REQUEST FOR **ADDITION** OF NEW COURSE

<table>
<thead>
<tr>
<th>Department</th>
<th>Oceanography and Coastal Sciences</th>
<th>College</th>
<th>Coast and Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>October 2, 2014</td>
<td></td>
<td></td>
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</tbody>
</table>

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>OCS 1010</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction to Coastal Environmental Science</td>
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</table>

**Short Title (≤ 19 characters)**

<table>
<thead>
<tr>
<th>I N T R O</th>
<th>C O A S T</th>
<th>E N V</th>
<th>S C I</th>
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**Semester Hours of Credit**

<table>
<thead>
<tr>
<th>1</th>
</tr>
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**If combination course type, # hrs. of credit for**

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Lab/Sem/Rec:</th>
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**Repeat Credit Max. (if repeatable):**

<table>
<thead>
<tr>
<th>credit hours</th>
<th>Graduate Credit?</th>
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<tbody>
<tr>
<td>1</td>
<td>Yes</td>
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**Credit will not be given for this course and:**

<table>
<thead>
<tr>
<th>Lecture 1</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>
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**Maximum enrollment per section:**

<table>
<thead>
<tr>
<th>40</th>
</tr>
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</table>

**Grading System:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Pass/Fail</th>
<th>Final Exam: **</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Course Description:**

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

**OCS 1010** Introduction to Coastal Environmental Science (1)

Global view of coastal issues with a focus on the Gulf of Mexico and deltaic areas around the world

**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: [ ]

**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>
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<tbody>
<tr>
<td>10/16/2014</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Department Chair Signature (date)</th>
<th>College Dean Signature (date)</th>
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<tbody>
<tr>
<td>(Signature) 10/16/2014</td>
<td>Richard [Signature] 10/16/14</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Graduate Dean Signature (date)</th>
<th>Chair, FS C&amp;G Committee (date)</th>
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<tbody>
<tr>
<td>(Signature)</td>
<td>John [Signature] 1-17-15</td>
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<table>
<thead>
<tr>
<th>College Contact</th>
<th>E-mail</th>
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<td></td>
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</table>
Justification ENVS/OCS 1010

The Coastal Environmental Science Major in the School of the Coast & Environment is a relatively new program (~6 years old) and has been successfully growing from a few students the first year to over 100 students now. In our efforts to improve retention in the program, we have developed a one credit course that students will be encouraged to take in their first year to introduce them to the CES major, outline areas of research, discuss job opportunities and hiring trends in the field, and familiarize the students with the wide array of research and educational opportunities that are available to them during their undergraduate years. This course will also introduce students to research methodologies used in the scientific study of coastal environments, estuaries, wetlands and deltaic regions.

This new course fulfills two major directives on campus as well as enhancing the CES degree program. First this course will help the retention of undergraduate students in the School of the Coast & Environment, and second, this course will be the first step in the development of a curricular transformation for the campus-wide LSU Discover program (introduction to research methodologies).
Course Syllabus

OCS 1010 – Introduction to Coastal Environmental Science

Fall 2015

**Location:** to be assigned

**Time:** Wednesdays 12:00 pm – 12:50 pm

**Instructors:**

Dr. John R. White  
office: 3239 Energy, Coast and Environment Bldg  
Phone: 578-8792  
email: jrwhite@lsu.edu

Dr. Sibel Bargu Ates  
office: 1235 Energy, Coast and Environment Bldg  
Phone: 578-0029  
email: sbargu@lsu.edu

**Office Hours:** Office hours are Friday from 9-10 am. Other times are available by appointment

**Format:** One 1 hr lecture, once a week

**Textbook:** Not required. Moodle will be used to provide lecture topics, most reading assignments, or any homework assignments. Moodle-linked e-mail will be used for general course communication.

**Course Objectives:** This course will provide a global view of coastal issues with a specific focus on the Gulf of Mexico and deltaic areas around the world. It will also introduce students to CES faculty and their research focus and provide information on career paths for CES students.

**Student Learning Objectives:**

(SLO1) Students will be able to discuss a wide array of issues related to the coastal zone

(SLO2) Students will be able to identify the research opportunities available in the School of Coast and Environment.

**Assignments and Class Activities:** All assignments and readings will be posted in Moodle and announced in class as well. Readings are to be completed prior to lecture unless otherwise specified by the instructor.

Specific assignment: Half a page write-ups for each of the three scientific areas presented that students might be interested – Assignment will be given in week 9 and will be submitted to instructor in week 10.
Assessment - Grade distribution

1) Attendance and participation in class activities 40%
2) Half a page write-ups on three areas you might be interested in 30%
3) Final exam 30%

Grading Scale:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - 0-59
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics to be Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How to succeed in College</td>
</tr>
<tr>
<td>2</td>
<td>Class Activity – team building</td>
</tr>
</tbody>
</table>

**Research Areas – Environmental Issues**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Coastal Issues – Overview</td>
</tr>
<tr>
<td>4</td>
<td>Physical Processes</td>
</tr>
<tr>
<td>5</td>
<td>Trophic Levels: Plankton to Humans</td>
</tr>
<tr>
<td>6</td>
<td>Wetlands and Estuaries</td>
</tr>
<tr>
<td>7</td>
<td>Environmental Issues</td>
</tr>
<tr>
<td>8</td>
<td>Environmental Modeling</td>
</tr>
<tr>
<td>9</td>
<td>Socio-economic and Policy Issues</td>
</tr>
<tr>
<td></td>
<td>Essay: Half a page write-ups for each of the three areas you might be interested – Due week 10</td>
</tr>
<tr>
<td>10</td>
<td>Class Activity</td>
</tr>
<tr>
<td></td>
<td>Class discussions on previously written essays to explore these options</td>
</tr>
</tbody>
</table>

**Careers in Coastal Environmental Science** (to include guest lectures who are working in these areas)

<table>
<thead>
<tr>
<th>Week</th>
<th>Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Academia and Professional Schools</td>
</tr>
<tr>
<td>10</td>
<td>Governmental Jobs (state and federal)</td>
</tr>
<tr>
<td>11</td>
<td>Environmental Consulting, Industry/other Private Sector Jobs</td>
</tr>
</tbody>
</table>

**Research Opportunities in DOCS and/or DES for Undergraduates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Laboratory and field research, volunteer activities, research for credit,</td>
</tr>
<tr>
<td>13</td>
<td>UROP program, national summer programs, internships</td>
</tr>
<tr>
<td>14</td>
<td>Class discussion, final evaluation of the material covered</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Rev. 1/2015

Request for CHANGING an Existing Course

Department: Environmental Sciences
Course Title: ENVS 7043

PRESENT COURSE DESCRIPTION

Title: Environmental Law & Regulation
Semester Hours of Credit: 3
If combination course type, # hrs. of credit for:
   Lecture: 3
   Lab/Seminy/Rec: _____
Repeat Credit Max. (If repeatable): _____
Graduate Credit? Yes X No _____
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type)
   Lecture 3
   Lab 1
   Seminar 1
   Recitation 0
   Intern 0
   Res/Ind 0
   Clin/Prac 0
Total Weekly Contact Hours: 3
Grading System: Letter Grade X Pass/Fail
Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog
7043 Environmental Law and Regulation (3) Introduction to the basic principles of federal and state laws, regulations, and court decisions involving pollution of the environment, including the National Environmental Policy Act, Oil Pollution Act; current topical legal developments.

PROPOSED COURSE DESCRIPTION

Title: Environmental Law & Regulation
Short Title: ENVIRONMENTAL LAW & REG
Semester Hours of Credit
If combination course type, # hrs. of credit for:
   Lecture: 3
   Lab/Seminy/Rec: _____
Repeat Credit Max. (If repeatable): _____
Graduate Credit? X Yes _____ No _____
Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type)
   Lecture 3
   Lab 1
   Seminar 1
   Recitation 0
   Intern 0
   Res/Ind 0
   Clin/Prac 0
Total Weekly Contact Hours: 3
Grading System: Letter Grade X Pass/Fail
Course Description:
Include course number, title, etc. exactly as it appears in the General Catalog
7043 Environmental Law and Regulation (3) Also offered as RNR 7043. Introduction to the basic principles of federal and state laws, regulations, and court decisions involving pollution of the environment, including the National Environmental Policy Act, Oil Pollution Act; current topical legal developments.

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.
Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS

Department Faculty Approval Date 3/16/15
Department Chair Signature [date] Gary Byrd 4-20-15
Graduate Dean Signature [date] John B. Hale 4-17-15
College Faculty Approval Date 3/20/15
Chair, F&S C&S Committee [date] T. Giron - Rector 4/22/15
Academic Affairs Approval [date] SRB
JUSTIFICATION:
Adding this course to the RNR rubric will make it more accessible and desirable to RNR graduate students. Dr. Michael Kaller clarifies this issue in his recent email (attached to this application and quoted here): “The importance of the RNR rubric to the graduate students is really about professional certification after graduation. Students avoid classes that will not apply toward the certifications. Many students, specifically those oriented toward forestry and wildlife careers and less those oriented toward fisheries and wetland careers, are interested in being recognized by their professional societies as a certified forester or certified wildlife scientist. For foresters, certification is important for employment with state agencies or forming a consulting forestry firm. For wildlife students, some states require certification and other states financially reward certified employees. Certification for all societies requires a review of transcripts, and the recently graduated students have the burden to establish that the courses fit the categories. Usually, the societies recognize course descriptions (e.g., Wildlife Techniques is the description used by most universities) or recognized the rubrics (e.g., WILD or WMAN or WFMGT are commonly used rubrics across universities). When rubrics or descriptions are not recognized, the students have additional burdens.

I was not on the faculty when the FISH, FOR, and WILD rubrics were combined into RNR. However, I did inherit the some of the paperwork. The professional societies were informed by letter about the change. There was extensive correspondence from what I understand, and it appeared to be difficult to convince the societies that the new RNR XXXX was the same as the former WILD XXXX or FISH XXXX. Moreover, our recent wildlife hires insist that The Wildlife Society, in particular, is becoming more skeptical of general rubrics, like BIOL or RNR or ENVS, where the courses may not be taught by wildlife scientists (presumably, a WILD rubric somehow guarantees this would happen?). Therefore, the concern lies in convincing the professional societies that an ENVS rubric may be plugged into their course matrix for certification. Our new hires, both wildlife scientists, will not be advising their students into any rubric that may cause problems for certification. They have been very convincing, and other faculty seem to be going along. Therefore, we are looking at 5-6 faculty, who would account for 20-30 graduate students (our largest group), who would not participate. I would bet that the forestry faculty would participate, but they account for far fewer graduate students. Among the fish and wetland faculty, the rubric is a non-issue, but again we (I am a fish and invertebrate ecologist) account for fewer students (under 30).

Additional notes:
The course has room for more students and the addition of RNR graduate students will only strengthen the overall enrollment. The course is also offered as a LAW course, and the instructor believes the classroom environment is enhanced greatly by teaching LAW, ENVS, and RNR students in the same classroom.

CURRICULUM:
At present, this course is not included as a required course in any curriculum, and is an optional course for graduate students.
Instructions for Form C - Request for Changing a Course

Correspondence regarding this course change:

From: Christopher F D'Elia
Sent: Thursday, December 04, 2014 3:43 PM
To: Michael D Kaler; Blake Hudson
Subject: RE: ENVS/RNR course proposals

Mike, OK with me. Chris.

From: Blake Hudson
Sent: Thu 12/4/2014 8:48 PM
To: Michael D Kaler; Christopher F D'Elia
Subject: RE: ENVS/RNR course proposals

Chris, the reason I went forward with this is because I have only had one RNR student in 3 years enroll in the ENVS courses I teach. So I thought since there is no competition, so to speak, it would be good to create RNR numbers for the courses so we can reach even more people on campus. My law classes have benefited greatly from having graduate perspectives and I think having more in there will be a benefit to both the law and the ENVS students.

Thanks!

BLAKE HUDDSON
BURLINGTON RESOURCES PROFESSOR IN ENVIRONMENTAL LAW
EDWARD J. WOMAC, JR. PROFESSOR IN ENERGY LAW
JOINT APPOINTMENT
LSU LAW CENTER
LSU SCHOOL OF THE COAST AND ENVIRONMENT

BIO | SSRN | TWITTER

1 EAST CAMPUS DRIVE, OFFICE 436
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LA 70803
(225) 578-4064

From: Michael D Kaler
Sent: Thursday, December 04, 2014 3:38 PM
To: Blake Hudson
Cc: Christopher F D'Elia
Subject: ENVS/RNR course proposals

Hello Blake,

Could you send me a memo indicating that you wish to cross-list your courses with RNR to increase
opportunities for students? One memo will suffice, if it lists the three courses. This is the final item that I need for the proposals. I have cc’d Dean D’Elia to indicate that I will send the ENVS/RNR cross-listing proposals forward to the College C&C committee once I have the memo. Wouldn’t hurt to have an e-mail from him too.

Mike Kaller, Ph.D.
Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College

From: Blake Hudson
Sent: Tue 10/28/2014 12:27 PM
To: Michael D Kaller
Subject: Syllabi

Mike, it just struck me that I may or may not have sent you the three course syllabi that I hope we can create RNR numbers for. In case I didn’t, here they are.

- Environmental Law and Policy
- International Environmental Law and Policy
- Natural Resources Law and Policy (a paper class/seminar – so I have also attached the paper writing info.)

BLAKE HUDSON
BURLINGTON RESOURCES PROFESSOR IN ENVIRONMENTAL LAW
EDWARD J. WOMAC, JR. PROFESSOR IN ENERGY LAW
JOINT APPOINTMENT, ASSOCIATE PROFESSOR
LSU LAW CENTER
LSU SCHOOL OF THE COAST AND ENVIRONMENT

BIO | SSRN | TWITTER

1 EAST CAMPUS DRIVE, OFFICE 436
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LA 70803
(225) 578-4064
Instructions for Form C - Request for Changing a Course

From: Lawrence J Rouse <lrouse@lsu.edu>
To: Michael D Kaller <mkalle1@lsu.edu>
Cc: Blake Hudson <blake.hudson@law.lsu.edu>; monster77 <monster77@aol.com>; <armbrust@lsu.edu>
Subject: Re: ENVS / RNR cross-listing -- Justification
Date: Wed, 4 Mar 2015 6:22 pm

I suggest that we use Mike's note as the justification for the cross listing.

Sent from my iPhone

RE: ENVS / RNR cross-listing -- Justification

From: Michael D Kaller <mkalle1@lsu.edu>
To: Lawrence J Rouse <lrouse@lsu.edu>; Blake Hudson <blake.hudson@law.lsu.edu>
Cc: monster77 <monster77@aol.com>; Kevin L Armbrust <armbrust@lsu.edu>
Date: Wed, Mar 4, 2015 4:26 pm

Hello Blake, Larry, Vince, and Kevin,

The importance of the RNR rubric to the graduate students is really about professional certification after graduation. Students avoid classes that will not apply toward the certifications. Many students, specifically those oriented toward forestry and wildlife careers and less those oriented toward fisheries and wetland careers, are interested in being recognized by their professional societies as a certified forester or certified wildlife scientist. For foresters, certification is important for employment with state agencies or forming a consulting forestry firm. For wildlife students, some states require certification and other states financially reward certified employees. Certification for all societies requires a review of transcripts, and the recently graduated students have the burden to establish that the courses fit the categories. Usually, the societies recognize course descriptions (e.g., Wildlife Techniques is...
the description used by most universities) or recognized the rubrics (e.g., WILD or WMAN or WFMGT are commonly used rubrics across universities). When rubrics or descriptions are not recognized, the students have additional burdens.

I was not on the faculty when the FISH, FOR, and WILD rubrics were combined into RNR. However, I did inherit the some of the paperwork. The professional societies were informed by letter about the change. There was extensive correspondence from what I understand, and it appeared to be difficult to convince the societies that the new RNR XXXX was the same as the former WILD XXXX or FISH XXXX. Moreover, our recent wildlife hires insist that The Wildlife Society, in particular, is becoming more skeptical of general rubrics, like BIOL or RNR or ENVS, where the courses may not be taught by wildlife scientists (presumably, a WILD rubric somehow guarantees this would happen?). Therefore, the concern lies in convincing the professional societies that an ENVS rubric may be plugged into their course matrix for certification. Our new hires, both wildlife scientists, will not be advising their students into any rubric that may cause problems for certification. They have been very convincing, and other faculty seem to be going along. Therefore, we are looking at 5-6 faculty, who would account for 20-30 graduate students (our largest group), who would not participate. I would bet that the forestry faculty would participate, but they account for far fewer graduate students. Among the fish and wetland faculty, the rubric is a non-issue, but again we (I am a fish and invertebrate ecologist) account for fewer students (under 30).

Mike Kaller, Ph.D.
Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College
Request for **CHANGING** an Existing Course

**PRESENT COURSE DESCRIPTION**

**Title:** International Environmental Law

**Semester Hours of Credit:** 3

**If combination course type, # hrs. of credit for:**
- Lecture: 3
- Lab/Sem/Rec: 0

**Repeat Credit Max. (If repeatable):** Yes, No

**Graduate Credit?** Yes, No

**Credit will not be given for this course and:**
- **Contact Hours Per Week:** (Indicate hours in appropriate course type.)
  - Lecture 3
  - Lab 0
  - Seminar 0
  - Recitation 0
  - Intern 0
  - Res/Ind 0
  - Clin/Pract 0

**Total Weekly Contact Hours:** 3

**Grading System:** Letter Grade X

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

7046 International Environmental Law (3) International and multilateral agreements and practices for controlling pollution and depletion of natural resources; relationship between international trade agreements and environmental quality; other international environmental issues.

**PROPOSED COURSE DESCRIPTION**

**Title:** International Environmental Law

**Short Title:** INTLENV

**Semester Hours of Credit:** 3

**If combination course type, # hrs. of credit for:**
- Lecture: 3
- Lab/Sem/Rec: 0

**Repeat Credit Max. (If repeatable):** Yes, No

**Graduate Credit?** Yes, No

**Credit will not be given for this course and:**
- **Contact Hours Per Week:** (Indicate hours in appropriate course type.)
  - Lecture 3
  - Lab 0
  - Seminar 0
  - Recitation 0
  - Intern 0
  - Res/Ind 0
  - Clin/Pract 0

**Total Weekly Contact Hours:** 3

**Grading System:** Letter Grade X

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

7046 International Environmental Law (3) Also offered as RNR 7046. International and multilateral agreements and practices for controlling pollution and depletion of natural resources; relationship between international trade agreements and environmental quality; other international environmental issues.

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

- Has this change been discussed with and approved by all departments/colleges affected? Yes, No, N/A
- Is this course included in any curricula, concentrations, or minors? Yes, No
- Is this course a prerequisite or corequisite for other courses? Yes, No
- Is this course on the General Education list? Yes, No

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

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

**APPROVALS**

**Department Faculty Approval Date:** 3/6/15

**College Faculty Approval Date:** 3/20/15

**Department Chair Signature:**

**Graduate Dean Signature:** 4-20-15

**College Contact E-mail:**

**Colleague Contact E-mail:**

**Chair, Ps C&C Committee:**

**Academic Affairs Approval:** 4-27-15
JUSTIFICATION:
Adding this course to the RNR rubric will make it more accessible and desirable to RNR graduate students. Dr. Michael Kaller clarifies this issue in his recent email (attached to this application and quoted here): "The importance of the RNR rubric to the graduate students is really about professional certification after graduation. Students avoid classes that will not apply toward the certifications. Many students, specifically those oriented toward forestry and wildlife careers and less those oriented toward fisheries and wetland careers, are interested in being recognized by their professional societies as a certified forester or certified wildlife scientist. For foresters, certification is important for employment with state agencies or forming a consulting forestry firm. For wildlife students, some states require certification and other states financially reward certified employees. Certification for all societies requires a review of transcripts, and the recently graduated students have the burden to establish that the courses fit the categories. Usually, the societies recognize course descriptions (e.g., Wildlife Techniques is the description used by most universities) or recognized the rubrics (e.g., WILD or WMAN or WFMGT are commonly used rubrics across universities). When rubrics or descriptions are not recognized, the students have additional burdens.

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Additional notes:
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CURRICULUM:
At present, this course is not included as a required course in any curriculum, and is an optional course for graduate students.
Correspondence:

From: Christopher F D'Elia  
Sent: Thursday, December 04, 2014 3:43 PM  
To: Michael D Kaller; Blake Hudson  
Subject: RE: ENVS/RNR course proposals

Mike, OK with me, Chris.

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To: Michael D Kaller; Christopher F D'Elia  
Subject: RE: ENVS/RNR course proposals

Chris, the reason I went forward with this is because I have only had one RNR student in 3 years enroll in the ENVS courses I teach. So I thought since there is no competition, so to speak, it would be good to create RNR numbers for the courses so we can reach even more people on campus. My law classes have benefited greatly from having graduate perspectives and I think having more in there will be a benefit to both the law and the ENVS students.

Thanks!

Blake Hudson  
Burlington Resources Professor in Environmental Law  
Edward J. Womac, Jr. Professor in Energy Law  
Joint Appointment  
LSU Law Center  
LSU School of the Coast and Environment

BIO | SSRN | TWITTER

1 East Campus Drive, Office 436  
Louisiana State University  
Baton Rouge, LA 70803  
(225) 578-4064

From: Michael D Kaller  
Sent: Thursday, December 04, 2014 3:38 PM  
To: Blake Hudson  
Cc: Christopher F D'Elia  
Subject: ENVS/RNR course proposals

Hello Blake,

Could you send me a memo indicating that you wish to cross-list your courses with RNR to increase opportunities for students? One memo will suffice, if it lists the three courses. This is the final item that I need for the proposals. I have cc’ed Dean D’Elia to indicate that I will send the ENVS/RNR cross-listing
proposals forward to the College C&C committee once I have the memo. Wouldn’t hurt to have an e-mail from him too.

Mike Kaller, Ph.D.
Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College

From: Blake Hudson
Sent: Tue 10/28/2014 12:27 PM
To: Michael D Kaller
Subject: Syllabi

Mike, it just struck me that I may or may not have sent you the three course syllabi that I hope we can create RNR numbers for. In case I didn’t, here they are.

- Environmental Law and Policy
- International Environmental Law and Policy
- Natural Resources Law and Policy (a paper class/seminar – so I have also attached the paper writing info.)

BLAKE HUDSON
BURLINGTON RESOURCES PROFESSOR IN ENVIRONMENTAL LAW
EDWARD J. WOMAC, JR. PROFESSOR IN ENERGY LAW
JOINT APPOINTMENT, ASSOCIATE PROFESSOR
LSU LAW CENTER
LSU SCHOOL OF THE COAST AND ENVIRONMENT

BIO | SSRN | TWITTER

1 EAST CAMPUS DRIVE, OFFICE 436
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LA 70803
(225) 578-4064
From: Lawrence J Rouse <lrouse@lsu.edu>
To: Michael D Kaller <mkalle1@lsu.edu>
Cc: Blake Hudson <blake.hudson@law.lsu.edu>; monster77 <monster77@aol.com>; <armbrust@lsu.edu>
Subject: Re: ENVS / RNR cross-listing -- Justification
Date: Wed, 4 Mar 2015 6:22 pm

I suggest that we use Mike's note as the justification for the cross listing.

Sent from my iPhone

---

RE: ENVS / RNR cross-listing -- Justification

From: Michael D Kaller <mkalle1@lsu.edu>
To: Lawrence J Rouse <lrouse@lsu.edu>; Blake Hudson <blake.hudson@law.lsu.edu>
Cc: monster77 <monster77@aol.com>; Kevin L Armbrust <armbrust@lsu.edu>
Date: Wed, Mar 4, 2015 4:26 pm

Hello Blake, Larry, Vince, and Kevin,

The importance of the RNR rubric to the graduate students is really about professional certification after graduation. Students avoid classes that will not apply toward the certifications. Many students, specifically those oriented toward forestry and wildlife careers and less those oriented toward fisheries and wetland careers, are interested in being recognized by their professional societies as a certified forester or certified wildlife scientist. For foresters, certification is important for employment with state agencies or forming a consulting forestry firm. For wildlife students, some states require certification and other states financially reward certified employees. Certification for all societies requires a review of transcripts, and the recently graduated students have the burden to establish that the courses fit the
categories. Usually, the societies recognize course descriptions (e.g., Wildlife Techniques is the description used by most universities) or recognized the rubrics (e.g., WILD or WMAN or WFMGT are commonly used rubrics across universities). When rubrics or descriptions are not recognized, the students have additional burdens.

I was not on the faculty when the FISH, FOR, and WILD rubrics were combined into RNR. However, I did inherit the some of the paperwork. The professional societies were informed by letter about the change. There was extensive correspondence from what I understand, and it appeared to be difficult to convince the societies that the new RNR XXXX was the same as the former WILD XXXX or FISH XXXX. Moreover, our recent wildlife hires insist that The Wildlife Society, in particular, is becoming more skeptical of general rubrics, like BIOL or RNR or ENVS, where the courses may not be taught by wildlife scientists (presumably, a WILD rubric somehow guarantees this would happen?). Therefore, the concern lies in convincing the professional societies that an ENVS rubric may be plugged into their course matrix for certification. Our new hires, both wildlife scientists, will not be advising their students into any rubric that may cause problems for certification. They have been very convincing, and other faculty seem to be going along. Therefore, we are looking at 5-6 faculty, who would account for 20-30 graduate students (our largest group), who would not participate. I would bet that the forestry faculty would participate, but they account for far fewer graduate students. Among the fish and wetland faculty, the rubric is a non-issue, but again we (I am a fish and invertebrate ecologist) account for fewer students (under 30).

Mike Kaller, Ph.D.
Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College
Request for CHANGING an Existing Course

PRESENT COURSE DESCRIPTION

Title: Natural Resources Law and Policy

Semester Hours of Credit: 3

If combination course type, # hrs. of credit for:
Lecture: 3
Lab/Sem/Rec: 

Repeat Credit Max. (If repeatable):
Graduate Credit?: Yes X No

Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Lecture: 
Lab: 
Seminar: 
Recitation: 
Intern: 
Res/Ind: 
Clin/Prac: 

Total Weekly Contact Hours: 3

Grading System: Letter Grade X Pass/Fail

PROPOSED COURSE DESCRIPTION

Title: Natural Resources Law and Policy

Short Title: NAT RES LAW & POLICY

Semester Hours of Credit:
If combination course type, # hrs. of credit for:
Lecture: 3
Lab/Sem/Rec:

Repeat Credit Max. (If repeatable):
Graduate Credit?: Yes X No

Credit will not be given for this course and:
Contact Hours Per Week: (Indicate hours in appropriate course type.)
Lecture: 
Lab: 
Seminar: 
Recitation: 
Intern: 
Res/Ind: 
Clin/Prac:

Total Weekly Contact Hours: 3

Grading System: Letter Grade X Pass/Fail

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

7048 Natural Resources Law and Policy (3) Legal frameworks and resultant policy debates surrounding natural resources management. Mechanisms by which law and policy facilitate resource management in the U.S., and worldwide. Assessment of science supporting such management.

7048 Natural Resources Law and Policy (3) Also offered as RNR 7048. Legal frameworks and resultant policy debates surrounding natural resources management. Mechanisms by which law and policy facilitate resource management in the U.S., and worldwide. Assessment of science supporting such management.

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

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

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

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

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

JUSTIFICATION/EXPLANATION: Use separate sheet.

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

APPROVALS

Department Approval Date: 3/6/15
Ala. Council of Higher Education (date) John B. Hope (date)

Graduate Dean Approval Date: 4/20/15

College Approval Date: 3/2/15

Academic Affairs Approval (date)
ENVS / RNR 7048 Natural Resources Law and Policy

JUSTIFICATION:

Adding this course to the RNR rubric will make it more accessible and desirable to RNR graduate students. Dr. Michael Kaller clarifies this issue in his recent email (attached to this application and quoted here): "The importance of the RNR rubric to the graduate students is really about professional certification after graduation. Students avoid classes that will not apply toward the certifications. Many students, specifically those oriented toward forestry and wildlife careers and less those oriented toward fisheries and wetland careers, are interested in being recognized by their professional societies as a certified forester or certified wildlife scientist. For foresters, certification is important for employment with state agencies or forming a consulting forestry firm. For wildlife students, some states require certification and other states financially reward certified employees. Certification for all societies requires a review of transcripts, and the recently graduated students have the burden to establish that the courses fit the categories. Usually, the societies recognize course descriptions (e.g., Wildlife Techniques is the description used by most universities) or recognized the rubrics (e.g., WILD or WMAN or WFMGT are commonly used rubrics across universities). When rubrics or descriptions are not recognized, the students have additional burdens.

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Additional notes:
The course has room for more students and the addition of RNR graduate students will only strengthen the overall enrollment. The course is also offered as a LAW course, and the instructor believes the classroom environment is enhanced greatly by teaching LAW, ENVS, and RNR students in the same classroom.

CURRICULUM:

At present, this course is not included as a required course in any curriculum, and is an optional course for graduate students.
Correspondence:

**From:** Christopher F D'Elia  
**Sent:** Thursday, December 04, 2014 3:43 PM  
**To:** Michael D Kaller, Blake Hudson  
**Subject:** RE: ENVS/RNR course proposals

Mike, OK with me. Chris.

**From:** Blake Hudson  
**Sent:** Thu 12/4/2014 8:48 PM  
**To:** Michael D Kaller, Christopher F D'Elia  
**Subject:** RE: ENVS/RNR course proposals

Chris, the reason I went forward with this is because I have only had one RNR student in 3 years enroll in the ENVS courses I teach. So I thought since there is no competition, so to speak, it would be good to create RNR numbers for the courses so we can reach even more people on campus. My law classes have benefited greatly from having graduate perspectives and I think having more in there will be a benefit to both the law and the ENVS students.

Thanks!

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**EDWARD J. WOMAC, JR. PROFESSOR IN ENERGY LAW**  
**JOINT APPOINTMENT**  
**LSU LAW CENTER**  
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**BIO | SSRN | TWITTER**

1 EAST CAMPUS DRIVE, OFFICE 436  
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Instructions for Form C: Request for Changing a Course

proposals forward to the College C&C committee once I have the memo. Wouldn’t hurt to have an e-mail from him too.

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Associate Professor and
Curriculum Coordinator,
School of Renewable Natural Resources
Associate Rector,
Agriculture Residence College
Anna M Castrillo

From: Vincent L Wilson
Sent: Tuesday, March 24, 2015 6:30 PM
To: Anna M Castrillo
Cc: Lawrence J Rouse
Subject: 3 Form C course applications for the FS C&C Committee review

Anna,

Attached are three change of course (Form C) applications that should be coupled with matching course applications from RNR that arrived in the FS C&C Committee a few months ago. These applications are intended to set up the cross-listing between ENVS 7043 and RNR 7043, ENVS 7046 and RNR 7046, ENVS 7048 and RNR 7048.

Please let me know if I need to do anything else.
Thanks,
Vince
**Request for CHANGING an Existing Course**

<table>
<thead>
<tr>
<th>Department</th>
<th>Electrical and Computer Engr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>EE 4240</td>
</tr>
<tr>
<td>College</td>
<td>Engineering</td>
</tr>
<tr>
<td>Date</td>
<td>1/29/2015</td>
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**RECENT COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Linear Circuit Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
</tbody>
</table>

- combination course type, # hrs. of credit

<table>
<thead>
<tr>
<th>Lecture: 2</th>
<th>Lab/Sem/Rec: 1</th>
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</thead>
<tbody>
<tr>
<td>Graduate Credit?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week:</td>
<td>4</td>
</tr>
</tbody>
</table>

- grading System: Letter Grade X Pass/Fail
- course Description: (Include course number, title, etc., exactly as it appears in the General Catalog)

- req: EE 3220 and EE 3221. Credit or registration in EE 3222. 2 hrs. lecture; 2 hrs. lab. ABET category: 2 hrs. design; 1 hr. engineering science. Fabrication and use of discrete and monolithic integrated circuits; use of building blocks for design of analog systems.

**PROPOSED COURSE DESCRIPTION**

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>Short Title</td>
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---

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

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

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

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

**APPROVALS**

- Department Faculty Approval Date: 1-2-9-15
- College Faculty Approval Date: 3-9-15
- Department Chair Signature: [Signature] (date) 3-1-15
- Graduate Dean Signature: [Signature] (date) 4-19-15
- College Contact E-mail: [E-mail]
Pre-requisites Changes (Approved by ECE Faculty)

EE4240: Linear Circuit Design

Current Pre-requisites: EE3220 and EE3221, Credit or Registration in EE3232

New Pre-requisites: EE3220 and EE3221

Explanation: Updated course content of EE4240 which now uses the 5th Edition of text “Analog and Design of Analog Integrated Circuits,” by Gray, Hurst, Lewis and Meyer, Wiley requires a strong background in Analog Electronics at the level of EE3220 using both bipolar and MOS transistor based circuits – analysis and design. EE2231 (Electronics I Lab) is good enough which gives understanding of basic electronics circuit design concepts and therefore EE3221 is no more needed. Since EE4240 is based on device models and is already covered, credit or registration in EE3232 is also not needed.

Addendum: This course is bipolar junction transistor and MOS field effect transistor – equivalent circuit model based for the analysis and design of analog integrated circuits. The equivalent circuit models are to be taught in the beginning before using these models for bipolar and MOSFET-based analog circuit design using analytical circuit analysis and simulation from SPICE program. The designed experiments on analog circuit designs based on both analytical and simulation methods are then tested in the laboratory. Since EE3232 Solid State Devices as the name reflects, in actual course offering, teaches fundamentals of semiconductor devices such as bipolar junction diodes, bipolar junction transistors and MOSFETs and other devices after teaching physics of semiconductors. Thus, students learn introduction to bipolar junction transistors and MOSFETs close to the end of the semester. More so equivalent circuit models of bipolar junction transistors and MOSFETs are not covered. Using EE3232 as a co-requisite does not benefit EE4240 which requires understanding of device models and its equivalent circuit in very beginning of EE4240 offering. Thus, EE3232 is not needed.

EE4242: VLSI Design

Current Pre-requisites: EE2740 and EE3220

New Pre-requisites: EE2740, EE2230 and EE2231

Explanation: Updated course content of EE4242 which now uses the 2nd Edition of “Digital Integrated Circuits -A Design Perspective,” by Rabaey, Chandrakasan and Nikolic, Prentice Hall requires a strong background in Digital Logic Design at the level of EE2740 and basic electronics at the level of EE2230 and EE2231. Since EE4242 is based on MOS digital electronics it does not require EE3220. Also EE4242 is organized in such a way that that both electrical and computer engineering students can take this course as is the current pattern. This course is of highly interdisciplinary nature.
Addendum: The digital logic design-based EE4242 VLSI Design is solely based on digital CMOS logic design and involves design automation tools which has allowed students from both computer engineering/science and electrical engineering can be educated and trained according to industry standard. With the advancement in the field of VLSI system (chip) design, background in electronics is limited to a level of basic electronics such as covered in EE2230 (Electronics I) and EE2231 (Electronics I Lab). Since there is no analog electronics component to digital VLSI Design (EE4242), a background in EE3230 (Electronics II), which is an analog electronics-based course covering devices from bipolar junction devices to MOS transistors, is not required.
Division of Electrical & Computer Engineering

EE 4240 Linear Circuit Design (3 credit): 2 Hours of lectures and 2 hours of laboratory per week as defined in New Credit Hour Definition dated August 29, 2013 from Chair, Faculty Senate Courses and Curriculum Committee.

Credit Hour Expectations: 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 the concepts addressed. As a general policy, for each hour of the class, the student should plan to spend at least two hours on preparing for the next class and completing laboratory and homework assignments.

Instructor: Dr. A. Srivastava, Professor (eesriv@lsu.edu)

Objective: The objective of the course is to analyze and design various building blocks for analog applications, design operational amplifiers in CMOS and bipolar technologies. The foundation of the course begins with the development of large and small signal equivalent circuit models compatible with the SPICE simulator. Analog circuit designs based on these equivalent circuit models of transistors are tested and characterized in the laboratory.

Prerequisites: EE3220 (3 credit) and EE3221 (2 credit)
Your name will be removed if you do not meet the course requirement and have a letter grade “D” in any of the required courses.


Note: Any upgrades will be provided during lab hours.

Course Syllabus:

Chapter 2: Review of Bipolar, MOS Integrated-Circuit Technology
Chapter 1: Review of Models for Integrated-Circuit Active Devices
Chapter 3: Differential Pairs (Section 3.5)
Chapter 4: Current Mirrors and Active Loads
Chapter 5: Output Stages (Section 5.4)
Chapter 6: Operational Amplifiers with Single-Ended Outputs
Chapter 7: Frequency Response of Integrated Circuits
Chapter 8: Feedback Circuits excluding Voltage Regulators (suggested reading)
Chapter 9: Introduction to Frequency Response and Stability of Feedback Amplifiers
Chapter 10: Nonlinear Analog Circuits (Section 10.3 – Phase-Locked Loops)

Homework and Laboratory: Regular homework assignments will be given. Every student will be required to work in laboratory to conduct laboratory experiments following the Laboratory Manual. Homework and laboratory experiments will require an extensive use of PSPICE.

Lecture Hours: M W; Laboratory Hours: T TH
Grading:
Test I (Midterm Exam): 20%
Test II: 20%
Final Exam: 25%
HW: 10%
Lab: 25%

Total: 100%

Note: No make-up test/exam will be given except for legitimate medical reasons.
Grades: A (90-100), B: 75-89, C: 60-74, D: 50-59, F: <59.

Office Hours: To be announced
Email: ashok@ece.lsu.edu

Note: You are responsible for any changes and updates that are given during lecture hours.

EE4240 Laboratory: All laboratory reports must be word-processed and include the following:
1) Object, 2) Circuit diagram including node numbers if simulated using PSPICE, 3) Observations, 4) Analysis and Discussion and 5) Conclusion.

Laboratory reports will be due in the following week of the laboratory for submission to the TA/instructor concerned for grading.

Lab Schedule

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Lab Numbers (From the Lab Manual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Laboratory Instrumentation (instructions in the class) and Performance Test of an Amplifier</td>
</tr>
<tr>
<td>3</td>
<td>The Cascode Amplifier</td>
</tr>
<tr>
<td>4</td>
<td>Class B Amplifiers</td>
</tr>
<tr>
<td>5</td>
<td>Current Source</td>
</tr>
<tr>
<td>6</td>
<td>The Differential Amplifier</td>
</tr>
<tr>
<td>7</td>
<td>Amplifier Design and Characterization</td>
</tr>
<tr>
<td>8</td>
<td>A Discrete Parts Operational Amplifier: Part I and Part II</td>
</tr>
<tr>
<td>9</td>
<td>Amplifier Circuits</td>
</tr>
<tr>
<td>10</td>
<td>Waveform Generation</td>
</tr>
<tr>
<td>11</td>
<td>Digital-to-Analog Conversion (DAC)</td>
</tr>
<tr>
<td>12</td>
<td>Voltage-Controlled Oscillator</td>
</tr>
<tr>
<td>13</td>
<td>Analog Switches</td>
</tr>
<tr>
<td>14</td>
<td>Phase-Locked Loop</td>
</tr>
<tr>
<td>15</td>
<td>Make-up Lab</td>
</tr>
</tbody>
</table>
Social media and other policies

1. DO NOT USE CELL PHONE OR OTHER MEDIA TO RECEIVE OR CALL PHONES OR E-MAILS DURING THE ACTIVE CLASS/LAB TIME.

2. Students are responsible for familiarizing themselves with policies and procedures such as PS-22 (Student Absence from Class) and code of student conduct (http://saa.lsu.edu/code-student-conduct), especially “misconduct” Section 8.

3. Follow safety instructions for working in the laboratory. Always use common sense approach in regards to safety considerations.