4507 will attract students from at least three different degree programs.

- Undergraduate students who major in Philosophy with a concentration in Religious Studies are required to take 15 hours of Religious studies courses at the 3000-level or above. This course will count toward that requirement.
- Undergraduate students who major in History are required to take 15 hours of History courses at the 3000-level or above. This course will count toward that requirement.
- Graduate students in History may also count this course toward fulfilling their course work requirement.

In addition, students from other degree programs, undergraduate and graduate, can take this course as an elective.

The first category of students alone will normally be sufficient to meet the minimum enrollment of 10 students. The Religious Studies program regularly offers special topics courses (3010 or 4010), and these regularly meet the minimum enrollment. A special topics course (4010) specifically in the History of Christianity is currently being offered in spring 2015, and it has enrolled 23 students without being cross-listed. The proposed special topics course REL/HIST 4507 will be cross-listed, ensuring that it will have even higher enrollments.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. REL 4507
Title Topics in the History of Christianity

Short Title (≤ 19 characters) Topics in the History of Christianity

Semester Hours of Credit 3

If combination course type, # hrs. of credit for
Lecture: ________ Lab/Sem/Rec: ________

Repeat Credit Max. (if repeatable): 9 credit hours Graduate Credit? X Yes ___ No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)
Lecture Lab Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 40

Grading System: Letter Grade X Pass/Fail ______ Final Exam:** Yes X No ___

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

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

4507 Topics in the History of Christianity (3) Also offered as HIST 4507. May be taken for a max. of 9 hrs. of credit when topics vary. Prereq.: permission of instructor.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.

If this course is approved, will additional staff be needed? Yes ___ No X

Will additional space, equipment, special library materials or other major expense be involved? Yes ___ No X

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 Date 9/12/2014 College Faculty Approval Date 10-22-14

Delbert Burkett M. J. Deluca

Department Chair's Signature Date 9/12/14 College Dean's Signature Date

Gary Byrd John B. Hao

Graduate Dean's Signature Date 2-2-15 Chair, FS C&C Committee's Signature Date

College/Division/Department Contact: (please print) Delbert Burkett

Contact Email: dburket@lsu.edu Academic Affairs Approval Date

Rev. 7/2014

Effective 25/15
The faculties of both Religious Studies and History have recently hired specialists in the History of Christianity, who will offer courses of interest to students in both departments. A special topics course that is cross-listed with both departments provides the means to offer such courses.
REL/HIST 4507 Topics in the History of Christianity:
Christian Monasticism
COURSE SYLLABUS

Course description
An in-depth survey of the varieties, critiques, and defenses of Christian monasticism from antiquity up to the present day.

Required texts
• The Rule of St. Benedict (Penguin Classics, 2008).
• Athanasius, Life of Antony and the Letter to Marcellinus (Paulist Press, 1980).
• Peter Damian, Book of Gomorrah (Wilfrid Laurier University Press, 1982).
• Bernard of Clairvaux, Selected Works (Paulist Press, 1987).
• Hildegard of Bingen, Scivias (Paulist Press, 1990).
• Ignatius of Loyola, Spiritual Exercises and Selected Works (Paulist Press, 1991).

Course requirements (undergraduates)
• Attendance 10%
  o Based on submission of “statements of daily confusion”
• 2 papers (900-1000 words each) 20% each = 40%
  o Each paper will ask students to compare/contrast two or three primary texts that they have been assigned and that bear competing or complementary views on a given subject. These papers will be thesis-driven and argumentative in nature, and they will not require outside research.
• Midterm exam 25%
• Final exam 25%

Course requirements (graduates)
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  o Each student will select a scholarly monograph from a list appended to the full syllabus. They will read it in a timely fashion and write a review of the book to turn in the last third of the semester. They will provide substantive and critical analysis of its main argument and individual chapters.
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  o The research paper will be a thesis-driven, argumentative essay, the topic of which will be determined in consultation with the instructor. The goal of this assignment is to allow the graduate student some degree of free reign, so that they may direct the course to their particular research interests.
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  Read: Athanasius, Life of Antony; *Antony, Letter 1
• Monks in the Egyptian Desert
  Read: The Desert Fathers: Sayings of the Early Christian Monks; *Precepts of Pachomius

Week 4
• Monks in the Syrian Countryside
  Read: *Theodoret, Religious History (selections)
• Monks in the Gallic Forests
  Read: *Sulpicius Severus, Life of Martin; *John Cassian, Conferences (selections)

Week 5
• The Special Case of Evagrius
  Read: *Evagrius, Eight Spirits of Wickedness; *Evagrius, On Prayer
• The Special Case of Jerome

Week 6
- **The Birth of Medieval Monasticism**
  Read: *The Rule of St. Benedict*
- **Monastic Orders in the Middle Ages**
  Read: *Southern, Western Society and the Church in the Middle Ages* (selections)

Week 7
- **Midterm Exam**
- **Monastic Spirituality in the Middle Ages I: Bernard of Clairvaux**
  Read: Bernard, *Selected Writings* (selections)

Week 8
- **Monastic Spirituality in the Middle Ages II: Hildegard of Bingen**
  Read: Hildegard, *Scivias* (selections)
- **Monastic Spirituality in the Middle Ages III: Ignatius of Loyola**
  Read: Ignatius, *Spiritual Exercises* (selections)

Week 9
- **Monastic Spirituality in Byzantine Orthodox Church**
  Read: *Basil, Asketikon* (selections); *Theodore the Studite, Constitutions* (selections); *Gregory Palamas, Triads* (selections)
- **Monasticizing the Clergy**
  Read: Peter Damian, *Book of Gomorrah*; *First Lateran Council* (select canons)

Week 10
- **Monks in the World: Missionaries and Inquisitors**
  Read: *Mark Pegg, Corruption of Angels* (selections)
- **Protestant Critiques of Monasticism**
  Read: *Martin Luther, “Judgment on Monastic Vows (1521)”* (selections)

Week 11
- **The Rise of Monastic Scholarship**
- **Modern Critiques of Monasticism**
  Read: *Friedrich Nietzsche, On the Genealogy of Morals* (Treatise 3)

Week 12
- **Monasticism in Louisiana I: Maryville Convent (Franciscan Missionaries of Our Lady)**
  No reading
- **Monasticism in Louisiana II: St. Joseph’s Abbey**
  No reading

Week 13
• **New Approaches to the Study of Asceticism: Psychological**  
  Read: *J. Moussaieff Masson, “The Psychology of the Ascetic”*

• **New Approaches to the Study of Asceticism: Political**  
  Read: *William E. Deal, “Toward a Politics of Asceticism”*

**Week 14**

• **New Approaches to the Study of Asceticism: Biological**  

• **In Defense of Ascetic Practice**  
  Read: *Kallistos Ware, “The Way of the Ascetics: Negative or Affirmative?”*
From: Delbert Burkett  
To: Anna M Castrillo  
Subject: Re: REL/HIST 4018  
Attachments: REL 4507 Syllabus.docx

Anna,

1. If we cannot use the number 4018, let’s change it to 4507. That way, this course will be listed in the catalog with our other new courses in the History of Christianity (i.e., 4505, 4506, and 4507).

2. I have attached a revised syllabus for REL/HIST 4507 which includes the items that were missing.

3. As you mentioned in your previous email, you have the Form A from History.

Please let me know if this completes the proposal.

Thanks,
Delbert Burkett

From: Anna M Castrillo  
Sent: Wednesday, January 28, 2015 11:15 AM  
To: Tianna L Powers  
Cc: Delbert Burkett  
Subject: REL/HIST 4018

Tianna,

I reviewed the proposals to add HIST/REL 4018 and noticed a few problems.

1. REL 4018 as already a course. So instead of having mismatched courses that crosslist, I found another number for both of them, REL 4019. I changed all the documents.

2. The syllabus is missing a few things: the grading criteria needs to be defined, i.e. what is attendance based on, what about the 2 papers? The book reviews and research paper should be explained as well. Also, there should be a statement about out of class assignments. They can add this statement, “As a general policy, for each hour you are in class, the student should plan on spending at least two hours doing work outside of class time. Since this course is for 3 credit hours, you should expect to spend, on average, approximately six hours outside of class each week reading and completing writing assignments.”

3. I see that Dr. Burkett signed the proposal, but does HIST know about this proposal? I do not see an email from HIST.

Sincerely,
Anna Castrillo, M.A.  
Coordinator  
Office of the University Registrar  
Louisiana State University
JUSTIFICATION FOR REL/HIST 4507

The cross-listed special topics course REL/HIST 4507 will attract students from at least three different degree programs.

- Undergraduate students who major in Philosophy with a concentration in Religious Studies are required to take 15 hours of Religious studies courses at the 3000-level or above. This course will count toward that requirement.
- Undergraduate students who major in History are required to take 15 hours of History courses at the 3000-level or above. This course will count toward that requirement.
- Graduate students in History may also count this course toward fulfilling their course work requirement.

In addition, students from other degree programs, undergraduate and graduate, can take this course as an elective.

The first category of students alone will normally be sufficient to meet the minimum enrollment of 10 students. The Religious Studies program regularly offers special topics courses (3010 or 4010), and these regularly meet the minimum enrollment. A special topics course (4010) specifically in the History of Christianity is currently being offered in spring 2015, and it has enrolled 23 students without being cross-listed. The proposed special topics course REL/HIST 4507 will be cross-listed, ensuring that it will have even higher enrollments.
REQUEST FOR ADDITION OF NEW COURSE

Agricultural and Extension Education and Evaluation

Date 12-12-14

PROPOSED COURSE DESCRIPTION

Rubric & No. AEEE 8000 Title Thesis Research

Short Title (≤ 19 characters) THE SIS RESEARCH

Semester Hours of Credit Variable 1-12

If combination course type, # hrs. of credit

Lecture: ___ Lab/Sem/Rec: ___

Repeat Credit Max. (if repeatable): No max credit hours Graduate Credit? Yes ___ No ___

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.) Lecture Lab ___ Seminar ___ Recitation ___ Lec/Rec ___ Lec/Sem ___ Lec/Lab ___ Res/Ind 1-12 ___ Clin/Pract ___

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 99

Grading System: Letter Grade Pass/Fail ___ Final Exam:** Yes ___ No ___

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

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)
AEEE 8000 Thesis Research ... (1-12) Permission of the Department. "S/U" grading

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes ___ No ___

Will additional space, equipment, special library materials or other major expense be involved? Yes ___ No ___

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 Date 12/16/14 College Faculty Approval Date 1/14/15

Department Chair Signature 12/16/14 (date) William B. Richardson 1/14/15 (date)

Graduate Dean Signature 2-2-15 (date)

Jennifer Neal jshew@isu.edu

Chair, FS C&C Committee 1/30/15 (date)

T-Copperman for SDB 2/20/15 (date)
AEEE 8000 Course Justification & Final Exam Statement:

This course is needed for the curriculum in the newly formed Department of Agricultural and Extension Education and Evaluation. Presently, the department is working on establishing a graduate program. This course will be needed once the Board of Regents approves the graduate program. The culminating assessment for this research course is a thesis. Therefore, a final exam is not required.
From: John B. Hopkins, Chair, Courses and Curricula Committee

At their January 23, 2015 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the AEEE proposals:

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 2003: Methods of Teaching Agricultural Mechanics pending the submission of a revised syllabus that clarifies the General Assignment Instructions section. If a written assignment must contain no grammatical and spelling errors, the syllabus should specify what happens when a student does make an error. The syllabus should also state what happens to a student when they do not or cannot make a 100% on the Agricultural Mechanics Safety Test. The Committee also pointed out that there is inconsistency in the total points for the Demonstration of Technical Skills within the syllabus. Additionally, the Professionalism section of the syllabus should just refer to the LSU Code of Student Conduct instead of detailing acts of academic dishonesty.

Since a student lab fee is being requested with this proposal, an additional proposal must be sent to the Office of Academic Affairs requesting such a fee.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 4101: Instructional Design & Evaluation for Agricultural and Extension Education pending a revised justification that states the level of the course content will be increased from a 3000-level to that consistent with a 4000-level course. The syllabus should also be revised clarifying the General Assignment Instructions section. If a written assignment must contain no grammatical and spelling errors, the syllabus should specify what happens when a student does make an error. Also, the Professionalism section of the syllabus should just refer to the LSU Code of Student Conduct instead of detailing acts of academic dishonesty. The description of Attendance Grade should be changed to read “for every day of unexcused absence beyond two .......

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 4102: Teaching Methods in Agricultural & Extension Education pending a revised justification that states the level of the course content will be increased from a 3000-level to that consistent with a 4000-level course. The Committee also questioned why the course content described in the syllabus for this course is seemingly easier than the syllabus for the previous course, AEEE 4101. Why is AEEE 4102 a higher level course? What information was dropped/added from AEEE 3201, which this course is replacing? Also, the Professionalism section of the syllabus should just refer to the LSU Code of Student Conduct instead of detailing acts of academic dishonesty. Do not state your own penalties for violations of plagiarism or the use of recycled papers as that is inconsistent with the LSU Code of Student Conduct.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 4820: Independent Study pending a statement in the justification about the expected enrollment in
the undergraduate degree program as well as the number of faculty available to teach this course. Justify why there is a 12 credit hour maximum for this course. The Committee also requested a sample syllabus that outlines expectations for student activities as well as a grading scheme. There should be an example contract that outlines what the student is expected to do in this course along with any rules as you see fit. The instructor, chair, and student should have to sign this contract. We will send a template for such a syllabus.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 7703: Coaching, Mentoring, Supervision in Agricultural and Extension Education pending clarification on whether this course is required for the students in the graduate program. Who requires this course? Is it required for state certification? The Committee also requested a revised syllabus that details the attendance and participation component of the grading criteria. Also, the Professionalism section of the syllabus should just refer to the LSU Code of Student Conduct instead of detailing acts of academic dishonesty. Do not state your own penalties for violations of plagiarism or the use of recycled papers as that is inconsistent with the LSU Code of Student Conduct.

When a course requires no final exam, the justification must also state why no final exam is needed.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 7825: Advanced Special Topics in Agricultural and Extension Education pending a revised syllabus that adds “unexcused absences” to the Class Participation and Discussion section. The syllabus can then point to PS-22, https://sites01.lsu.edu/wp/policiesprocedures/files/2014/09/PS22-R04.pdf. The course description should also include when topics vary as well as striking the repetitive catalog description.

- The Committee CONDITIONALLY APPROVED the proposals to add AEEE 8000 and 9000 pending the approval of Academic Affairs. Since there is no graduate program created yet, the creation of these two research courses should be reviewed by Academic Affairs. The Committee understands that the department already has graduate faculty available to teach these courses since there was a restructuring of the department and program.

- The Committee CONDITIONALLY APPROVED the proposals to change the two concentrations with the degree program, Teaching in Formal Education and Extension and Non-Formal Education, pending the submission of all of the above. However, a committee member pointed out that the course EDCI 3136 within the Teaching in Formal Education concentration is in the wrong semester as it is only offered in the spring. The department should reflect this in the recommended path for this concentration.

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

If you have any questions regarding the request, please feel free to contact me at chhopk@lsu.edu.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>AEEE 9000</th>
<th>Title</th>
<th>Dissertation Research</th>
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<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>DISSERTATION RESEARCH</td>
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<td></td>
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<tr>
<td>Semester Hours of Credit</td>
<td>Variable 1-12</td>
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<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture:</td>
<td>Lab/Sem/Rec:</td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>No max credit hours</td>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
<td>Recitation</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail S/U</td>
<td>Final Exam:**</td>
</tr>
<tr>
<td><strong>(Attach justification if the proposed course will not hold a final exam during examination week.)</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Course Description:

AEEE 9000 Dissertation Research (1-12) Permission of the Department. "S/U" grading

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes | No |
Will additional space, equipment, special library materials or other major expense be involved? Yes | No |

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

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

APPROvals

Department Faculty Approval Date 12/16/14
College Faculty Approval Date 11/15

Chair, FS C&C Committee 1/20/15
AEEE 9000 Course Justification & Final Exam Statement:

This course is needed for the curriculum in the newly formed Department of Agricultural and Extension Education and Evaluation. Presently, the department is working on establishing a graduate program. This course will be needed once the Board of Regents approves the graduate program. The culminating assessment for this course is a dissertation. Therefore, a final exam is not required.
At their January 23, 2015 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the AEEE proposals:

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 2003: Methods of Teaching Agricultural Mechanics pending the submission of a revised syllabus that clarifies the General Assignment Instructions section. If a written assignment must contain no grammatical and spelling errors, the syllabus should specify what happens when a student does make an error. The syllabus should also state what happens to a student when they do not or cannot make a 100% on the Agricultural Mechanics Safety Test. The Committee also pointed out that there is inconsistency in the total points for the Demonstration of Technical Skills within the syllabus. Additionally, the Professionalism section of the syllabus should just refer to the LSU Code of Student Conduct instead of detailing acts of academic dishonesty.

Since a student lab fee is being requested with this proposal, an additional proposal must be sent to the Office of Academic Affairs requesting such a fee.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 4101: Instructional Design & Evaluation for Agricultural and Extension Education pending a revised justification that states the level of the course content will be increased from a 3000-level to that consistent with a 4000-level course. The syllabus should also be revised clarifying the General Assignment Instructions section. If a written assignment must contain no grammatical and spelling errors, the syllabus should specify what happens when a student does make an error. Also, the Professionalism section of the syllabus should just refer to the LSU Code of Student Conduct instead of detailing acts of academic dishonesty. The description of Attendance Grade should be changed to read “for every day of unexcused absence beyond two ....”

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 4102: Teaching Methods in Agricultural & Extension Education pending a revised justification that states the level of the course content will be increased from a 3000-level to that consistent with a 4000-level course. The Committee also questioned why the course content described in the syllabus for this course is seemingly easier than the syllabus for the previous course, AEEE 4101. Why is AEEE 4102 a higher level course? What information was dropped/added from AEEE 3201, which this course is replacing? Also, the Professionalism section of the syllabus should just refer to the LSU Code of Student Conduct instead of detailing acts of academic dishonesty. Do not state your own penalties for violations of plagiarism or the use of recycled papers as that is inconsistent with the LSU Code of Student Conduct.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 4820: Independent Study pending a statement in the justification about the expected enrollment in
the undergraduate degree program as well as the number of faculty available to teach this
course. Justify why there is a 12 credit hour maximum for this course. The Committee also
requested a sample syllabus that outlines expectations for student activities as well as a
grading scheme. There should be an example contract that outlines what the student is
expected to do in this course along with any rules as you see fit. The instructor, chair, and
student should have to sign this contract. We will send a template for such a syllabus.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 7703:
  Coaching, Mentoring, Supervision in Agricultural and Extension Education pending
  clarification on whether this course is required for the students in the graduate program.
  Who requires this course? Is it required for state certification? The Committee also
  requested a revised syllabus that details the attendance and participation component of the
  grading criteria. Also, the Professionalism section of the syllabus should just refer to the
  LSU Code of Student Conduct instead of detailing acts of academic dishonesty. Do not
  state your own penalties for violations of plagiarism or the use of recycled papers as that is
  inconsistent with the LSU Code of Student Conduct.
  When a course requires no final exam, the justification must also state why no final exam is
  needed.

- The Committee CONDITIONALLY APPROVED the proposal to add AEEE 7825:
  Advanced Special Topics in Agricultural and Extension Education pending a revised
  syllabus that adds “unexcused absences” to the Class Participation and Discussion section.
  The syllabus can then point to PS-22,
  The course description should also include when topics vary as well as striking the
  repetitive catalog description.

- The Committee CONDITIONALLY APPROVED the proposals to add AEEE 8000 and
  9000 pending the approval of Academic Affairs. Since there is no graduate program created
  yet, the creation of these two research courses should be reviewed by Academic Affairs.
  The Committee understands that the department already has graduate faculty available to
  teach these courses since there was a restructuring of the department and program.

- The Committee CONDITIONALLY APPROVED the proposals to change the two
  concentrations with the degree program, Teaching in Formal Education and Extension and
  Non-Formal Education, pending the submission of all of the above. However, a committee
  member pointed out that the course EDCI 3136 within the Teaching in Formal Education
  concentration is in the wrong semester as it is only offered in the spring. The department
  should reflect this in the recommended path for this concentration.

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

If you have any questions regarding the request, please feel free to contact me at chhopk@lsu.edu.
### REQUEST FOR ADDITION OF NEW COURSE

**Department:** Women's and Gender Studies  
**College:** Humanities & Social Sciences  
**Date:** 1/11/15

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Gender and the Law</th>
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### PROPOSED COURSE DESCRIPTION

<table>
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<tr>
<th>Short Title (≤ 19 characters)</th>
<th>Gender and the Law</th>
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<table>
<thead>
<tr>
<th>Semester Hours of Credit</th>
<th>Lecture:</th>
<th>Lab/Sem/Rec:</th>
</tr>
</thead>
</table>

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

| Repeat Credit Max. (if repeatable): | credit hours | Graduate Credit? | Yes | No |

Credit will not be given for this course and:  
**LAW 5541 Gender and the Law**

<table>
<thead>
<tr>
<th>Course Type (Indicate hours in the appropriate course type.)</th>
<th></th>
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<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
</tr>
</thead>
</table>

Maximum enrollment per section: (use integer, e.g. 25 not 20-30)  
15

| Grading System | Letter Grade | Pass/Fail | Final Exam: | Yes | X | No |

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

**Course Description:**

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

WGS 4541 Gender and the Law (3).

Women's de jure and de facto legal status in U.S. jurisdictions. The history of suffrage and demands for equal rights for men and women, violence against women and violence committed by women, property rights, inheritance rights, reproductive rights, marriage, child custody, the definition of family, Title IX issues, employment discrimination, and gender issues in the legal profession.

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION).**

If this course is approved, will additional staff be needed?  
Yes | No | X

Will additional space, equipment, special library materials or other major expense be involved?  
Yes | No | X

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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11/15</td>
<td>1-26-15</td>
</tr>
</tbody>
</table>

Department Chair Signature  
(date)  

Graduate Dean Signature  
(date)

College Contact  
E-mail

Academic Affairs Approval  
(Date)

**Housekeeping and Rules**

Please be prepared for class each day. Please turn off cell phones or put them on “vibrate.” Please be on time and pay attention. Paying attention means listening and thinking about the material we are discussing, and refraining from other activities such as IM-ing, playing solitaire, and shopping online. If I find that students are using laptops or other devices for purposes other than permitted class activities, I will ban those devices from class.

The syllabus is tentative and is based on our ability to discuss the reading assignments effectively each class period. If we do not finish an assignment for a particular day, please review and be prepared to discuss that material for the next class period. Responses such as “I read that material so long ago I don’t remember it” and “Could you repeat the question?” are not acceptable and indicate that you are not prepared and/or are not paying attention.

As a general policy, for each hour you are in class, you should plan on spending at least two hours doing work outside of class time. Since this course is for 3 credit hours, you should expect to spend, on average, approximately six hours outside of class each week reading and completing writing assignments.

For the first class period please read pages 3-29 and be prepared to discuss them.

Assignments listed below for a particular day are for THE NEXT class period.
If you wish to write a short paper (2400 words or more, depending on the legal issue you select with me, excluding footnotes) in lieu of taking the exam, please follow the directions in the last section of this syllabus. I will also give you individualized instruction on writing and am happy to meet with you at any time to assist you with research and writing questions. You and I will decide together what topic would be appropriate for you to write about. This paper cannot earn writing requirement credit. **THIS RULE IS A FACULTY RULE. I CANNOT WAIVE IT.** Writing requirement credit for papers can only be earned in seminars or through enrollment in individual research study with a faculty member. If you want to earn writing requirement credit for a Gender and the Law paper, you can do so by enrolling for an additional independent research credit and writing the paper for that IR credit. You would then have to take the exam in this course.

The exam is an in-class exam. It will consist of three essay questions based on the material we have covered in class and will last four hours. You should plan to spend one hour reading and outlining your answers to the questions and three hours writing your answers. If you have rented the online version of the book, note that you will not have access to it during the exam.

If we agree that you will write a paper in this class you must still keep up with the reading assignments in the class and you must be prepared for class. If you do not, you will not be allowed to write the paper, and must take the final exam. This rule means that if you are writing a paper in this class, and you repeatedly respond to questions in class with “I don’t know,” or “I didn’t understand that case,” or words to that effect, or give responses that repeatedly indicate that you have not prepared for class or are daydreaming (including such responses as “Could you repeat the question?”), I will tell you that you may not continue with the paper option and you must take the exam. My decision in this matter will be final and I will not entertain any appeals. If you are writing a paper you will also need to provide me or Ms. Virgilio at the appropriate time with your exam number so that I can record your grade in Moodle, since Moodle only allows the recording of anonymous grades. If you are uncomfortable with this process, please take the exam.

**Grades and Grading Scale**

Whether you take the exam or write a paper, that exam or paper is worth 100 percent of your grade. The grading scale for this course is the scale the Law Center has established for upper level lecture courses. I am reproducing it for you here.

**Enrollment of 30 or more:**

- **Median:** 3.0, plus or minus 0.1
- \( \geq 3.8 \): 5-10%
- \( \geq 3.5 \): 15-25%
- \( \leq 2.4 \): 10-20%

**Enrollment of 15-29**
Median and mean: 3.0, plus or minus 0.2

Enrollment of fewer than 15

Recommended median: 3.2, plus or minus 0.2

Grades of 1.3 and 1.4 do not receive course credit.

**LSU A&M Grading Scale**

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 or less

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**ASSIGNMENTS**

For all assignments please look up words you do not understand, references you do not recognize, and material with which you are not familiar. Please do not respond in class to questions by saying, “I can’t answer that question about this case because I don’t know X,” when “X” is something mentioned in the text that is not otherwise defined. Please learn the skill of doing more than the minimum now; it will serve you well when you are a practicing attorney.

January 12  
Discuss pp. 3-29; Pp. 30-53

January 14  
Pp. 54-65; 66-77

January 21  
Continue discussion of assignment for Jan. 21

January 26  
Pp. 77-100. If you opt to write a paper, you must meet with me by this date to choose a topic. If you do not meet with me by this date to choose a topic, you may not write a paper in this class and must take the exam.

January 28  
Pp. 100-121. If you wish to write a paper in this class, send me an email confirming that you plan to write a paper on the issue on the topic that you and I have chosen by the beginning of class on this date. Otherwise you will have to take the exam.

February 2  
Pp. 122-147 (to Note on Expressive Conduct and the Public Nudity Cases)

February 4  
Pp. 147-173

February 9  
Pp. 175-197

February 11  
Pp. 197-221
February 18  
   Pp. 221-251 (to Part B. Which Spaces Are Private?)

February 23  

February 25  
   Pp. 281-310

March 2  
   Pp. 311-354

March 4  
   Pp. 354-379

March 9  
   Pp. 379-405; Pp. 557-566

March 11  
   Pp. 567-595

March 16  
   Pp. 595-625 (To Jespersen)

March 18  
   Pp. 625-644

March 23  
   Pp. 644-669; Pp. 670-700 (to American Law Institute excerpt). If you are writing a paper, please turn in your first draft no later than the beginning of class on this day. If you do not meet the deadline, you must take the exam, unless you have arranged a different deadline with me prior to this date.

March 25  
   Pp. 700-714 (to Part B. The Same-Sex Marriage Debate and New Institutions of Family Recognition)

March 30  
   Pp. 714-734; Pp. 734-757 (to Note on Trans-National Relationship Recognition)

April 1  
   Pp. 757-759 (Read Chapter 7: Polyparenting and Families of Choice on your own)

April 8  
   Pp. 766-785

April 13  
   Pp. 785-808

April 15  
   Pp. 808-843; 846-858

April 20  
   Pp. 859-875 (to Board of Education, Island Trees squib)

April 22  
   TBA
Gender and the Law

Minimum Requirements for Your Paper

Your Paper in General

1. You must state a thesis in your paper and support it with evidence. You need not state a grand idea. You need not set out to solve the problems you see stemming from the U.S. Supreme Court’s decision to require that public figure plaintiffs show actual malice in defamation suits. Instead, you might want to consider smaller issues: for example, Twitter defamation suits. Such suits include interesting questions such as whether for purposes of making out the plaintiff’s prima facie case the court should consider the defamatory statement as one Tweet or allow the argument that it could be a series of Tweets. Choose an issue that is manageable (2400 words at a minimum, without footnotes or endnotes). You can certainly go over the word limit, but remember that ultimately you need to convince the reader that you have covered the issue reasonably well. Don’t pick an issue that you cannot manage successfully. You might want to choose something that you can break down. Write about part of it now and save the rest for a future writing project. Also remember that you do need to write at least 2400 words. That total is minus the footnotes or endnotes. If you “pad” your paper with excessive margins or white space, you will lose points.

2. You must turn in a draft of your paper, and it must total least 1500 words, not including footnotes. Your draft must be your best effort. You must include analysis in your draft, not just an introduction and phrases or sentences such as “This is where my analysis will go,” “this is where my conclusion will go,” and “I need more stuff here,” or a copy of the outline that you are following for your paper. If you turn in such a document, it will not represent your best effort. I will return it to you with a notation that it is unacceptable as a first draft and tell you that you must take the final exam. Include footnotes in your draft, not imbedded cites, or worse yet, no cites at all. Do not turn in a draft or a paper with a bibliography. Use footnotes, and cite only to material that you actually use in the paper, not to material that you look at, but do not cite.

3. Your final paper must be of a length adequate to examine the legal issue you select. Normally that will be at least 2400 words, but if you select an issue that requires more than that to examine it fully, then you are responsible for writing a longer paper. Otherwise you should narrow the issue you are examining, or select another issue. Please do not tell me that you were unable to cover the issue or issues adequately because

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the word limit constrained you. Such an argument is unacceptable. If you need to write a longer paper, then write a longer paper.

4. You must do adequate research on your issue, and make certain that you have the skills necessary to do the research. If you choose an interdisciplinary issue, make certain that you can handle the non-law aspects of the issue. If you choose a comparative law issue, or one that requires you to do research in a foreign language, make certain that your foreign language skills are up to the task. If you choose an international law issue, make certain that you understand at least the basics of international law, or be willing to figure them out.

5. You must use the Bluebook citation form (A Uniform System of Citation). I understand that you might not be familiar with this form of citation. However, you will practice in different courts throughout your career, and you might well publish in journals or in publications that ask you to use different kinds of citation form. You should become accustomed to using different citation forms.

6. You must use footnotes, not endnotes. No other system of citation is acceptable. I will deduct some points from your final grade if you use another form of citation.

7. Use proper grammar and spelling. I will deduct points from your final grade if you make more than one or two errors in grammar and spelling.

8. You are writing a paper, not an article, a note, or a comment. Please do not use these words in your paper to refer to your paper, despite the language in the books I recommend that you consult in the bibliography below.

9. A topic is not the same thing as a legal issue. A topic is, for example, the treatment of sex predators in the U.S. legal system. A legal issue is, for example, “Should registered child sex offenders who have served their terms be allowed to live within 1000 feet of a school, if available living arrangements are not otherwise reasonably available, if they are currently taking prescribed medication and there is no indication that they will re-offend?” Such a question is similar to a question that could be submitted to a court for decision.

If you have trouble finding a topic, look through blogs, recent issues of the newspaper, recent issues of law reviews, recent issues of US Law Week, recent cases, and footnotes of law review articles, as well as chapters in the casebook, including its question sections and footnotes. When you meet with me to select a legal issue on which to write, you should have some ideas in mind. Please do not tell me that you do not have any ideas or “do not know what you want to write about.” If you cannot come up with any ideas to discuss with me as a possible topic for your paper, then please take the exam.

10. Remember to do adequate research to make certain that you are not writing on an issue that is pre-empted. For example, if you discover that someone has already written about your legal question or a question so close to it that you cannot differentiate your paper from another person’s published work, then you cannot write about that issue unless you can change your approach somehow from that individual’s work. You might still be able
to do that, so if you run into this kind of problem, please see me as soon as possible, and we be able to figure out some way to work around it.

Organization and Mechanics

1. Use Times 12 point font.
2. PUT YOUR NAME on every document you submit to me. Put a title on your draft and on your final paper. Do not use your legal issue as the title of your paper. Do not structure your paper as a memo or brief. You are not writing that kind of document. Please see the books listed at the end of this document for more assistance in giving structure to your paper if you have never written a paper in college or in graduate school or do not remember how to do so. Please feel free to make an appointment to see me at any time during the semester for assistance in research or writing. Please also ask the Law Librarians for assistance. They are very friendly and very experienced in research and will be happy to help you.
4. As I mention above, you need a thesis. You also need an introduction and a conclusion. You will need sections explaining your legal issue, analyzing your issue, explaining your solution to the problem you present, and explaining why your solution is viable if you are writing that kind of paper. You should be familiar with this format from papers you have written in high school and in college.
5. Use correct grammar and spelling. Do not spell “United States” as “United State’s.” I mean it. Not every word that ends in an “s” takes an apostrophe. Learn the difference between “its” and “it’s” and among “there,” “they’re” and “their.” Put the period at the end of a sentence after a footnote signal, not before. Write what you mean. Consider the following sentence.

After shooting five Christmas shoppers, the police officers captured the suspect.

Well, I sincerely hope the police officer didn’t shoot all those bystanders. I rather think the suspect did the shooting, but the sentence doesn’t communicate that information.

Punctuation matters. These two sentences convey two entirely different ideas.

Let’s eat Grandma.
Let's eat, Grandma.

You are responsible for proofreading your paper. Do not rely on the spell checking component of your word processing program. Your spell checking program cannot assess whether you have used a word correctly, if you have spelled that word correctly. Thus, the program will not tell you if you have used the word “their” correctly, if you should have used the word “there.” The word “their” is spelled correctly, but you might have misused it.

6. For the most part, don’t use passive voice. For example, consider this sentence.
   *The suspect was captured by the police officers.* The sentence “The police officers captured the suspect” is more evocative and interesting.

   The verb “was” does not always designate passive voice, of course. *The river was flowing quickly.* *The man was dead.* However, many people tend to use passive voice nearly exclusively, perhaps in an effort to seem either scholarly or objective. They just end up boring their readers.

**Points to consider**

1. Remember to cite sources that you use and to put all quotations in quotation marks and to use footnotes to indicate quotations. If you do not quote directly, you must still use footnotes to indicate sources. You must cite your sources appropriately. Give credit to others for their work and ideas. Don’t plagiarize. If you don’t know what plagiarism is, then ask. Do not use more than five exact words from a source without using quotation marks. If you quote more than five words directly from a source, use quotation marks. IN EITHER CASE, GIVE A FOOTNOTE CITING THE SOURCE.

2. The following sources are generally UNACCEPTABLE FOR A SCHOLARLY PAPER.

   - Wikipedia or any similar work.
   - Class notes from any class at any level.
   - Casebooks from any class at any level.
   - Works such as CJS and AmJur.
   - Works written for students.
   - Works written for an audience below the college (undergraduate) level.

If you are unsure whether a source is acceptable for a scholarly paper, ask one of the reference law librarians or the law library Director (Ms. Williams) for advice. However,
you are responsible for the decision to use the source. If you think you MUST use such a source, see me first and explain to me why you think you must use the source.

PLEASE UNDERSTAND THAT SOME SOURCES YOU MIGHT NEED MIGHT NOT BE ON THE INTERNET. Also, please understand that not all sources on the Internet are credible or useful for your purposes. Simply because you type in some keywords and get a result does not mean that the result is useful to you. You need to learn how to evaluate the credibility and usefulness of ANY source you use. That is more difficult on the Internet than it is for print sources because for many sources on the Internet, no one has edited the material. There is NO filter for much of the material on the Internet. Therefore, you must be careful. You must understand what you are looking at and what you are using. Just because you find it on the Internet does not make it valid, valuable, or useful.

3. As you do your research, make notes of quotes and sources that you find helpful. DO NOT WAIT UNTIL THE LAST MINUTE TO WRITE DOWN YOUR SOURCES, believing that you will remember these sources. You won’t remember, and you may not have the time to go back. Make your notes as you do your research.

4. Include footnotes in your draft. AGAIN, I will not comment on a draft that does not have footnotes.

5. Please only submit a draft that has adequate substance; that is, that has an analytic section of approximately 2000 words. Do not submit a draft that consists of an introduction and an outline with comments such as “this is where I will put my analysis,” and “this is where my solution will go.” I will not spend time on such a draft; it shows that you have spent little time on it.

6. Again, ask for assistance from the Law Librarians or me if you can’t find what you need, or don’t know what you need.

7. Again, do not confine your research to online sources, particularly the internet. The internet does not have every source in the world. What sources it does have may not be credible.

8. Update your research.

You should understand that judges and law firm partners are becoming increasingly intolerant of new attorneys who cannot write clearly and concisely, and who do not know how to do research efficiently and effectively. Inexperienced attorneys who cannot or will not learn to write well cost their firms money—not just the money that the firms pay them, but the money that firms pay senior associates or partners to rewrite or to edit new attorneys’ work. In an economy in which firms, agencies, and other employers have their choice of lawyers to hire, those employers are naturally going to be somewhat more interested in attorneys who have efficient and effective research and writing skills. Some judges are beginning to sanction lawyers who submit badly written briefs or incoherent paperwork. On the course Moodle page, I am posting a recent 5th Circuit opinion,
Sanches v. Carrollton-Farmers Branch Independent School District, in which the judges point out the numerous errors made by one set of attorneys.

The instructions above do not constitute an exhaustive list of what you must do to earn a high grade on your paper. They constitute some minimum standards.

Some Titles on Legal Writing


Law Library Reserve KF 250 .F35 2011


Law Library Reference KF 250 .G37 2002

VOLOKH, EUGENE, ACADEMIC LEGAL WRITING: LAW REVIEW ARTICLES, STUDENT NOTES, AND SEMINAR PAPERS (Foundation Press, 2003).

Law Library Reserve KF 250 .V65 2010
LGBTQ Studies Minor: Course Additions

This brief narrative serves to justify the proposed addition of WGS 4541 Gender and the Law.

Course Additions
Law Center Professor Christine Corcos is proposing LAWS 5541 Gender and the Law be made eligible for the LGBTQ Studies Minor. To do so, it is necessary to create a course on the A&M campus for the purpose of cross-listing the Law Center course. Thus, A&M students who wish to take LAWS 5541 Gender and the Law for the LGBTQ Studies Minor would enroll in WGS 4541 Gender and the Law.
Vice Chancellor Joseph, et al.,

Attached you will find a copy of Vice Chancellor Joseph’s letter regarding the Law Center’s course LAW 5541. I agree with Vice Chancellor Joseph’s statement that the course will be assigned an LSU course number. What Women and Gender Studies needs to do to accomplish this, is send a proposal to cross-list a 4000-level WGS course with LAW 5541 to the Faculty Senate Courses and Curriculum Committee. Once cross-listed, LSU students will enroll in the WGS course.

I have checked with an analyst in University Information Systems, and he confirmed that this cross-listing is technically possible.

I am copying OUR Coordinator Anna Castrillo with this message. Anna can provide assistance with a respect to preparing the form that WGS will need to submit to the C&C Committee.

Robert

Robert K. Doolos
Assistant Vice Chancellor and University Registrar Room 112, Thomas Boyd Hall Louisiana State University Baton Rouge, LA 70803 rdoolos@lsu.edu
Phone: 225.578.1690
Fax: 225.578.5991
November 3, 2014

Lawrence J. Rouse, Jr., Ph.D.
Chair, Faculty Senate Courses and Curricula Committee
Department of Oceanography and Coastal Sciences
School of the Coast and Environment
Louisiana State University
314 Howe-Russell Geosciences Complex
Baton Rouge, LA 70803

Dear Dr. Rouse:

I am writing to advise you that I informed the faculty of the Law Center that I endorse the enrollment of LSU A&M undergraduate students in the course in Gender and Law taught by Professor Christine Corcos. I understand that enrollment will be limited to junior and senior students who are pursuing the proposed LGBTQ Studies Minor. Professor Corcos is a member of the law faculty and the Women's Studies faculty. I understand that the course will be assigned an LSU A&M course number and that LSU students will enroll through the Registrar of LSU A&M. Professor Corcos will submit the grades for the undergraduate students to the Registrar of LSU A&M in accordance with the grading procedures and deadlines established by the Registrar of LSU A&M.

I am pleased that the University is pursuing this collaborative educational opportunity for our students. If you need for me to provide any further information, I am pleased to do so.

Best wishes,

Cheney C. Joseph, Jr.
Dale E. Bennett Professor of Law and
Vice Chancellor for Academic Affairs

CC: Robert Doolos, Registrar, LSU A&M
Michele Forbes, Registrar, LSU Law Center
Anna, 

We should add that the reason for the new course is the difference in the ways the Law School and the university record grades. Law assigns number grades and the university assigns letter grades. The A&M course would be offered every time LAW 5541 is offered with A&M undergraduates signing up under the A&M course number.

Larry

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

From: Anna M Castrillo
Sent: Wednesday, December 17, 2014 11:44 AM
To: Lawrence J Rouse
Subject: LGBTQ Memo

Larry,

Let me know what you think before I send it.

Thanks,

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

At LSU, 4000 level courses can be offered with both undergraduate and graduate students in the same course, as long as the faculty member is qualified to teach graduate level courses. So we already blend “levels” of courses with the 4000 courses. If the Law Center is willing to accept the LSU student into their 5000-level course, then the 4000 level course should be acceptable for our students.

If these seems reasonable, I would approve the cross-listing of these courses. If we need to discuss, then let me know.

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

From: Robert K Doolos
Sent: Tuesday, December 16, 2014 2:57 PM
To: Tgilmour Reeve
Cc: Anna M Castrillo; Lawrence J Rouse
Subject: RE: Cross-listing Law and WGS Courses

Gil,

If possible, we need an answer to my proposal this week. The WGS and SW folks are getting antsy.

Robert

Robert K. Doolos
Assistant Vice Chancellor and University Registrar
Room 112, Thomas Boyd Hall
Louisiana State University
Baton Rouge, LA 70803
rdoolos@lsu.edu
Phone: 225.578.1690
Fax: 225.578.5991
From: Robert K. Doolos  
Sent: Wednesday, December 03, 2014 11:20 AM  
To: Gil Reeve (tgreeve@lsu.edu)  
Cc: Anna M. Castrillo  
Subject: Cross-listing Law and WGS Courses

Gil,

I wanted to discuss this with you yesterday, but ran out of time.

Attached is a letter that I received from Chaney Joseph regarding the course LAW 5541 (Gender and the Law). Professor Christine Corcos is the Instructor. She is both a Law Center professor and a member of the WGS faculty. After receiving Vice Chancellor Joseph’s letter, I recommended to the pertinent parties that WGS propose a new 4000-level course that would be cross-listed with LAW 5541. My recommendation is being questioned. As you can see from the message below the issue is cross-listing courses of different levels. I certainly would not recommend cross-listing 3000-level courses and below with courses above the 3000-level. I believe my recommendation to cross-list these two courses is sound. The undergraduates would take only the WGS course and not enroll in the LAW course. Therefore, we will avoid all the current issues of transferring the LAW course to LSU, converting the Law Center’s numeric grades to letter grades, and ensuring the student does not inadvertently end up with a Law transcript with this one course on it.

Please advise whether or not you support my recommendation. If not, an alternative is for WGS to just create a new course, not cross-list it. Dr. Corcos would teach both courses at the same time. In actuality the students would have the same experience as if the courses were cross-listed. If we were to do this, why not cross-list?

Robert

Robert K. Doolos  
Assistant Vice Chancellor and University Registrar  
Room 112, Thomas Boyd Hall  
Louisiana State University  
Baton Rouge, LA 70803  
rdoolos@lsu.edu  
Phone: 225.578.1690  
Fax: 225.578.5991

From: Anna M. Castrillo  
Sent: Monday, December 01, 2014 3:06 PM  
To: Robert K. Doolos  
Subject: FW: Houston we have a problem Re: Cross-listing Law course

Robert,

See below regarding the LAW and WGS crosslisting. They are confused about crosslisting different level courses. I believe we said it was OK to have a 4000 level WGS course crosslisted with a 5000 level LAW course. Is that correct?

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: Kathleen A Bratton  
Sent: Monday, December 01, 2014 3:03 PM  
To: Leonard P Ray  
Cc: Anna M Castrillo; Rebecca E Caire  
Subject: Re: Houston we have a problem Re: Cross-listing Law course

I have to admit, I am deeply confused.

Kathleen A. Bratton  
Associate Professor, Political Science  
Director, Women’s & Gender Studies  
225-963-1962  
bratton@lsu.edu

From: Leonard P Ray  
Sent: Monday, December 1, 2014 3:01 PM  
To: Kathleen A Bratton  
Cc: Anna M Castrillo; Rebecca E Caire  
Subject: Houston we have a problem Re: Cross-listing Law course

Kate,  
I just looked at the forms and the Law School wants to cross list a 5000 level course. In the past, the rule was that cross listed courses had to be at the same level. So WGS would have to create a 5000 level course. But re our recent conversations in Poli Sci, I don’t think undergraduates can enroll in 5000 level courses.

So I think this needs to be bounced off of Becky Caire and Anna Castrillo.

The questions are:
1. Can WGS cross list a 4000 level WGS course with a 5000 level law school course?  
2. If not, can WGS create a 5000 level cross for that cross listing?  
3. What are the implications of a 5000 level WGS course? (Who would be eligible to enroll? Could undergraduates enroll in it?)

cc Anna Castrillo. Becky Caire

Dr. Leonard Ray  
Associate Professor of Political Science  
Louisiana State University

From: Kathleen A Bratton  
Sent: Monday, December 1, 2014 1:08 PM  
To: Leonard P Ray  
Subject: Fw: Cross-listing Law course
From: Barbara C Craig
Sent: Monday, December 1, 2014 10:13 AM
To: Kathleen A Bratton
Subject: Fw: Cross-listing Law course

Hi, Kate,

I am forwarding this email from Elaine Maccio to you. The forms that need to be completed are attached. There is some need for haste in getting this done if the course is to be cross-listed for next semester.

I am leaving shortly to go to the dentist to have a crown replaced, but I should be back by the time you get out of your class at 1:20.

Can we talk then about what we need to do to get this form completed and submitted on time?

Thanks!

Hope you had a lovely Thanksgiving!

Barbara

From: Elaine Maccio
Sent: Wednesday, November 26, 2014 12:15 PM
To: Barbara C Craig
Subject: Fw: Cross-listing Law course

Hi Barbara,

I sent the following email to Kate Bratton Monday afternoon. The Courses & Curricula Committee’s last meeting of the year is Dec. 16, which means I need to get some material to them by the 10th. Has Kate been out this week? Would you happen to know how I would go about filling out Form C?

-Elaine

Elaine M. Maccio, Ph.D., LCSW
Associate Professor
School of Social Work
Women’s and Gender Studies
Louisiana State University
206 Huey P. Long Field House
Baton Rouge, LA 70803
(225) 578-1109
emaccio@lsu.edu
Hi Kate,

Just got off the phone with Anna Castrillo, who explained that in order to cross-list the LAWS course with WGS, I have to fill out two "Form Cs," one LAW-to-WGS, and one WGS-to-LAW. If WGS doesn't already have a course to cross-list this with, I also have to fill out "Form A" (both attached). I've started to fill out Form C, but not sure if it's right, and not sure how its companion Form C is supposed to look (similar or different). I'm in a bit of a time crunch because the C&C Committee's meetings are winding down (which you know), and I still have to get all this paperwork through both my department and the College before C&C ever gets it (as you also know). Can you guide me through this paperwork, starting with the following:

- Do you want to use a current WGS course for the cross-listing, or do you want a new course created?
- Have I started to fill out Form C correctly?

Many thanks for any help you can provide,

-Elaine

Elaine M. Maccio, Ph.D., LCSW
Associate Professor
School of Social Work
Women's and Gender Studies
Louisiana State University
206 Huey P. Long Field House
Baton Rouge, LA 70803
(225) 578-1109
emaccio@lsu.edu
I agree with Robert. There should be no reason why students in any appropriate major or minor could not take the course no matter what rubric is used. Permission of Department could cover that issue.

I have a suggestion about the course description. A lot of the text is unnecessary. The description should indicate the topics covered in a succinct manner. All courses could state "This course deals with the following" or "Topics to be covered include." I also don't believe topics that may be covered or won't be covered are needed in the description. That information can be included in the syllabus. My suggestion:

5541 Gender and the Law (3) Women's de jure and de facto legal status in U.S. jurisdictions. The history of suffrage and demands for equal rights for men and women, violence against women and violence committed by women, property rights, inheritance rights, reproductive rights, marriage, child custody, the definition of family, Title IX issues, employment discrimination, and gender issues in the legal profession.

Larry

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

From: Robert K Doolos
Sent: Thursday, November 20, 2014 7:51 AM
To: Kathleen A Bratton; Elaine Maccio; Cheney C Joseph; Christine A Corcos
Cc: Michele Forbes; Lawrence J Rouse; Anna M Castrillo; Tgilmour Reeve; Women's and Gender Studies
Subject: Re: LAW 5541 and the LGBTQ Studies Minor

Kathleen and Elaine,

The reason that I believed that the course should be cross-listed with WGS is the content. Below is the Law Center's course description.

5541 Gender and the Law (3) This course deals with the following issues: women’s de jure and de facto legal status in U.S. jurisdictions with some attention paid if time permits to the general legal status of women in European and Latin American countries. Topics to be covered include the history of suffrage and demands for equal rights for men and women, violence against women and violence committed by women, property rights, inheritance rights, reproductive rights, marriage, child custody, the definition of family, Title IX issues, employment discrimination, and gender issues in the legal
profession. This course will not examine employment law or domestic relations law in as great depth as the Law Center’s existing courses in these areas. Rather, it is intended to situate these issues within the greater context of the law of gender.

Given the content of the course, WGS seems to be the logical choice, and Social Work can certainly include non-SW courses in the minor requirements. The course would need to be a “Permission of Department” course. Therefore, WGS could schedule the course for both WGS and SW students.

Robert

Robert K. Doolos
Assistant Vice Chancellor and University Registrar
Louisiana State University Baton Rouge, LA 70803
doolos@lsu.edu
Phone: 225.578-1690
Fax: 225.578.5991

From: Kathleen A Bratton
Sent: Thursday, November 20, 2014 7:07 AM
To: Elaine Maccio; Robert K Doolos; Cheney C Joseph; Christine A Corcos
Cc: Michele Forbes; Lawrence J Rouse; Anna M Castrillo; Tgilmour Reeve; Women's and Gender Studies
Subject: Re: LAW 5541 and the LGBTQ Studies Minor

Hi,

I think that's one question (I think some people have thought it would have a WGS number, and some thought it would have a SW number)—

and I think the other question was whether it would be open to WGS students as well as to students in the LGBT minor.

Christine and Law faculty/administrators: do you have a preference? Where does it belong, based on the syllabus? It clearly is relevant to both the LGBT minor and the WGS concentration/minor—so my preference is that WGS students (and I assume LGBT students) will be able to take it. The rubric is up to the law school, I think (and may have already been decided?) (Or, Robert, can it have both?)

Thanks,

Kate

Kathleen A. Bratton
Associate Professor, Political Science
Director, Women's & Gender Studies
225-963-1962
bratton@lsu.edu

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From: Elaine Maccio
Sent: Wednesday, November 19, 2014 11:00 PM
To: Robert K Doolos; Cheney C Joseph; Christine A Corcos; Kathleen A Bratton
Cc: Michele Forbes; Lawrence J Rouse; Anna M Castrillo; Tgilmour Reeve
Subject: Re: LAW 5541 and the LGBTQ Studies Minor

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Thanks so much, Robert. The course is actually for the new LGBTQ Studies Minor. So, I’m assuming that Social Work (where the new minor is housed), not WGS, will need to do the cross-listing.

- Elaine

Elaine M. Maccio, Ph.D., LCSW
Associate Professor
School of Social Work
Women's and Gender Studies
Louisiana State University
206 Huey P. Long Field House
Baton Rouge, LA 70803
(225) 578-1109
emaccio@lsu.edu

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From: Robert K Doolos  
Sent: Wednesday, November 19, 2014 4:08 PM  
To: Cheney C Joseph; Elaine Maccio; Christine A Corcos; Kathleen A Bratton  
Cc: Michele Forbes; Lawrence J Rouse; Anna M Castrillo; Tgilmour Reeve  
Subject: LAW 5541 and the LGBTQ Studies Minor

Vice Chancellor Joseph, et al.,

Attached you will find a copy of Vice Chancellor Joseph’s letter regarding the Law Center’s course LAW 5541. I agree with Vice Chancellor Joseph’s statement that the course will be assigned an LSU course number. What Women and Gender Studies needs to do to accomplish this, is send a proposal to cross-list a 4000-level WGS course with LAW 5541 to the Faculty Senate Courses and Curriculum Committee. Once cross-listed, LSU students will enroll in the WGS course.

I have checked with an analyst in University Information Systems, and he confirmed that this cross-listing is technically possible.

I am copying OUR Coordinator Anna Castrillo with this message. Anna can provide assistance with a respect to preparing the form that WGS will need to submit to the C&C Committee.

Robert

Robert K. Doolos
REQUEST FOR ADDITION OF NEW COURSE

Department: ISDS
E. J. Ourso of Business

College:

PROPOSED COURSE
Short Title: ANALYTICS I
Rubric & No.: ISDS 7361 Title: Analytics I

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)

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

Maximum enrollment per section: 40
(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)
ISDS 7301 Analytics I. Introduction to analytics; use of big data in business; value proposition of data in business; data sources; storage and retrieval of data in business; descriptive analytics for business; business intelligence tools; dashboards in business.

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

ATTACHMENTS
ATTACH THE FOLLOWING TO YOUR PROPOSAL.

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

APPROVALS
Department Faculty Approval 12/3/2014
College Faculty Approval 11/29/2015

Contact:
Contact E-mail: hschnei@lsu.edu

Academic Affairs Approval

Required Attachments to FORM A include:

**Justification** (for ISDS 7301)
There is a need for professionals in all areas to understand Business Analytics. There is also a growing demand from students outside the department who want to get a foundation in analytics. For instance, the MBA program has a growing number of students that desire to concentrate in Analytics. Thus the ISDS department will offer this proposed course as part of a 3-course sequence Analytics I, Analytics II and Analytics III to obtain a concentration in analytics. There are three main reasons for adding a three-course sequence. In the past MBA students have taken some of the ISDS courses in the MSA program for their concentration. However the number of MBA students has grown to over 17 students per year in the analytics concentration. This number is too large to be added to the enrollment in the MSA classes. Also, the MSA program is a one year program relying on group work that cross the boundaries of specific courses. The courses fit specifically to the one year curriculum and it is not possible to select three MSA courses to be suitable for a concentration. For a nine-hour concentration analytics topics from several courses have to be merged into the nine hours to provide a good coverage of analytics. Thus the analytics concentration requires their own courses. Thirdly, the intention is to offer an attractive analytics concentration that also may be taken by students pursuing a certificate in Analytics. This certificate will be proposed after these courses have been approved. Although there may be some overlap with ISDS courses, the proposed courses will be designed only for non-MSA students.
Sample Syllabus

ISDS 7301 — Analytics I

Classroom BEC

Instructor: TBA
E-mail: TBA Phone: TBA
Office: TBA Office Hours: TBA

Prerequisite: None

Suggested Texts:
Big Data by Victor Mayer Schoberger, Kenneth Cucier (2013)
Building Data Models with PowerPivot by Alberto Ferrari and Macro Russo (2014)

Web Sources: Selected class materials will be available online.

Course Objectives:
• To introduce students to analytics.

Assessment:
• A ten point grading scale will be used. (90 - 100 A, 80 - 89.99 B, 70-79.99 C, etc.)
• There will be a midterm exam, a final exam, weekly assignments, quizzes and a final project.
  o weekly assignments: The assignments will consist of reading assignments, and small tasks relating to
    the subject of descriptive analytics.
  o midterm: This exam will consist of a written exam covering the design of databases and descriptive
    analytics as well as other material covered in class.
  o quizzes: These quizzes consist of multiple choice questions relating to the reading assignments.
  o final project: The final project will consist of a dashboard design using real data.
  o final exam: The final exam is a written exam covering reading assignments and all material covered
    in class.
• Check for policy regarding absence from class and make up of work:
  (PS-22 Student Absence from Class: http://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/)
• If you are a student receiving extra test time through the Office of Disability Services, it is your
  responsibility to make your instructor aware of this as soon as possible so that arrangements can be made
  in our testing system. Please be prepared to show documentation from the Office of Disability Services.

2 Written Exams (each worth 22%) 44%
12 assignments (each worth 2%) 24%
10 Quizzes each worth 2% 20%
Project 12%
Total 100%

Course Outline:
This course is a 3-credit hour course, i.e. the course consists of 15 weeks of not less than three hours (160 minutes)
of lecture/classroom or direct faculty instruction and a minimum of two hours out-of-class student work across 15
weeks for one semester or the equivalent amount of work over a different amount of time. It is expected that the
students have read the assigned chapters or pages prior to class for the background necessary to properly
participate in the discussion and think critically about the concepts addressed.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to analytics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Use of big data in business</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Database concepts and different data management methods</td>
<td>Midterms exam</td>
</tr>
<tr>
<td>5-6</td>
<td>Storage and retrieval of data in different databases</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-10</td>
<td>Use of query language to retrieve business data</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Business intelligence tools</td>
<td></td>
</tr>
<tr>
<td>13-15</td>
<td>Dashboard design</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Project Discussion</td>
<td></td>
</tr>
</tbody>
</table>

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

*Assignments and due dates will be announced as class progress.

Written Exams will be given during exam week.

**Assignment Policies:**

- Due dates
- Written assignments are due at the beginning of class.
- Assignments turned in online are due at midnight of the due date.
- No late assignments will be accepted.
- Students will not be allowed to repost assignments that are incomplete or missing files.
- All projects must include the following information:
  - Author:
  - Section:
  - Assignment Number:
  - Date:
  - References:

**Academic Dishonesty:**

File sharing files between students is not permitted. Students found sharing files will be referred to the Dean of Students Office. Giving to and/or receiving work from another student is considered cheating.
REQUEST FOR ADDITION OF NEW COURSE

Department: ISDS  
College: E. J. Ourso of Business  
Date: 12/2/2014

PROPOSED COURSE

Short Title: ANALYTICS II  
Rubric & No.: ISDS 7302  
Title: Analytics II

COURSE CREDIT

Graduate Credit: X YES _ NO

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

GRADING

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

COURSE TYPE  
(Indicate hours in the appropriate course type)

LEC/REC  LEC/SEM  LEC  LAB  LEC/LAB  SEM  CLIN/PRACT  RESIND

Maximum enrollment per section: 40  
(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)

7302 Analytics II (3) Prereq.: ISDS 7301. Predictive analytics in business; business cases in predictive analytics; data mining use in business; industry solutions for predictive analytics.

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 _ NO  
(If answer to either question above is 'yes' attach explanation.)

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

APPROVALS

Department Faculty Approval  12/5/2014  College Faculty Approval  1/28/2015

Department Chair’s Signature  1/29/2015  
Graduate Dean’s Signature (for 4000 level and above)  2-2-15  
College/Division/Department Contact: Helmut Schneider  (Please print name.)

Contact E-mail: hschneid@lsu.edu

Academic Affairs Approval  3/1/2015
Required Attachments to FORM A include:

Justification (ISDS 7302)
There is a need for professionals in all areas to understand Business Analytics. There is also a growing demand from students outside the department who want to get a foundation in analytics. For instance, the MBA program has a growing number of students that desire to concentrate in Analytics. Thus the ISDS department will offer this proposed course as part of a 3-course sequence Analytics I, Analytics II and Analytics III to obtain a concentration in analytics. There are three main reasons for adding a three-course sequence. In the past MBA students have taken some of the ISDS courses in the MSA program for their concentration. However the number of MBA students has grown to over 17 students per year in the analytics concentration. This number is too large to be added to the enrollment in the MSA classes. Also, the MSA program is a one year program relying on group work that cross the boundaries of specific courses. The courses fit specifically to the one year curriculum and it is not possible to select three MSA courses to be suitable for a concentration. For a nine-hour concentration analytics topics from several courses have to be merged into the nine hours to provide a good coverage of analytics. Thus the analytics concentration requires their own courses. Thirdly, the intention is to offer an attractive analytics concentration that also may be taken by students pursuing a certificate in Analytics. This certificate will be proposed after these courses have been approved. Although there may be some overlap with ISDS courses, the proposed courses will be designed only for non-MSA students.
Sample Syllabus
ISDS 7302 -- Analytics II

Classroom: BEC

Instructor: TBA
E-mail: TBA Phone: TBA
Office: TBA Office Hours: TBA

Prerequisite: ISDS 7301

Suggested Texts:
Introduction to Data Mining by Pang-ning Tan, Michael Steinbach and Vipin Kumar

Web Sources: Selected class materials will be available online.

Course Objectives:
• To introduce students to analytics.

Assessment:
• A ten point grading scale will be used. (90 - 100 A, 80 - 89.99 B, 70-79.99 C, etc.)
• There will be a midterm exam, a final exam, weekly assignments, quizzes and a final project.
  o weekly assignments: The assignments will consist of reading assignments, and small tasks relating to
    the subject of predictive analytics.
  o midterm: This exam will consist of a written exam covering predictive analytics as well as other
    material covered in class.
  o quizzes: These quizzes consist of multiple choice questions relating to the reading assignments.
  o final project: The final project will consist of a developing a model for predictive analytics using
    data.
  o final exam: The final exam is a written exam covering reading assignments and all material covered
    in class.
• Check for policy regarding absence from class and make up of work:
(PS-22 Student Absence from Class: http://sites01.usu.edu/wp/policiesprocedures/policies-procedures/22/)
• If you are a student receiving extra test time through the Office of Disability Services, it is your
  responsibility to make your instructor aware of this as soon as possible so that arrangements can be
  made in our testing system. Please be prepared to show documentation from the Office of Disability Services.

2 Written Exams (each worth 22%) 44%
12 assignments (each worth 2%) 24%
10 Quizzes each worth 2% 20%
Project 12%
Total 100%

Course Outline:
This course is a 3-credit hour course, i.e. the course consists of 15 weeks of not less than three hours (160 minutes)
of lecture/classroom or direct faculty instruction and a minimum of two hours out-of-class student work across 15
weeks for one semester or the equivalent amount of work over a different amount of time. It is expected that the
students have read the assigned chapters or pages prior to class for the background necessary to properly
participate in the discussion and think critically about the concepts addressed.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to advanced business analytics</td>
</tr>
<tr>
<td>2</td>
<td>Use of predictive analytics in business</td>
</tr>
<tr>
<td>3-4</td>
<td>Overview of predictive business analytics</td>
</tr>
<tr>
<td>5-6</td>
<td>Multivariate techniques with business applications</td>
</tr>
<tr>
<td>7</td>
<td>Midterms exam</td>
</tr>
<tr>
<td>8-9</td>
<td>Logistic regression with business applications</td>
</tr>
<tr>
<td>11-12</td>
<td>Data mining techniques use in business</td>
</tr>
<tr>
<td>13</td>
<td>Text mining in business</td>
</tr>
<tr>
<td>14-15</td>
<td>Project development</td>
</tr>
<tr>
<td>16</td>
<td>Project discussion</td>
</tr>
</tbody>
</table>

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

*Assignments and due dates will be announced as we progress.

Written Exams will be given during exam week.

**Assignment Policies:**

- Due dates
- Written assignments are due at the beginning of class.
- Assignments turned in online are due at midnight of the due date.
- No late assignments will be accepted.
- Students will not be allowed to repost assignments that are incomplete or missing files.
- All projects must include the following information:
  - Author:
  - Section:
  - Assignment Number:
  - Date:
  - References:

**Academic Dishonesty:**

File sharing files between students is not permitted. Students found sharing files will be referred to the Dean of Students Office. Giving to and/or receiving work from another student is considered cheating.
REQUEST FOR ADDITION OF NEW COURSE

Department: ISDS
College: E. J. Ourso of Business

Date: 12/2/2014

PROPOSED COURSE
Short Title: ANALYTICS III
Rubric & No.: ISDS 7303
Title: Analytics III

COURSE CREDIT
Graduate Credit: X YES NO
Semester Hours of Credit: 3

Graduate Credit: X YES NO
Semester Hours of Credit: 3

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

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

COURSE TYPE
(Indicate hours in the appropriate course type)

Maximum enrollment per section: 40
(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)

7303 Analytics II (3) Prereq.: ISDS 7302. Prescriptive analytics in business; use of optimization techniques in business; use of simulation to assess complex models; business cases;

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

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 12/15/2014
Department Chair’s Signature 1/29/2015
Graduate Dean’s Signature (for 4000 level and above) 2-2-15
College/Division/Department Contact: Helmut Schneider
Contact E-mail: hschnei@lsu.edu

College Faculty Approval 1/27/2015
Chair, FS C&C Committee 2-6-15
Academic Affairs Approval 2/6/2015

FORM A
ADMINISTRATIVE USE ONLY
Required Attachments to FORM A include:

**Justification** (for 7303)

There is a need for professionals in all areas to understand Business Analytics. There is also a growing demand from students outside the department who want to get a foundation in analytics. For instance, the MBA program has a growing number of students that desire to concentrate in Analytics. Thus the ISDS department will offer this proposed course as part of a 3-course sequence Analytics I, Analytics II and Analytics III to obtain a concentration in analytics. There are three main reasons for adding a three-course sequence. In the past MBA students have taken some of the ISDS courses in the MSA program for their concentration. However the number of MBA students has grown to over 17 students per year in the analytics concentration. This number is too large to be added to the enrollment in the MSA classes. Also, the MSA program is a one year program relying on group work that cross the boundaries of specific courses. The courses fit specifically to the one year curriculum and it is not possible to select three MSA courses to be suitable for a concentration. For a nine-hour concentration analytics topics from several courses have to be merged into the nine hours to provide a good coverage of analytics. Thus the analytics concentration requires their own courses. Thirdly, the intention is to offer an attractive analytics concentration that also may be taken by students pursuing a certificate in Analytics. This certificate will also be proposed. Although there may be some overlap with ISDS courses, the proposed courses will be designed only for non MSA students.
Sample Syllabus

ISDS 7303 - Analytics III

Classroom BEC

Instructor: TBA  
E-mail: TBA  
Office: TBA  
Prerequisite: ISDS 7302

Suggested Texts:  
Business Analytics by James R. Evans 2012

Web Sources: Selected class materials will be available online.

Course Objectives:  
• To introduce students to analytics.

Assessment:  
• A ten point grading scale will be used. (90 - 100 A, 80 - 89.99 B, 70-79.99 C, etc.)  
• There will be a midterm exam, a final exam, weekly assignments, quizzes and a final project.  
  o weekly assignments: The assignments will consist of reading assignments, and small tasks relating to  
    the subject of prescriptive analytics.  
  o midterm: This exam will consist of a written exam covering the prescriptive analytics as well as other  
    material covered in class.  
  o quizzes: These quizzes consist of multiple choice questions relating to the reading assignments.  
  o final project: The final project will consist of the analysis and solution to a business analytics project.  
  o final exam: The final exam is a written exam covering reading assignments and all material covered  
    in class.  
• Check for policy regarding absence from class and make up of work:  
  (PS-22 Student Absence from Class: http://sites01.lsu.edu/wp/policiesprocedures/policies-procedures/22/)  
• If you are a student receiving extra test time through the Office of Disability Services, it is your  
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<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>2 Written Exams</td>
<td>44%</td>
</tr>
<tr>
<td>5 assignments</td>
<td>10%</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Project</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course Outline:  
This course is a 3-credit hour course, i.e. the course consists of 15 weeks of not less than three  
hours (160 minutes) of lecture/classroom or direct faculty instruction and a minimum of two hours  
out-of-class student work across 15 weeks for one semester or the equivalent amount of work  
over a different amount of time. It is expected that the students have read the assigned chapters  
or pages prior to class for the background necessary to properly participate in the discussion and  
think critically about the concepts addressed.
Week Topic
1 Introduction to prescriptive analytics
2 Use of prescriptive analytics in business
3-4 Optimization models, linear programming
5-6 Simulation
7 Midterms exam
8 Discussion of significance and causality in big data
9 Methods to resolve confounding in data
11 Business Cases I
12 Business Case II
13 Project development
14 Project solution
15-16 Discussion of solutions

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

*Assignments and due dates will be announced as we progress.

Written Exams will be given during exam week.

Assignment Policies:

- Due dates
- Written assignments are due at the beginning of class.
- Assignments turned in online are due at midnight of the due date.
- No late assignments will be accepted.
- Students will not be allowed to repost assignments that are incomplete or missing files.
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  - Author:
  - Section:
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  - Date:
  - References:

Academic Dishonesty:
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