**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** Communication Sciences & Disorders  
**College:** Humanities and Social Sciences  
**Date:** April 6 2015

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### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>COMD 7281</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Acquired Neurogenic Language Disorders</td>
</tr>
</tbody>
</table>

**Short Title (≤ 19 characters):**

| ACQRDNEULANGDSRD |

**Semester Hours of Credit:** 3

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

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Lab/Sem/Rec:</th>
</tr>
</thead>
</table>

**Repeat Credit Max. (if repeatable):**

<table>
<thead>
<tr>
<th>credit hours</th>
<th>Graduate Credit?</th>
</tr>
</thead>
</table>

**Credit will not be given for this course and:**

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

<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>
<th>Intern</th>
</tr>
</thead>
</table>

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

**Grading System:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Pass/Fail</th>
<th>Final Exam:</th>
</tr>
</thead>
</table>

**Course Description:**

*COMD 7281 Acquired Neurogenic Language Disorders (3). Neuroscience, assessment, and treatment of acquired neurogenic language disorders (aphasia and dementia).*

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

<table>
<thead>
<tr>
<th>If this course is approved, will additional staff be needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will additional space, equipment, special library materials or other major expense be involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**Academic Affairs Approval:**

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**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL):**

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curriculum. 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>November 13, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Faculty Approval Date</td>
<td>4-22-15</td>
</tr>
</tbody>
</table>

**Department Chair Signature:**  
**(date)**  
**Graduate Dean Signature:**  
**(date)**  
**College Contact E-mail:**  
**Academic Affairs Approval:**  
**(date)**
Justification

The COMD masters degree is designed to meet the educational needs of students seeking to become nationally-certified, speech-language pathologists who must be knowledgeable about the nature and characteristics of, as well as competent in the practice of the prevention of, and assessment/intervention for communication disorders across the lifespan. The current course structure related to communication disorders of adults who have suffered brain damage was constructed in the early 1980s to consist of a sequence starting with the study of the neuroanatomy/physiology of communication (COMD 7280 Neuroanatomical Bases of Speech and Hearing) leading to neurologically-based, acquired disorders of speech (COMD 7385 Neuropathologies of Speech) and language (COMD 7387 Aphasia in Adults). In the intervening time theoretical models of these disorders and the role of speech-language pathologists have broadened to include a range of cognitive processes and systems (e.g., attention, perception, memory, organization, and executive function) that interact with language, speech, and communication.

The course changes proposed here seek to expand the focus on cognitive processes and systems by instituting a new course sequence including COMD 7281 Acquired Neurogenic Language Disorders followed by COMD 7282 Acquired Neurogenic Cognitive-Communicative Disorders and COMD 7385 Neuropathologies of Speech. Each of these three courses will include discussion of the essential neuroanatomical/physiological components serving the particular cognitive systems and disorders addressed in the class, thus eliminating the need for COMD 7280.

Specific Course Changes

Drop COMD 7280 Neuroanatomical Bases of Speech and Hearing.

The knowledge attained in this course will be spread out over the beginning of the disorders classes: COMD 7281 Acquired Neurogenic Language Disorders and COMD 7282 Acquired Neurogenic Cognitive-Communicative Disorders. We anticipate that this will result in better student learning because they will see a more immediate practical payoff for the acquisition of this knowledge as a part of the disorders courses. Students will learn about the specific neurology serving particular disorders just before using that knowledge in understanding the nature, characteristics, assessment and intervention for each disorder.

Drop COMD 7387 Aphasia in Adults.

The knowledge attained in this course will be moved to the new class, COMD 7281 Acquired Neurogenic Language Disorders.

Add COMD 7281 Acquired Neurogenic Language Disorders

This class presents the nervous system structures that serve the communicative functions that are disrupted in aphasia and dementia as well as the etiologies of damage to these systems and changes over time that result from central nervous system damage. Students will learn how to administer and interpret appropriate measurement of these systems and how to develop and evaluate intervention plans.
Add COMD 7282 Acquired Neurogenic Cognitive-Communicative Disorders

This class presents the central nervous system structures that serve the communicative functions that are disrupted by traumatic brain injury and right hemisphere disorders (social language use, attention, and memory) as well as the etiologies of damage to these systems and changes over time that result from central nervous system damage. Students will learn how to administer and interpret appropriate measurements of these systems and how to develop and evaluate intervention plans.
COURSE DESCRIPTION

1. This course has two broad purposes:
   a. To provide you with foundational underpinnings of the central nervous system’s neuroscience and neuroanatomy as it relates to sensory/motor and cognitive process in speech, language, and hearing. In the second semester in COMD 7282 we will go more in-depth into the neuroscience and neuroanatomy.
   b. To provide you with the requisite information needed to begin assessing and treating individuals with acquired neurologic language disorders (aphasia and dementia). Students will learn through assigned reading, lectures, discussion, assignments, and class projects. Clinical case presentations, including case history, neurological exam results, and behavioral observation will be used to develop basic differential diagnostic skills. Students will be required to use theoretical models and findings from treatment research to develop evidence-based treatments for specific clinical cases.

2. Class meets every Wednesday 1:00 to 3:50 p.m. in 1 Hatcher Hall
3. Office hours will be Tuesday 3:00 – 5:30 p.m. or by appointment
4. Students will:
   a. attend class regularly and participate in class discussions and activities
   b. complete all assigned readings before class and be prepared to participate in discussions
   c. be responsible for material in lecture notes, reading assignments, and class discussions.

MOODLE

We will use MOODLE as our course management system. I will put everything on MOODLE including lecture notes, and other course documents such as web links, posted articles, course project information, and general course announcements. PowerPoint lectures will be posted for each class by date. PowerPoint slides will be available the day before class. It is your responsibility to manage your own slides (print out, download, etc). If you have trouble with MOODLE please contact IT and “the MOODLE people.”

REQUIRED TEXTBOOKS


Revised 4/6/15
Other required readings will be assigned and made accessible to you on MOODLE. These articles are to be used expressly for educational purposes and may not be copied or distributed.

RECOMMENDED RESOURCES (**available in my office for checkout)

NEUROSCIENCE:

APHASIA & DEMENTIA:

COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Knowledge Objective</th>
<th>By the end of the course, you will be able to:</th>
<th>Learner Outcome Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomical &amp; Physiological Bases</td>
<td>o Demonstrate knowledge of the neuroanatomical bases of language. o Describe the effects of neurologic injury or disease on speech, language, and cognitive systems. o Demonstrate basic knowledge of the anatomical and neuropsychological principles of neuroplasticity as they relate to diagnosis and treatment of acquired neurologic language disorders. o Demonstrate knowledge of the vascular supply and consequences of cerebral vascular events.</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>Psychological (KASA Standard) III C – Knowledge of Nature of Communication Disorders</td>
<td>o Demonstrate knowledge of theoretical models (e.g., psycholinguistic, cognitive neuropsychological) of language. o Describe the psychological effects of neurologic injury or disease that result in acquired neurogenic language disorders.</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Linguistic (KASA Standard) III C – Knowledge of Nature of Communication Disorders</td>
<td>o Describe the linguistic aspects of acquired neurogenic language disorders and how communication can be affected by the changes.</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>Genetic (KASA Standard)</td>
<td>o Describe the current findings about which neurologic diseases</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Knowledge Objective</td>
<td>By the end of the course, you will be able to:</td>
<td>Learner Outcome Measure</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>III C – Knowledge of Nature of Communication Disorders</strong></td>
<td>have a genetic base.</td>
<td></td>
</tr>
<tr>
<td>Cultural (KASA Standard III C – Knowledge of Nature of Communication Disorders)</td>
<td>o Describe the significance of acquired neurogenic language disorders and neurologic injury and disease in western culture, and compare/contrast with other cultures.</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Developmental/Lifespan (KASA Standard III C – Knowledge of Nature of Communication Disorders)</td>
<td>o Describe how communication behaviors change over the lifespan in individuals with developmental and acquired neurogenic language disorders. o Describe how developmental and acquired neurogenic language disorders affect an individual’s ability to participate in daily activities throughout the lifespan.</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Prevention (KASA Standard III D – Knowledge of Principles and Methods)</td>
<td>o Describe prevention aspects of acquired neurogenic language disorders, neurologic injury and disease that may be amendable to prevention.</td>
<td>o Assessment Assignment</td>
</tr>
<tr>
<td>Assessment (KASA Standard III D – Knowledge of Principles and Methods)</td>
<td>o Demonstrate knowledge of selected language and cognitive assessments including: Administration procedures Scoring and interpreting results Intended populations Validity, reliability, Cultural appropriateness</td>
<td>o Assessment Assignment o Final Exam</td>
</tr>
<tr>
<td>Treatment KASA Standard III D – Knowledge of Principles and Methods</td>
<td>o Demonstrate competence in using evidence-based practice standards to locate, interpret, and select appropriate treatment techniques for aphasia, and dementia. o Demonstrate competence in developing appropriate, theoretically sound treatment programs based on diagnostic information (i.e. case study).</td>
<td>o Evidence-based Treatment Assignment o Final Exam</td>
</tr>
</tbody>
</table>
EXPLANATION OF ASSIGNMENTS (*Assignments III D – Knowledge of Principles and Methods)

1. Assessment Demonstration (Teams of 2): The purpose of this assignment is to increase your knowledge of how to assess a specific acquired neurologic language disorder. You will also gain experience putting together a handout that will be useful to your fellow students. Handouts are often part of in-service presentations you will make as an SLP in the workplace. In fact our students are routinely asked to present in-services at external placement sites.

   a. The assignment will include:
      i. 10-minute PowerPoint presentation that will include demonstration of the assessment.
      ii. 2-page (max) handout for class members that summarizes information in presentation

   b. Everything you need to complete this assignment is on MOODLE: teams/assessments, instructions, handout template and grading rubric. We will also discuss in class.

2. Evidence-Based Treatment Demonstration (Teams of 2): The purpose of the evidence-based treatment demonstration is to give you an opportunity to:

   a. Find an aphasia or dementia treatment that you find interesting, published between 2005 and 2014, and critically analyze the evidence behind the treatment (treatment will be approved by Dr. Donovan).

   b. Places to find articles will be discussed in class, however if you are interested you can look at the following resources:
      i. http://www.u.arizona.edu/~pelagie/ancds/index.html
      ii. http://cnet.shs.arizona.edu/research/6pub.html
      vi. Database searches such as MedLine, PubMed, Ebsco, Web of Science, Psych Info

   c. Based on your critical analysis of the treatment you will choose 1 of the following:
      i. Modify the treatment you selected to address the shortcomings you found;
      ii. OR if the treatment you selected is without shortcomings, adapt it for a different population.
d. You will demonstrate the treatment in class to the instructor, students, and invited clinical supervisors.
e. Instructions and grading rubric will be posted on Moodle, and discussed in class.

**EMERGENCIES AND EXTENUATING CIRCUMSTANCES – (PS – 22:)**

- Please notify me as soon as possible but in every case prior to class either by phone 578-3938 or e-mail ndonovan@lsu.edu.
- In the case of unexcused absence on a day where an activity or quiz is administered, you will receive 0 points. Make-up exams must be arranged in advance and accompanied by the necessary documentation.

**STUDENTS WITH SPECIAL NEEDS (LSU Office of Disability Services**
http://appl003.lsu.edu/slas)

If you have disability that may require classroom or test accommodations, please see me as soon as possible. If you have not already done so, please register with the Office of Disability Services, 112 Johnston Hall, 225/578-5919, which is the department responsible for coordinating accommodations and services for students with disabilities.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA) (LSU Office of the Registrar**
http://sites01.lsu.edu/wp/registraroffice/privacy-guidelines/ferpa-for-students/ and **PS 30 Student Privacy Rights**
http://appl003.ocs.lsu.edu/ups.nsf/4d8b193f0753c7e4862514000672ba4/e73c7452dc489fb586256c250062ae68?OpenDocument)

I cannot share any information about you or your academic performance in my courses without your permission. Please see the information provided in the two url’s associated with this paragraph to read more about your rights under FERPA if you are not familiar with them. FERPA has implications for us course in three ways: 1) I am permitted to use Moodle to share information directly with you about your grades and assignments, and 2) you have the right to inspect any materials I do not hand back, and 3) I am permitted to write about your performance in letters of recommendation you ask me to write.

**ACADEMIC INTEGRITY (LSU Code of Student Conduct 8.1**
http://saa.lsu.edu/AI.htm)

- You are expected to do original work—performing independently on exams and non-group assignments. Please see the LSU Code of Student Conduct on the LSU website
- If you are unclear about any aspect of the code of conduct or standards of academic integrity, please ask me.
- It is your responsibility to be aware of the consequences for misconduct. It could result in delay of graduation; delay in admission to graduate school, or for repeat offenders, expulsion from the university.
- Definitions of improper academic conduct:
  - Cheating. The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another
individual on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

- **Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

- **Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

- **Conspiracy.** The planning or acting with one or more persons to commit any form of academic dishonesty.

- **Fabrication.** The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

**STUDENT RIGHTS (LSU Code of Student Conduct http://saa.lsu.edu/code-student-conduct)**

a. Ideally, if you feel that I have infringed upon your student rights, please make an appointment with me so that we can try and resolve the issue.

b. If you do not feel I have addressed your problem appropriately you should make an appointment to discuss the situation with our department chairman, Dr. Hoffman.

c. If you feel that the issue is not resolved at the department level, you have the right to seek further recourse at the college level. Please refer to the student handbook for the procedures to follow.

**THINGS TO KNOW**

1. Please turn off all cell phones and stow them in your back pack before class starts. The literature shows that these electronic distractions reduce your ability attend and learn.

2. Using your computer during lecture periods for note-taking purposes is acceptable. IM'ing, surfing the net, checking emails (etc, etc.) will not help you get an A in the class.

3. Please use my office hours if you need any help to clarify information presented in class. If you have clinic or classroom conflicts with my office time I will be happy to find a time that will work for both of us.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date 2014</th>
<th>Topics to be Covered</th>
<th>Required Reading <em>RR</em> (Texts &amp; Moodle)</th>
<th>Assignments &amp;/OR Action Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td>3</td>
<td>9/10</td>
<td>Neuro Elements Essential for Understanding the Aphasias Intro to Aphasia Classification</td>
<td>Papa Chapter 2 RR: Love Chapter 4 &amp; 10 Fridrickson 2012 article</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/17</td>
<td>Cerebrovascular System</td>
<td>LaPointe Chapter 6 RR: Love Chapter 10 Manasco Chapter 3</td>
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<tr>
<td>5</td>
<td>9/24</td>
<td>Aphasia Assessment</td>
<td>Papa Chapter 4 RR: Dollaghan 2008 Maas 2012</td>
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<td>6</td>
<td>10/1</td>
<td>Assessment Presentations</td>
<td>None</td>
<td>10/1 Noon – Assessment Assignment due in Moodle</td>
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<tr>
<td>7</td>
<td>10/8</td>
<td>Neurosensory Organization &amp; Cranial Nerves</td>
<td>LaPointe Chapter 5 Papa Chapter 19</td>
<td></td>
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<tr>
<td>8</td>
<td>10/15</td>
<td>MID-TERM EXAM 1 – 3 P.M.</td>
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<tr>
<td>9</td>
<td>10/22</td>
<td>Aphasia Treatment Approaches</td>
<td>Papa Chapters 6, 7, 10</td>
<td></td>
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<tr>
<td>10</td>
<td>10/29</td>
<td>Aphasia Treatment Approaches</td>
<td>Papa Chapters 11, 12, 13</td>
<td></td>
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<tr>
<td>11</td>
<td>11/5</td>
<td>Dementia Treatment Approaches</td>
<td>RR: Bayles Ch. 3, 12, 13</td>
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<tr>
<td>12</td>
<td>11/12</td>
<td>Dementia Treatment Approaches Counseling Families</td>
<td>RR: Manasco 2014</td>
<td></td>
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<tr>
<td>13</td>
<td>11/19</td>
<td>ASHA – CLASS CANCELLED – USE TIME TO WORK ON TREATMENT ASSIGNMENT</td>
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<tr>
<td>14</td>
<td>11/26</td>
<td>THANKSGIVING HOLIDAY – CLASS CANCELLED</td>
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<tr>
<td>15</td>
<td>12/3</td>
<td>Treatment Demonstrations</td>
<td>None</td>
<td>12/3 Noon – Treatment Summary due in Moodle</td>
</tr>
<tr>
<td>16</td>
<td>12/10</td>
<td>FINAL EXAMINATION – Take home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Papa = Papathanasiou, Coppens & Potagas Textbook
*RR = Required readings posted on Moodle by week number
Supp = Supplemental learning materials
Dear Ms Castrillo:

Attached please find completed Form C requests to change COMD 7783 and COMD 7385 by eliminating the prerequisite for COMD 7280.

The sequencing of the newly added classes, COMD 7281 and COMD 7282 need not be specified by prerequisites. Practically speaking, the classes will only be taught once a year and our students move through the program in a cohort of 25-30 so the ordering of these classes will be specified by the department.

Please let me know if there is anything else you need.

Paul R Hoffman, Chair
Department of Communication Sciences & Disorders
Louisiana State University

Dr. Hoffman,

Please see attached for the actions taken by the Courses and Curricula Committee regarding the COMD proposals.

Sincerely,

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

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>TAM 2091</th>
<th>Title</th>
<th>Special Topics in Textiles, Apparel &amp; Merchandising</th>
</tr>
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<tbody>
<tr>
<td>Short Title</td>
<td>S P E C T O P I C S I N T A M</td>
<td>1-3</td>
<td></td>
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<tr>
<td>Semester Hours of Credit</td>
<td>1-3</td>
<td>Lecture:</td>
<td>Lab/Sem/Rec:</td>
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<td>Repeat Credit Max. (if repeatable):</td>
<td>6 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>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Final Exam:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Course Description:**

TAM 2091 Special Topics in Textiles, Apparel & Merchandising (1-3) Prereq.: consent of director for majors in textiles, apparel & merchandising. May be taken for a max. of 6 hrs. of credit when topics vary. Contemporary issues in Textiles, Apparel & Merchandising of interest to special professional and business groups.

## Budget Impact

**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

**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>11/9/2014</td>
<td>1/16/15</td>
</tr>
</tbody>
</table>

Department Chair Signature (date)

Graduate Dean Signature (date)

College Contact: E-mail

William B. Richardson (date)

Chair, FS CRC Committee (date)

Academic Affairs Approval (date)
Justification: This course currently exists as HUEC 2091 and is being dropped from the course offerings. Since the break up of the School of Human Ecology and the creation of the Department of Textiles, Apparel and Merchandising (TAM), we are creating a new 2091 class for TAM. The HUEC 2091 class was a shared class with Child, Family Studies (CFS) and Nutrition (NFS). Nutrition has created their own 2091 class and CFS will be proposing a new course for their program.

Since this is a special problems class, there may be multiple instructors; therefore a sample syllabus is attached.
COURSE INFORMATION

Course Description: Three-credit-hour lecture-lab course (lecture for two hours, and lab for two hours every week); overview of career opportunities and skills required; introduction and application of Microsoft office, Photoshop/Illustrator, VisualRetailing, Windowswear pro, and Optitex software to develop a fashion merchandising portfolio shell to fill in skill components

Prerequisites: None

Time(s) & Location: Two 50-minute lectures and one two-hour lab every week; lab location: Room 136 in Human Ecology Building.

COURSE OBJECTIVES

1. Overview of career opportunities and skills required for different career paths
2. Understand key principles in fashion businesses
3. Understand the importance of self-branding
4. Discuss strategies for self-branding
5. Discuss the importance of the merchandising portfolio for self-branding
6. Develop a timeline for establishing competitive merchandising portfolio
7. Practice Resume development, portfolio development and visual presentation

COURSE MATERIALS

Required texts:
- The Fashion Game, by Gordon Kendall, 2015 Pearson
- Developing and Branding the Fashion Merchandising Portfolio, by Janace Bubonia-Clarke and Phyllis Borcherding, 2007, Fairchild
- vrMockshopping manual

Suggested texts:
- WWD
- Windowswear pro
There will be two sets of midterm exams, and final exam, including both paper and lab tests. Performance evaluation also includes individual resume/website development, merchandising portfolio shell, and class participation (in-class activities, pop-quizzes, and lab activities).

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Evaluation item</th>
<th>Pts</th>
<th>%</th>
<th>Final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>16.7%</td>
<td>480-539 (80%-89.99%)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>16.7%</td>
<td>420-479 (70%-79.99%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>16.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Course Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Resume/Website</td>
<td>100</td>
<td>16.7%</td>
<td>360-419 (60-69.99%)</td>
</tr>
<tr>
<td>Merchandising Portfolio Shell</td>
<td>100</td>
<td>16.7%</td>
<td>Below 360 (60%)</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>100</td>
<td>16.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>600</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

*Exams (300 pts: 50%)*

Exams may have a combination of multiple choices, true/false statements, matching, short answers, or essays. Materials covered by text chapters, lectures, assignments, in-class quizzes and discussions will be included. Even though mid-term exams are not accumulative, information from previous chapters is connected with concepts from later chapters. Students are expected to practice and to be familiar with all discussed concepts, as well as memorize all the retail math formulas. Final exam includes lab components and oral presentation.

No early exam request will be accommodated. Students are required to bring calculators to classes and exams. During exams, no calculator sharing is allowed; no cell phone or any smart devices are allowed either.

*No further study guide or sample questions, other than lecture notes, in-class practices, and assignments will be provided for exam preparation.*

*Participation: (16%)*

Class participation includes attendance (mandatory) and meaningful contribution to class discussion/activities. Each student brings a wealth of knowledge and experience to class, and each individual’s ideas and contributions to class discussions will enrich the total class experience. Thus, it is expected that each student has read all reading assignments prior to attending each class. I hope that each of you will share your experiences and knowledge with the class.

According to LSU course and curriculum policies regarding lecture-lab courses,

*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.*
Class participation will also be assessed by pop quizzes and in/out-class activities. Pop quizzes will be given randomly in classes. Quizzes may be composed of questions, including multiple choices, true/false, matching, term definitions, short answers, or retail math calculations. Students who miss a pop-quiz received zero for the quiz. Each quiz is worth of 5 pts. At the end of the semester, 10-15% of total quizzes with the lowest scores (including missed quizzes with grades of zeroes) will be dropped. There is no make-up for missed class quizzes or activities due to excused or non-excused absences. If you do not miss more than 15% of the quizzes for any valid or invalid reasons, your participation grades won’t influence your final grades significantly.

Course Projects (35%)

Three course projects include: (a) Individual Resume/Website; and (b) Merchandising Portfolio Shell. Grades for all three projects will be taken into account for final course grades (no lower grades will be dropped). Students should work on projects independently. Specific instruction for each project will be posted during the semester.

COURSE POLICIES

Professionalism

All participants in this course are expected to conduct themselves in a courteous and professional manner. This includes class discussions, electronic communication, presentations, and lectures. All participants are expected to attend scheduled classes with professional appearance and preparation. Inappropriate behavior as determined by the instructor will not be tolerated and the offender will be asked to leave class immediately. Depending on the severity of the offense, appropriate action will be taken and/or reported with the proper authorities.

Class Attendance

Students are expected to attend class regularly and punctually. See the LSU General Catalog for university regulations regarding attendance. The instructor has the right to refuse admittance to students late for class. Students who are disruptive during class may be asked to leave. Excessive tardiness and absence will be handled individually. It is students’ responsibility to make up work missed during absence. All information and assignments missed, due to a documented and approved reason, is the responsibility of the student to acquire immediately upon return. The student must seek out the instructor during office hours and/or by appointment within 3 business days. Any make-up attempts outside of this time frame will not be honored and resulting grade penalties will be assessed.

Make-up Exam

Middle-term make-up exams (not in-class pop-quizzes) will only be given to students with excused absences for valid reasons. An excused absence, as defined by the University, is a verified illness, family emergency, religious observance, or University sponsored event. An excused absence from any exam must be reported to course instructor or teaching assistant prior to the class meeting by note, telephone, or email. The student must seek out the instructor during office hours and/or by appointment within 3 business days. Any make-up attempts outside of this time frame will not be honored and then student will not have grade on the missed exam.

Documentation for potentially valid excuses (e.g., sickness) will be required before a make-up exam is considered.
Assignment Submission

Assignments will be given throughout the semester. Deadline will be set for assignment in advance. Students need to manage time and task to be sure to meet deadline. No late submission will be accepted. No excuse will be taken for any late submission (after the specified deadline).

All written assignments are expected to follow APA format, which is available at the LSU Library or online.

No assignment submission via email will be taken. In most cases, assignments are announced at least a week in advance. Please keep checking course moodle and be aware of the entire submission deadlines.

It is students’ responsibilities to back up all course work.

If a hard copy is required, students should bring hard copies to the instructor or course teaching assistant before the specified deadline.

Special Accommodation

Any student, who needs some special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make necessary accommodations at the beginning of semester. Students should present appropriate documents.

Academic Honesty

Academic honesty is required. Any academic dishonesty, such as cheating, plagiarism will not be tolerated. Students who have been evidenced involving in academic dishonesty will be sent to the office of the dean of students.

Cheating - Dishonesty on examinations and quizzes or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination or quiz, obtaining information during an examination from the examination paper or otherwise from another student, assisting others to cheat, alteration of grade records, illegal entry to or unauthorized presence in an office are instances of cheating.

Grades Review/Adjustments

All grades will be posted on the Moodle course site and any questions regarding grades should be made to the instructor during office hours or by appointment. It is the students’ responsibility to regularly check their grades and bring questions to the instructor. All posted grades are final after 5 business days.
### Tentative Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Topics</th>
<th>Pre-view Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course orientation/What is the fashion game about?</td>
<td>Course syllabus, FG Ch 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>The fashion game players in action</td>
<td>FG Ch 2, 3</td>
</tr>
<tr>
<td>Week 3</td>
<td>Solving fashion game issues</td>
<td>FG Ch 4, 5</td>
</tr>
<tr>
<td>Week 4</td>
<td>The fashion game in motion</td>
<td>FG Ch 6, 7, &amp; 8</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Exam 1</strong>/Introduction to the Merchandising Portfolio</td>
<td>FMP Ch 1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Merchandising Portfolio Model</td>
<td>FMP Ch 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Portfolio</td>
<td>FMP Ch 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organization and Contents</td>
<td>FMP Ch 4</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Exam 2</strong>/Presentation Formats and Layout</td>
<td>FMP Ch 5</td>
</tr>
<tr>
<td>Week 10</td>
<td>Use of Technology in Portfolio Development (Microsoft office)</td>
<td>Moodle activities</td>
</tr>
<tr>
<td>Week 11</td>
<td>Use of Technology in Portfolio Development (Photoshop/ILLUSORY)</td>
<td>Moodle activities</td>
</tr>
<tr>
<td>Week 12</td>
<td>Use of Technology in Portfolio Development (vrMockshop)</td>
<td>vrMockshop manual</td>
</tr>
<tr>
<td>Week 13</td>
<td>Portfolio Presentation</td>
<td>FMP Ch 7</td>
</tr>
<tr>
<td>Week 14</td>
<td>Resume Development/Personal Website/Maintaining and Updating the Portfolio</td>
<td>FMP Ch 8, 9</td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Senate Courses and Curricula Committee

From: John B. Hopkins, Chair, Courses and Curricula Committee

At their February 20, 2015 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the TAM proposals:

- The Committee CONDITIONALLY APPROVED the proposal to add TAM 2091 pending a revised syllabus that separates the grading scale section so that the student does not confuse the percentage and final grade with the items right across from them. The Committee also requested a more detailed syllabus including more information about each grading component as well as the inclusion of out of class expectations. Is there a final project or final exam for the course? If there is no final exam, this should be explained in the justification. Since the lecture course is variable from 1-3 credit hours, will the student have different responsibilities if selecting more credit hours/less credit hours?

- The Committee CONDITIONALLY APPROVED the proposal to add TAM 3091 pending clarification on whether or not there is a final exam? If there is no final exam, this should be explained in the justification. The Committee also requested a revised syllabus that includes a statement about out of class expectations.

- The Committee CONDITIONALLY APPROVED the proposal to add TAM 4091 pending a revised syllabus that includes a 14-15 week outline and the out of class expectations. The Committee also requested that the syllabus change policy be removed as the syllabus is a contract with the student and the instructor and not a guide. Is there a final project or final exam for the course? If there is no final exam, this should be explained in the justification.

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

Rubric & No. TAM 3091 Title Readings and Research in Textiles, Apparel & Merchandising

Short Title (≤ 19 characters) Read / Es TAM

Semester Hours of Credit 1-6

If combination course type, # hrs. of credit:

Lecture: 

Lab/Sem/Rec: 

Repeat Credit Max. (if repeatable): 6 credit hours Graduate Credit? Yes 

Credit will not be given for this course and:

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

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 5

Grading System: Letter Grade X Pass/Fail Final Exam:* Yes 

*(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)

TAM 3091 Readings and Research in Textiles, Apparel & Merchandising (1-6) Open to advanced students of high academic standing by consent of director. May be taken for a max. of 6 hrs. of credit. Students are responsible for registering with a faculty member with whom they will select the area of reading and research.

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 1/9/2015 College Faculty Approval Date 2/10/15

Department Chair Signature (date) William B. Richardson (date)

Graduate Dean Signature (date) John B. Hopla 5-13-15

College Contact E-mail Jennifer Neal jshenw@lsu.edu

Chair, FG C&C Committee (date)

T. Siler-Roan 9/20/15

Academic Affairs Approval (date) 

for 5R18
Justification: This course currently exists as HUEC 3091 and is being dropped from the course offerings. Since the break up of the School of Human Ecology and the creation of the Department of Textiles, Apparel and Merchandising (TAM), we are creating a new 3091 class for TAM. The HUEC 3091 class was a shared class with Child, Family Studies (CFS) and Nutrition (NFS). Nutrition has created their own independent study class and CFS will be proposing a new course for their program.

Since this is an independent study class, there may be multiple instructors; therefore a sample syllabus is attached.
LOUISIANA STATE UNIVERSITY
School of Human Ecology
TAM 3091: Independent Study
Spring 2015

INSTRUCTOR: Dr. Delisia Matthews
Office: 143 Human Ecology Building
Office Phone: (225) 578-2281
Email: dmatthews@lsu.edu
Office Hours: M W 1:00 – 3:00PM or by appointment

COURSE INFORMATION:
Description: Application of principles of entrepreneurship with an emphasis on micro-businesses (retail and fashion); Exploration of issues in entrepreneurship relative to apparel, retailing, and design; Development of skills necessary to establish and maintain a successful business.

Meetings: To be determined, based on assignment due dates.

REQUIRED TEXT:

COURSE OBJECTIVES:
• To gain a better understanding of the processes, challenges, and opportunities involved in business ownership.
• To generate an understanding of available resources for small business startup and entrepreneurial efforts.
• To evaluate current social, economic, and political conditions and the potential impact on new or emerging businesses.
• To study examples of successful entrepreneurship ventures within design, retailing and other related industries and comprehend what leads to the success of an entrepreneurial venture.
• To create a complete business plan that applies knowledge of concepts covered in assigned readings and class lectures.
• To demonstrate competence in decision-making activities by synthesizing concepts and issues important to successful small business into a brief presentation of a possible apparel, retailing, or design business venture.
COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>Business Plan – Phase I</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>Business Plan – Phase II</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>Business Plan – Phase III</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>Business Plan – Phase IV</td>
<td>59% or below</td>
</tr>
<tr>
<td>Business Plan – Phase V</td>
<td>50 pts. (12.5%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>400 pts. (100%)</td>
</tr>
</tbody>
</table>

***NO ROUNDING UP FOR FINAL GRADES***

EVALUATION REQUIREMENTS:

Exams: One midterm exam will be given. Exams consist of multiple choice, T/F, and short answer and/or essays. In addition, there is no final exam in this course, as the final business plan and oral presentation serve as the final examination/assessment in this course.

Business Plan Project:
- Phase I: Business Plan Proposal (50 pts.)
- Phase II: Business Incubator Interview & Retailer/Designer/Boutique Research (20 pts.)
- Phase III: Financial Spreadsheets (50 pts.)
- Phase IV: Final Business Plan (150 pts.)
- Phase V: Presentation (80 pts.)

Rubrics with guidelines and details for each phase of the business plan project will be provided, which entails specific factors to be included for the written and presentation portions of the project.

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

Note: This schedule is subject to change at the discretion of the professor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>1/15</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>W2</td>
<td>1/20</td>
<td>MLK Day (NO CLASS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/22</td>
<td>Getting Started &amp; Choosing a Business and Product line</td>
<td>Introduction &amp; Step 1 (p. 1 - 26)</td>
</tr>
<tr>
<td>W3</td>
<td>1/27</td>
<td>Finding the Right Location</td>
<td>Step 2 (p. 27 - 45)</td>
</tr>
<tr>
<td></td>
<td>1/29</td>
<td>Funding the Business/Sales Planning (Library Resources – Guest Speaker)</td>
<td>GROUP FORMATION DUE</td>
</tr>
<tr>
<td>W4</td>
<td>2/3</td>
<td>In-Class Group Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/5</td>
<td>Preparing a Business Resume and Personal Financial Statement</td>
<td>PHASE #1 DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Small Business Banker – Guest Speaker)</td>
<td></td>
</tr>
<tr>
<td>W5</td>
<td>2/10</td>
<td>EXAM #1 (Steps 1 - 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/12</td>
<td>Profit and Loss Plan</td>
<td>Step 5 (p. 85 - 115)</td>
</tr>
<tr>
<td>W6</td>
<td>2/17</td>
<td>Merchandising Your Store</td>
<td>Step 6 (p. 116 - 152)</td>
</tr>
<tr>
<td></td>
<td>2/19</td>
<td>Merchandising Your Store (Continued)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(LSU Business Incubator – Guest Speaker)</td>
<td></td>
</tr>
<tr>
<td>W7</td>
<td>2/24</td>
<td>In-Class Group Assignment</td>
<td></td>
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<tr>
<td></td>
<td>2/26</td>
<td>Marketing Plan</td>
<td>Step 7 (p. 153 - 183)</td>
</tr>
<tr>
<td>W8</td>
<td>3/3</td>
<td>Mardi Gras (NO CLASS)</td>
<td>PHASE #2 DUE</td>
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<tr>
<td></td>
<td>3/5</td>
<td>Marketing Plan (Continued)</td>
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</tr>
<tr>
<td>W9</td>
<td>3/10</td>
<td>EXAM #2 (Steps 5 - 7)</td>
<td></td>
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<tr>
<td></td>
<td>3/12</td>
<td>Guest Speaker</td>
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<tr>
<td>W10</td>
<td>3/17</td>
<td>Personnel and Sales Management Plan</td>
<td>Step 8 (p. 184 - 205)</td>
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<tr>
<td></td>
<td>3/19</td>
<td>Visual Merchandising and Store Layout</td>
<td>Step 9 (p. 206 - 240)</td>
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<tr>
<td>W11</td>
<td>3/24</td>
<td>Visual Merchandising and Store Layout (Continued)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/26</td>
<td>Guest Speaker</td>
<td>Guest Speaker</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>W12</td>
<td>3/31</td>
<td>Capital Spending Plan and Cash Flow Forecast (PRESENTATION “LOTTERY”)</td>
<td>Step 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(p. 241 – 263)</td>
</tr>
<tr>
<td></td>
<td>4/2</td>
<td>In-Class Group Assignment</td>
<td></td>
</tr>
<tr>
<td>W13</td>
<td>4/7</td>
<td>Financial Documents for Evaluation and Tax</td>
<td>Step 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(p. 265 – 281)</td>
</tr>
<tr>
<td></td>
<td>4/9</td>
<td>Putting It All Together</td>
<td>Step 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(p. 284 – 312)</td>
</tr>
<tr>
<td>W14</td>
<td>4/14 and 4/16</td>
<td>Spring Break (NO CLASS)</td>
<td></td>
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<tr>
<td>W15</td>
<td>4/21</td>
<td>PROJECT WORKDAY</td>
<td>PROJECT WORKDAY</td>
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<tr>
<td></td>
<td>4/23</td>
<td>Presentations</td>
<td>PHASE #3 DUE/</td>
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<td></td>
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<td>PRESENTATIONS DUE</td>
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<tr>
<td>W16</td>
<td>4/28</td>
<td>Presentations</td>
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</tr>
<tr>
<td></td>
<td>4/30</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>FINAL</td>
<td>5/10</td>
<td>FINAL EXAM (Saturday: 3:00 – 5:00 PM) (Chapters 8 – 12)</td>
<td></td>
</tr>
</tbody>
</table>
From: John B. Hopkins, Chair, Courses and Curricula Committee

At their February 20, 2015 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the TAM proposals:

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- The Committee CONDITIONALLY APPROVED the proposal to add TAM 4091 pending a revised syllabus that includes a 14-15 week outline and the out of class expectations. The Committee also requested that the syllabus change policy be removed as the syllabus is a contract with the student and the instructor and not a guide. Is there a final project or final exam for the course? If there is no final exam, this should be explained in the justification.

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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>TAM 4091</th>
<th>Title</th>
<th>Special Topics in Textiles, Apparel &amp; Merchandising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>SPEC TOPICS IN TAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>1-3</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>6 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>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</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)

TAM 4091 Special Topics in Textiles, Apparel & Merchandising (1-3) Prereq.: consent of director for majors in textiles, apparel & merchandising. May be taken for a max. of 6 hrs. of credit when topics vary. Lectures and/or laboratories on selected topics not covered in other Textiles, Apparel & Merchandising classes.

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 Chair Signature: | (date) |
Graduate Dean Signature: | (date) |

College Dean Signature: | (date) |
Chair, FS C&C Committee: | (date) |

College Faculty Approval Date: 5/13/15
Department Faculty Approval Date: 11/19/15
College Contact: jshrewsley@isu.edu
Justification: This course currently exists as HUEC 4091 and is being dropped from the course offerings. Since the break up of the School of Human Ecology and the creation of the Department of Textiles, Apparel and Merchandising (TAM), we are creating a new 4091 class for TAM. The HUEC 4091 class was a shared class with Child, Family Studies (CFS) and Nutrition (NFS). Nutrition has created their own 4091 class and CFS will be proposing a new course for their program.

Since this is a special problems class, there may be multiple instructors; therefore a sample syllabus is attached.
 Course Title and Description: CAD for Textiles and Apparel (3). Prerequisite: TAM 3232. 1 hr. lecture, 4 hrs. lab. Application of computer-aided design technology to the design and presentation of textile and apparel collections.

CLASS TIMES AND LOCATION:
Monday 11:30-2:30pm and Wednesday 12:30-2:30pm
Located in room 136 Human Ecology

INSTRUCTOR:
Laurel Romeo, PhD.  Email: lromeo@lsu.edu  Phone: 578-1724  Office: 135 Human Ecology

TEACHING ASSISTANT:

TEXTBOOK AND REQUIRED SUPPLIES:

- 4 GB flash drive or larger for daily backups of work
- Tigerbytes account for storage of all files and assignments

CLASS POLICIES:

1. No late assignments will be accepted without a documented university approved excuse outlined in PS22 Student Absence from Class.

2. Class attendance is mandatory 2 points will be deducted from total course score for each class absence unless student can proved documentation of a university approved absence outlined in Policy Statement (PS) 22 Student Absence from Class. You are responsible for class work missed during your absence.

3. Only completed projects and assignments will be accepted and graded. Assignments and projects not turned in on time or uncompleted assignments will receive zero points.

4. Federal law under the Family Educational Rights and Privacy Act (FERPA), LSU Policy Statement 30.03, prohibits discussing student grades, projects, etc. with anyone other than
the student when he/she reaches age 18. Therefore do not have your parents, legal
guardian, etc. request leniency of class policies, assignments or grading.

5. **Academic dishonesty** will be handled in accordance with LSU Code of Student Conduct
   10.1 Academic Misconduct.

6. 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.

7. Any disputes over grades must be discussed with the instructor within 1 week of receiving
   the graded assignment or exam. An email must be sent to the instructor requesting an
   appointment to discuss the grade in order to document the date of request.

8. Only individuals enrolled in the course are permitted in the classroom per LSU Policy
   Statement (PS) 29 Management of Courses and Classes.

9. There is no final exam in this class. Assignment 8 Line Display is a final project that
   requires students to use all skills taught during the semester.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

Student’s documented disability will be accommodated to the best of the instructor’s ability.
Please contact the Office of Disability Services 112 Johnston Hall, 578-5919. Students
permitted additional time to complete assignments must meet with the instructor by the end of
the first week of class to set schedule for assignment completion. A copy of your schedule will
be forwarded to your advisor at Disability Services. Students receiving consideration for
absences are required to submit assignments on scheduled completion date regardless of class
attendance. Any assignment not turned in by the scheduled time will receive zero points.

**COURSE OBJECTIVES:**

1. To develop the skills necessary to use Adobe Photoshop and Illustrator in the creation of
   original apparel and textile designs, original artwork, illustrations, web pages, and for
   portfolio development.

2. To develop the ability to use the computer and design software as a tool for creative
   expression.

**COURSE TAKEN FOR GRADUATE CREDIT:**

To receive graduate credit, student must complete the additional assignments outlined for select
assignments.
### Assignment Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement Poster</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Mood Board</td>
<td>120</td>
<td>240</td>
</tr>
<tr>
<td>Drawing Original Croquis in Illustrator</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Illustrations of Original Designs</td>
<td>200</td>
<td>400</td>
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<tr>
<td>Technical Flats of Original Designs</td>
<td>200</td>
<td>400</td>
</tr>
<tr>
<td>Technical Flats Library</td>
<td>200</td>
<td>200</td>
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<tr>
<td>Textile Print Development</td>
<td>100</td>
<td>200</td>
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<tr>
<td>Line Display</td>
<td>100</td>
<td>200</td>
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<td><strong>Total Points</strong></td>
<td>1,200</td>
<td>1,920</td>
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### Grading Scale

<table>
<thead>
<tr>
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<tr>
<td>A</td>
<td>95-97%</td>
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<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>1,044-1,079</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<td>B-</td>
<td>80-82%</td>
<td>960-995</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>924-959</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>876-923</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>840-875</td>
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<td>D+</td>
<td>67-69%</td>
<td>804-839</td>
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<td>D</td>
<td>63-66%</td>
<td>756-803</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
<td>720-755</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.99%</td>
<td>0 - 719</td>
</tr>
</tbody>
</table>

### Assignments and Grading Rubric

Students are required to follow instructions given for each assignment and submit all sections, completed and on time. Students are not permitted to submit alternative work in lieu of the assigned project. Only assigned projects will be graded and count toward the final grade. The student may choose to create additional elements of an assignment to increase his/her skills; however these will not receive extra credit.
1 Syllabus review; Introductions to Photoshop and Illustrator; Review Assignments 1 and 2. Introduce Photoshop tools for Assignment 1.

Read pages 115 - 138; 267 - 292 in text prior to class. Students should come to class with images in jpeg format to work on Assignment 1.

2 Labor Day Holiday No Class

Finish Assignment 1. Submit Assignment 1 working and flattened files to Instructor by end of class.

3 Students should come to class with images in jpeg format for use in Assignment 2. Read pages 198 - 210; 229-231 before class. Introduce Assignment 2, review assignment tools. Work on Assignment 2.

Work on Assignment 2.

4 Introduce Assignment 3, review assignment tools. Finish Assignment 2. Submit color printout of Assignment 2, and working files to Instructor by end of class.

Read pages 13-29; 323-338; in your text prior to class. Work on Assignment 3.

5 Read pages 42-54; 373- 418 in your text prior to class. Discuss compound element croquis. Work on Assignment 3.

Finish Assignment 3. Submit Assignment 3 working files to Instructor by end of class.


Work on Assignment 4.

7 Work on Assignment 4. Class discussion of issues with Assignment 4 – Instructor demo as needed.

Work on Assignment 4.

8 Finish Assignment 4. Submit Assignment 4 working files to Instructor by end of class.

Read pages 419-474 of your text prior to class. Introduce Assignment 5, review assignment tools. Work on Assignment 5.

Work on Assignment 5.

9 Work on Assignment 5. Class discussion of issues with Assignment 5 – Instructor demo as needed.
10 Work on Assignment 5.

Finish Assignment 5. Submit Assignment 5 working files to Instructor by end of class.

11 Students should come to class with scanned object in jpeg format for use in textile print. Read pages 233 - 266 in your text prior to class. Introduce Assignment 6, review assignment tools. Work on Assignment 6.

Work on Assignment 6.

12 Work on Assignment 6. Issues with Assignment 6 – Instructor demo as needed.

Finish Assignment 6. Submit Assignment 6 working files to Instructor by end of class.

13 Read pages 475 - 517 in your text prior to class. Introduce Assignment 7, review assignment tools. Work on Assignment 7.

Work on Assignment 7.

14 Finish Assignment 7. Submit Assignment 7 working files to Instructor by end of class.

Thanksgiving Holiday No Classes


Work on Assignment 8. Issues with Assignment 8 – instructor demo as needed.

16 Finals Week Printed and digital file of Line Board Assignment 8 Due in Instructors office by Noon (12pm) on December 8.
At their February 20, 2015 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the TAM proposals:

- The Committee CONDITIONALLY APPROVED the proposal to add TAM 2091 pending a revised syllabus that separates the grading scale section so that the student does not confuse the percentage and final grade with the items right across from them. The Committee also requested a more detailed syllabus including more information about each grading component as well as the inclusion of out of class expectations. Is there a final project or final exam for the course? If there is no final exam, this should be explained in the justification. Since the lecture course is variable from 1-3 credit hours, will the student have different responsibilities if selecting more credit hours/less credit hours?

- The Committee CONDITIONALLY APPROVED the proposal to add TAM 3091 pending clarification on whether or not there is a final exam? If there is no final exam, this should be explained in the justification. The Committee also requested a revised syllabus that includes a statement about out of class expectations.

- The Committee CONDITIONALLY APPROVED the proposal to add TAM 4091 pending a revised syllabus that includes a 14-15 week outline and the out of class expectations. The Committee also requested that the syllabus change policy be removed as the syllabus is a contract with the student and the instructor and not a guide. Is there a final project or final exam for the course? If there is no final exam, this should be explained in the justification.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acasr1@lsu.edu.

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

**Present Course Description**

<table>
<thead>
<tr>
<th>Title</th>
<th>Practicum in Statistical Consulting I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>2.0</td>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture:</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>n/a</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>n/a</td>
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<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td>Lecture</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>4</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
</tr>
</tbody>
</table>

**EXST 7083 Practicum in Statistical Consulting I (2)**

Prereq.: EXST 7014 or EXST 7014 or EXST 7015 and permission of instructor. Pass-fail grading. 4 hrs. independent study Supervised application of statistical techniques to research problems; readings, oral presentations and discussions on statistical consulting; problem-solving; mock-consulting sessions; participation in real-life statistical consulting sessions under faculty supervision.

### Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Practicum in Statistical Consulting I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture:</td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
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</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>n/a</td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td>Lecture</td>
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<tr>
<td>Total Weekly Contact Hours:</td>
<td>4</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
</tr>
</tbody>
</table>

**Course Description:**

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

EXST 7083 Practicum in Statistical Consulting I (2) Prereq.: EXST 7014 or EXST 7014 or EXST 7015 and permission of instructor. Pass-fail grading. 4 hrs. independent study Supervised application of statistical techniques to research problems; readings, oral presentations and discussions on statistical consulting; problem-solving; mock-consulting sessions; participation in real-life statistical consulting sessions under faculty supervision.

---

**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

If yes, please list on a separate sheet.

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

If yes, list courses; use separate sheet.

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

**Justification/Explanation:**

Use separate sheet.

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

### Approvals

**Department Faculty Approval Date**

<table>
<thead>
<tr>
<th>Department Chair Signature</th>
<th>4/9/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Dean Signature</td>
<td>4-19-15</td>
</tr>
</tbody>
</table>

**College Faculty Approval Date**

<table>
<thead>
<tr>
<th>College Dean Signature</th>
<th>4/15/15</th>
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<tbody>
<tr>
<td>Chair, F&amp;S Committee</td>
<td>5-1-15</td>
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**Academic Affairs Approval**

<table>
<thead>
<tr>
<th>Academic Affairs Approval Date</th>
<th>9-1-15</th>
</tr>
</thead>
</table>
Request for **CHANGING** an Existing Course
EXST 7083 Practicum in Statistical Consulting I

Is this course included in any curricula, concentrations, or minors?
EXST 7083 is required in the Master of Applied Statistics curriculum.

Is this course a **prerequisite** or **corequisite** for other courses?
EXST 7083 is a prerequisite for EXST 7084, Practicum in Statistical Consulting II.

**Justification**

EXST 7083 and EXST 7084 are designed to develop competency and proficiency in the oral, written, methodology, and execution components of applied problem solving. The change from a pass/fail grading system to a letter grading system allows gradations in distinguishing student competency and proficiency in evaluating outcomes.
EXST 7083 Syllabus

1. Participation in at least three assigned consulting projects
2. Written report on each consulting project
3. Seminar on each consulting project
4. Final grade is average of seminar grades and written report grades

Seminars

1. Detailed explanation of all aspects of problem
2. Detailed explanation of all aspects of solution
3. Graded for content, clarity, and comprehension on a 100 point scale
4. Final grade is average of seminar grades

Written Reports

1. Detailed explanation of all aspects of problem
2. Detailed explanation of all aspects of solution
3. Graded for content, clarity, and comprehension on a 100 point scale
4. Final grade is average of report grades

Final Letter Grade

A+ >= 96
A  >= 93
A-  >= 90
B+  >= 86
B   >= 83
B-  >= 80
C+  >= 76
C   >= 73
C-  >= 70
D+  >= 66
D   >= 63
D-  >= 60
F   <= 59
### Request for CHANGING an Existing Course

**Department** | Experimental Statistics  
---|---
**Course Rubric & Number** | EXST 7084  
**College** | Agriculture  
**Date** | 4/8/2015

### Present Course Description

| Title | Practicum in Statistical Consulting II  
---|---
| **Semester** | 2.0  
| **Contact Hours Per Week:** (Indicate hours in appropriate course type.) |  
| Lecture | Lab/Seminar | Recitation | Intern | Res/Ind | Clin/Pract | Total Weekly Contact Hours: 4 |
| **Grading System:** | Letter Grade | Pass/Fail X |

**EXST 7084 Practicum in Statistical Consulting II**  
(2)Prereq.: EXST 7083 and permission of instructor. Pass-fail grading. May be taken for a max. of 6 sem. hrs. credit. 4 hrs. independent study. Primary responsibility for statistical consulting projects under the supervision of graduate faculty.

### Proposed Course Description

| Title | Practicum in Statistical Consulting II  
---|---
| **Semester** | 2.0  
| **Contact Hours Per Week:** (Indicate hours in appropriate course type.) |  
| Lecture | Lab/Seminar | Recitation | Intern | Res/Ind | Clin/Pract | Total Weekly Contact Hours: 4 |
| **Grading System:** | Letter Grade | Pass/Fail X |

**EXST 7084 Practicum in Statistical Consulting II**  
(2)Prereq.: EXST 7083 and permission of instructor. May be taken for a max. of 6 sem. hrs. credit. 4 hrs. independent study. Primary responsibility for statistical consulting projects under the supervision of graduate faculty.

### 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  
Is this course included in any curricula, concentrations, or minors? Yes X No  
If yes, please list on a separate sheet.  
Is this course a prerequisite or corequisite for other courses? Yes X No  
If yes, please list on a separate sheet.  
Is this course on the General Education list? Yes X No  
If yes, use separate sheet.  

**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:** 3/20/15  
**Department Chair Signature:** 4/9/15  
**Graduate Dean Signature:** 4-19-15  
**College Faculty Approval Date:** 4/15/15  
**College Dean Signature:** 4/15/15  
**Chair, FCS C&O Committee:** 5-1-15  
**Academic Affairs Approval:** (date)
Request for **CHANGING** an Existing Course
EXST 7084 Practicum in Statistical Consulting II

Is this course included in any curricula, concentrations, or minors?
EXST 7084 is required in the Master of Applied Statistics curriculum.

**Justification**

EXST 7083 and EXST 7084 are designed to develop competency and proficiency in the oral, written, methodology, and execution components of applied problem solving. The change from a pass/fail grading system to a letter grading system allows gradations in distinguishing student competency and proficiency in evaluating outcomes.
EXST 7084 Syllabus

1. Participation in at least three assigned consulting projects
2. Written report on each consulting project
3. Seminar on each consulting project
4. Final grade is average of seminar average grade and written report average grade

Seminars

1. Detailed explanation of all aspects of problem
2. Detailed explanation of all aspects of solution
3. Graded for content, clarity, and comprehension on a 100 point scale
4. Final grade is average of seminar grades

Written Reports

1. Detailed explanation of all aspects of problem
2. Detailed explanation of all aspects of solution
3. Graded for content, clarity, and comprehension on a 100 point scale
4. Final grade is average of report grades

Final Letter Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>&gt;= 93</td>
</tr>
<tr>
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<td>B+</td>
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<tr>
<td>F</td>
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Request for **CHANGING** an Existing Course

<table>
<thead>
<tr>
<th>Department</th>
<th>School of Nutrition and Food Sciences</th>
<th>Course Number</th>
<th>NFS 2000</th>
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<tbody>
<tr>
<td>College</td>
<td>Agriculture</td>
<td>Date</td>
<td>February 5, 2015</td>
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### PRESENT COURSE DESCRIPTION

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<tbody>
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<td>Lecture:</td>
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<td>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</td>
</tr>
</tbody>
</table>

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/Pract: |
  - Total Weekly Contact Hours: 3 |
- **Grading System:** Letter Grade X | Pass/Fail |

**NFS 2000 FUNDAMENTALS OF FOOD SCIENCE (3)**

*Prereq.: BIOL 1201 and CHEM 1201 or permission of instructor. Introduction to scientific principles in chemistry of food constituents, new product development, food preservation, processing, packaging and safety.*

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
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<td>Semester Hours of Credit</td>
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<td>Lecture:</td>
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<td>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</td>
</tr>
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</table>

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/Pract: |
  - Total Weekly Contact Hours: 3 |
- **Grading System:** Letter Grade X | Pass/Fail |

**NFS 2000 FUNDAMENTALS OF FOOD SCIENCE (3)**

*Prereq.: BIOL 1201 and CHEM 1201. Majors only. Introduction to scientific principles in chemistry of food constituents, new product development, food preservation, processing, packaging and safety.*

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**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 |
- Is this course included in any curricula, concentrations, or minors? **Yes** | **No** |
- If yes, please list on a separate sheet.
- Is this course a **prerequisite** or corequisite for other courses? **Yes** | **No** |
- If yes, list courses; use separate sheet.
- Is this course on the General Education list? **Yes** | **No** |

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

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

### APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>Jan. 20, 2015</th>
<th>College Faculty Approval Date</th>
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<tr>
<td>Department Chair Signature</td>
<td>16 March 15</td>
<td>College Dean Signature</td>
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<td>Graduate Dean Signature</td>
<td></td>
<td>Chair, FS C&amp;C Committee</td>
<td>5/7/15</td>
</tr>
</tbody>
</table>

Jennifer Neal jsherej@jwu.edu

William B. Richardson 4/29/15

John B. Hopes 5/19/15
NFS 2000 Fundamentals of Food Science is a required course in the Nutrition and Food Sciences curriculum which is offered in Spring semesters only. We are changing the course pre-requisites to state ‘majors only’ as there are limited resources for teaching this course so we want to limit the number of students taking the course each Spring. Non majors can take our NFS 1049 course which is offered every Fall.

NFS 2000 is part of a sequence option in the Animal, Dairy, and Poultry Sciences – Animal Science concentration. NFS 2000 is a required course in the Animal, Dairy, and Poultry Sciences – Dairy Foods Technology concentration. Students in this degree program requiring NFS 2000 will be accommodated with an override. Correspondence from the School of Animal Sciences is attached.
Good Morning:

As curriculum coordinator of the School of Animal Sciences, Dr. Navarre has asked me to assist with curriculum issues. Since she is not available at this time, I will respond to this request.

I would like to approve Dr. King's request for the changes to NFS 2000 and NFS 3000 to majors only, with the stipulation that Animal, Dairy and Poultry Science students who need the course will be allowed to enroll. We certainly understand the limitations with resources and the need to limit enrollment in certain classes.

Thank you to Dr. King for checking with us and allowing our students to take these courses as needed.

Sincerely,

Cathleen C. Williams, Ph.D.
Gerald A. Simmons Professor of Dairy Science
Professor, Animal Nutrition
229L Animal and Food Sciences Lab Bldg.
LSU School of Animal Sciences
Baton Rouge, LA 70803
Phone: 225-578-4574

From: Jennifer Neal [mailto:jsherwl@lsu.edu]
Sent: Thursday, April 16, 2015 8:39 AM
To: Williams, Cathleen C.
Subject: FW: NFS (FDSC) 2000 and 3000 courses

From: King, Joan M. [mailto:JKing@agcenter.lsu.edu]
Sent: Wednesday, April 15, 2015 4:03 PM
To: Christine B Navarre
Cc: Boeneke, Charles A.; Kenneth W McMillin; Allen Rutherford; Michael D Kaller; Jennifer Neal
Subject: NFS (FDSC) 2000 and 3000 courses
Dr. Navarre,

In our nutrition and food science program we are changing the courses NFS (FDSC) 2000 and 3000 to majors only courses. Both of these courses are part of your Animal, Dairy, and Poultry Sciences major specifically in the Animal Science and Dairy Foods Technology concentrations.

In the Animal Science concentration, both NFS 2000 and 3000 are part of electives in the meat science option. The college has indicated there have been very few students choosing these courses and for the Dairy Foods Technology concentration there is currently only one student in the concentration.

The impact on your students would therefore be minimal and we can easily add those students needing the courses as requested through an override.

Therefore we are asking for your approval to make this change to majors only for NFS 2000 and NFS 3000. Please let me know if you approve our change.

Thank you very much for your time and consideration.

Joan

Joan M. King, Ph.D.
Professor

School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg.
Louisiana State University
Baton Rouge, Louisiana 70803

Tel: 225-578-5157
Fax: 225-578-5300
E-mail: jking@agcenter.lsu.edu

"We are at the mercy of one another's compassion."
-anonymous
Anna M Castrillo

From:       King, Joan M. <JKing@agcenter.lsu.edu>
Sent:       Wednesday, May 06, 2015 12:11 PM
To:         Anna M Castrillo
Cc:         Allen Rutherford
Subject:    FW: C&C Action on NFS Proposals

Anna,

See comment from John Hopkins below.

Can we use the wording 'majors only or permission of the department’ in the catalog statement and only restrict the mainframe to check for majors only?

If so then that is what we would like to do.

Thanks.

Joan

Joan M. King, Ph.D.
Professor
School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg.
Louisiana State University
Baton Rouge, Louisiana    70803

Tel: 225-578-5157
Fax: 225-578-5300
E-mail: jking@agcenter.lsu.edu

"We are at the mercy of one another's compassion."
-anonymous

From: John B Hopkins [mailto:chhopk@lsu.edu]
Sent: Wednesday, May 06, 2015 9:43 AM
To: King, Joan M.
Subject: Re: C&C Action on NFS Proposals

Joan

Using the words "or permission of department" is fine.

It really does not matter in this case whether you use the word "AND" or "OR" because the mainframe can only check the "majors only" or the "permission of department" prereq. You can choose which one you want the mainframe to check. We assumed you would ask the mainframe to check for "majors only" in which case the "permission of department" will not be verified by the mainframe nor will you have to verify it if you choose not to do so.
John Hopkins

From: King, Joan M. <JKing@agcenter.lsu.edu>
Sent: Tuesday, May 5, 2015 2:14 PM
To: Anna M Castrillo; John B Hopk’ns
Cc: Allen Rutherford
Subject: RE: C&C Action on NFS Proposals

John and Anna,

Would it be satisfactory to just add the words "or permission of department"?
I emphasize 'or' because we do not want to have to manually enter everyone into the class, only approved non majors that have the class listed as an elective in their concentration/major. The directly affected departments agreed, as noted in emails provided with the documentation, to having us add their students as requested.

Therefore the statements would say:

**Prereq.: BIOL 1201 and CHEM 1201. Majors only or permission of department.** Basic concepts of food safety including: introduction into food safety; extensive examination of causative agents responsible for food borne illness; and food borne illness case studies.

**Prereq.: BIOL 1201 and CHEM 1201. Majors only or permission of department.** Introduction to scientific principles in chemistry of food constituents, new product development, food preservation, processing, packaging and safety.

Joan M. King, Ph.D.
Professor

School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg.
Louisiana State University
Baton Rouge, Louisiana 70803

Tel: 225-578-5157
Fax: 225-578-5300
E-mail: jking@agcenter.lsu.edu

"We are at the mercy of one another’s compassion."
-anonymous

From: Anna M Castrillo [mailto:acastr1@lsu.edu]
Sent: Monday, May 04, 2015 1:12 PM
To: Rutherford, Douglas; King, Joan M.
Subject: C&C Action on NFS Proposals

Dr. Rutherford,

Please see attached for the actions taken by the Courses and Curricula Committee regarding NFS 2000 and 3000.

Sincerely,

Anna Castrillo, M.A.
## Present Course Description

### Title
Food Safety

### Semester Hours of Credit
3

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

<table>
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<tr>
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<th>Lab</th>
<th>Seminar</th>
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<th>Intern</th>
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</table>

### 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)

**NFS 3000 FOOD SAFETY (3)**

Prereq.: BIOL 1201 and CHEM 1201 or permission of instructor. Basic concepts of food safety including: introduction into food safety; extensive examination of causative agents responsible for food borne illness; and food borne illness case studies.

---

## Proposed Course Description

### Title
Food Safety

### Short Title
FOOD SAFETY

### Semester Hours of Credit
3

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

<table>
<thead>
<tr>
<th>Lecture</th>
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</table>

### 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)

**NFS 3000 FOOD SAFETY (3)**

Prereq.: BIOL 1201 and CHEM 1201. Majors only.- Basic concepts of food safety including: introduction into food safety; extensive examination of causative agents responsible for food borne illness; and food borne illness case studies.

---

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

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

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

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

Is this course on the General Education list? Yes 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**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>Jan. 20, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>16 March 15</td>
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<td>Graduate Dean Signature</td>
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<tr>
<td>Chair, F5 C&amp;C Committee</td>
<td>5-7-15</td>
</tr>
</tbody>
</table>

**Jennifer Neal jsherw1@lsu.edu**

---

Effective: 5/2016
NFS 3000 Food Safety is a required course in the Nutrition and Food Sciences curriculum which is offered in Fall semesters only. We are changing the course pre-requisites to state ‘majors only’ as there are limited resources for teaching this course so we want to limit the number of students taking the course each Fall.

NFS 3000 is part of a sequence option in the Animal, Dairy, and Poultry Sciences – Animal Science concentration. NFS 3000 is a required course in the Animal, Dairy, and Poultry Sciences – Dairy Foods technology concentration. NFS 3000 is part of a large group of elective courses available in the Disaster Science Management minor.

Students in these programs will be accommodated with an override. Correspondence from the School of Animal Sciences and Department of Geography and Anthropology is attached.
Jennifer Neal

From: Williams, Cathleen C. <CWilliams@agcenter.lsu.edu>
Sent: Thursday, April 16, 2015 9:34 AM
To: Jennifer Neal
Cc: Joan M King; Boeneke, Charles A.; Kenneth W McMillin; Christine B Navarre; Michael D Kaller; Rutherford, Allen; Bruce F Jenny
Subject: RE: NFS (FOSC) 2000 and 3000 courses

Good Morning:

As curriculum coordinator of the School of Animal Sciences, Dr. Navarre has asked me to assist with curriculum issues. Since she is not available at this time, I will respond to this request.

I would like to approve Dr. King’s request for the changes to NFS 2000 and NFS 3000 to majors only, with the stipulation that Animal, Dairy and Poultry Science students who need the course will be allowed to enroll. We certainly understand the limitations with resources and the need to limit enrollment in certain classes.

Thank you to Dr. King for checking with us and allowing our students to take these courses as needed.

Sincerely,

Cathleen C. Williams, Ph.D.
Gerald A. Simmons Professor of Dairy Science
Professor, Animal Nutrition
229L Animal and Food Sciences Lab Bldg.
LSU School of Animal Sciences
Baton Rouge, LA 70803
Phone: 225-578-4574

From: Jennifer Neal <jsherw1@!su.edu>
Sent: Thursday, April 16, 2015 8:39 AM
To: Williams, Cathleen C.
Subject: FW: NFS (FDSC) 2000 and 3000 courses

Jennifer Neal
Director of Student Services
College of Agriculture
Louisiana State University
106 Martin D. Woodin Hall
Baton Rouge, LA 70803
225-578-2083
Fax: 225-578-2526

From: King, Joan M. <JKing@agcenter.lsu.edu>
Sent: Wednesday, April 15, 2015 4:03 PM
To: Christine B Navarre
Cc: Boeneke, Charles A.; Kenneth W McMillin; Allen Rutherford; Michael D Kaller; Jennifer Neal
Subject: NFS (FDSC) 2000 and 3000 courses
Dr. Navarre,

In our nutrition and food science program we are changing the courses NFS (FDSC) 2000 and 3000 to majors only courses. Both of these courses are part of your Animal, Dairy, and Poultry Sciences major specifically in the Animal Science and Dairy Foods Technology concentrations.

In the Animal Science concentration, both NFS 2000 and 3000 are part of electives in the meat science option. The college has indicated there have been very few students choosing these courses and for the Dairy Foods Technology concentration there is currently only one student in the concentration.

The impact on your students would therefore be minimal and we can easily add those students needing the courses as requested through an override.

Therefore we are asking for your approval to make this change to majors only for NFS 2000 and NFS 3000. Please let me know if you approve our change.

Thank you very much for your time and consideration.

Joan

Joan M. King, Ph.D.
Professor

School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg.
Louisiana State University
Baton Rouge, Louisiana  70803

Tel:  225-578-5157
Fax:  225-578-5300
E-mail:  jking@agcenter.lsu.edu

"We are at the mercy of one another's compassion."
-anonymous
Please see below. Dr. Wang has approved our change.

Joan M. King, Ph.D.
Professor
School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg.
Louisiana State University
Baton Rouge, Louisiana 70803
Tel: 225-578-5157
Fax: 225-578-5300
E-mail: jking@agcenter.lsu.edu

"We are at the mercy of one another's compassion."
-anonymous

Dr. King:
Dr Dowty has resigned so I can respond on behalf of the DSM program.
Yes, option 1 sounds good to us as the DSM minor students may be added on an as needed basis.
Fahui

Fahui Wang
Chair, dept of geography and anthropology

Sent from my iPhone

On Apr 22, 2015, at 2:57 PM, King, Joan M. wrote:

Dr. Wang,

Could you kindly assist me with the course issue below? I had not yet heard from Dr. Dowty Beech yet.

Thank you for your time.

Joan

Joan M. King, Ph.D.
Professor
School of Nutrition and Food Sciences
From: King, Joan M.
Sent: Wednesday, April 15, 2015 3:46 PM
To: rdowty1@lsu.edu
Cc: Rutherford, Douglas; Neal, Jennifer; Michael D Kaller
Subject: NFS (FDSC) 3000

Dr. Dowty,

Our nutrition and food science program is changing the course NFS (FDSC) 3000 to a majors only course, but it is currently part of a large group of elective courses available for selection in the Disaster Science & Management minor. We do not know how many of your minor students choose this particular course as an elective.

I am asking if our change to a majors only course would create any issues with your minor and if you would be okay with us making the change to majors only. Our college suggested the following options for addressing the situation with your minor, 1) having us add your students on an as needed basis after being contacted by you or 2) for you to drop the NFS 3000 course from your minor, which would require paperwork on your part.

Please let me know what your pleasure is in regards to this change to majors only for NFS 3000 and if you approve our change.

Thank you very much for your time and consideration.

Joan

Joan M. King, Ph.D.
Professor
School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg
Louisiana State University
Baton Rouge, Louisiana 70803

Tel: 225-578-5157
Fax: 225-578-5300
E-mail: jking@agcenter.lsu.edu
Anna M Castrillo

From: King, Joan M. <JKing@agcenter.lsu.edu>
Sent: Wednesday, May 06, 2015 12:11 PM
To: Anna M Castrillo
Cc: Allen Rutherford
Subject: FW: C&C Action on NFS Proposals

Anna,

See comment from John Hopkins below.

Can we use the wording 'majors only or permission of the department” in the catalog statement and only restrict the mainframe to check for majors only?

If so then that is what we would like to do.

Thanks.

Joan

Joan M. King, Ph.D.
Professor
School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg.
Louisiana State University
Baton Rouge, Louisiana 70803

Tel: 225-578-5157
Fax: 225-578-5300
E-mail: jking@agcenter.lsu.edu

"We are at the mercy of one another's compassion."
-anonymous

From: John B Hopkins [mailto:chhopk@lsu.edu]
Sent: Wednesday, May 06, 2015 9:43 AM
To: King, Joan M.
Subject: Re: C&C Action on NFS Proposals

Joan

Using the words "or permission of department" is fine.

It really does not matter in this case whether you use the word "AND" or "OR" because the mainframe can only check the "majors only" or the "permission of department" prereq. You can choose which one you want the mainframe to check. We assumed you would ask the mainframe to check for "majors only" in which case the "permission of department" will not be verified by the mainframe nor will you have to verify it if you choose not to do so.
From: King, Joan M. <JKing@agcenter.lsu.edu>
Sent: Tuesday, May 5, 2015 2:14 PM
To: Anna M Castrillo; John B Hopkins
Cc: Allen Rutherford
Subject: RE: C&C Action on NFS Proposals

John and Anna,

Would it be satisfactory to just add the words “or permission of department”? I emphasize ‘or’ because we do not want to have to manually enter everyone into the class, only approved non majors that have the class listed as an elective in their concentration/major. The directly affected departments agreed, as noted in emails provided with the documentation, to having us add their students as requested.

Therefore the statements would say:
Prereq.: BIOL 1201 and CHEM 1201. **Majors only or permission of department.** Basic concepts of food safety including: introduction into food safety; extensive examination of causative agents responsible for food borne illness; and food borne illness case studies.
Prereq.: BIOL 1201 and CHEM 1201. **Majors only or permission of department.** Introduction to scientific principles in chemistry of food constituents, new product development, food preservation, processing, packaging and safety.

Joan M. King, Ph.D.
Professor
School of Nutrition and Food Sciences
201J Animal and Food Sciences Laboratory Bldg.
Louisiana State University
Baton Rouge, Louisiana 70803
Tel: 225-578-5157
Fax: 225-578-5300
E-mail: jking@agcenter.lsu.edu

"We are at the mercy of one another's compassion."
-Anonymous

From: Anna M Castrillo [mailto:acastr1@lsu.edu]
Sent: Monday, May 04, 2015 1:12 PM
To: Rutherford, Douglas; King, Joan M.
Subject: C&C Action on NFS Proposals

Dr. Rutherford,

Please see attached for the actions taken by the Courses and Curricula Committee regarding NFS 2000 and 3000.

Sincerely,

Anna Castrillo. M.A.
REQUEST FOR DROPPING A COURSE

<table>
<thead>
<tr>
<th>Department</th>
<th>Entomology</th>
<th>College</th>
<th>Agriculture</th>
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<tr>
<td>Date</td>
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**COURSE DESCRIPTION**

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

Has this drop been discussed with and approved by all departments/colleges affected? Yes XX No____ N/A____

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)

Entomology M.S., Ph.D.

Is this course a prerequisite or corequisite for any other courses? Yes ____ No XXX

<table>
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<th>Course #</th>
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</table>

Is this course on the general education list? Yes ____ No XX

If yes, attach approval of drop from General Education Committee

**REASON FOR REQUEST TO DROP COURSE:**

Faculty members formerly responsible for this team-taught course have retired. This course is being replaced by a new course, ENTM 7016, "Biological Control". This new course will have content and emphasis substantially different from the old course, and we are thus asking that 7015 be dropped and 7016 be added (Form A submitted).

**APPROVALS**

<table>
<thead>
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<td>Graduate Dean Signature</td>
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<td>Chair, FS C&amp;C Committee</td>
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<tr>
<td>College Contact Email</td>
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<td>Academic Affairs Approval</td>
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Signature (date) Signature (date) Signature (date)
REQUEST FOR DROPPEING A COURSE

COURSE DESCRIPTION

<table>
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<td>COMD 7387</td>
<td>Aphasia in Adults</td>
<td>3</td>
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</table>

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

Has this drop been discussed with and approved by all departments/colleges affected? Yes [ ] No [ ] N/A [ ]

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter: MA in COMD

(If additional space is needed, please attach a separate piece of paper.)

Is this course a prerequisite or corequisite for any other courses?

Yes [ ] No [x] [ ]

Rubric Course # Rubric Course # Rubric Course #

(If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

Is this course on the general education list?

Yes [ ] No [x]

REASON FOR REQUEST TO DROP COURSE:

Attached

APPROVALS

<table>
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<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-13-14</td>
<td>4-20-15</td>
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</table>

Department Chair Signature: 4-22-15

College Dean Signature (date): 4-12-15

Graduate Dean Signature: 5-28-15

College Contact: E-mail

Academic Affairs Approval (date): 9/20/15
Justification

The COMD masters degree is designed to meet the educational needs of students seeking to become nationally-certified, speech-language pathologists who must be knowledgeable about the nature and characteristics of, as well as competent in the practice of the prevention of, and assessment/intervention for communication disorders across the lifespan. The current course structure related to communication disorders of adults who have suffered brain damage was constructed in the early 1980s to consist of a sequence starting with the study of the neuroanatomy/physiology of communication (COMD 7280 Neuroanatomical Bases of Speech and Hearing) leading to neurologically-based, acquired disorders of speech (COMD 7385 Neuropathologies of Speech) and language (COMD 7387 Aphasia in Adults). In the intervening time theoretical models of these disorders and the role of speech-language pathologists have broadened to include a range of cognitive processes and systems (e.g., attention, perception, memory, organization, and executive function) that interact with language, speech, and communication.

The course changes proposed here seek to expand the focus on cognitive processes and systems by instituting a new course sequence including COMD 7281 Acquired Neurogenic Language Disorders followed by COMD 7282 Acquired Neurogenic Cognitive-Communicative Disorders and COMD 7385 Neuropathologies of Speech. Each of these three courses will include discussion of the essential neuroanatomical/physiological components serving the particular cognitive systems and disorders addressed in the class, thus eliminating the need for COMD 7280.

Specific Course Changes

Drop COMD 7280 Neuroanatomical Bases of Speech and Hearing.

The knowledge attained in this course will be spread out over the beginning of the disorders classes: COMD 7281 Acquired Neurogenic Language Disorders and COMD 7282 Acquired Neurogenic Cognitive-Communication Disorders. We anticipate that this will result in better student learning because they will see a more immediate practical payoff for the acquisition of this knowledge as a part of the disorders courses. Students will learn about the specific neurology serving particular disorders just before using that knowledge in understanding the nature, characteristics, assessment and intervention for each disorder.

Drop COMD 7387 Aphasia in Adults.

The knowledge attained in this course will be moved to the new class, COMD 7281 Acquired Neurologic Language Disorders.

Add COMD 7281 Acquired Neurogenic Language Disorders

This class presents the nervous system structures that serve the communicative functions that are disrupted in aphasia and dementia as well as the etiologies of damage to these systems and changes over time that result from central nervous system damage. Students will learn how to administer and interpret appropriate measurement of these systems and how to develop and evaluate intervention plans.
Add COMD 7282 Acquired Neurogenic Cognitive-Communicative Disorders

This class presents the central nervous system structures that serve the communicative functions that are disrupted by traumatic brain injury and right hemisphere disorders (social language use, attention, and memory) as well as the etiologies of damage to these systems and changes over time that result from central nervous system damage. Students will learn how to administer and interpret appropriate measurements of these systems and how to develop and evaluate intervention plans.
REQUEST FOR DROPPING A COURSE

Department: Communication Sciences & Disorders  
College: Humanities and Social Sciences  
Date: April 6, 2015

COURSE DESCRIPTION

Rubric & No.  COMD 7280  Title: Neuroanatomical Bases of Speech and Hearing

Semester Hours of Credit: 3

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

Has this drop been discussed with and approved by all departments/colleges affected? Yes ___  No ___  N/A__

This course is presently included or referenced in the following curriculum, minor, concentration, area of specialization, or catalog chapter: MA in COMD

(If additional space is needed, please attach a separate piece of paper.)

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

(Rubric (ml) Course #  Rubric  COMD  Course #  Rubric  COMD  Course #  Rubric  COMD  Course #  Rubric  COMD  Course #

Is this course on the general education list?  
Yes ___  No ___

(REASON FOR REQUEST TO DROP COURSE:

Attached

APPROVALS

Department Faculty Approval Date: 11-13-14  
College Faculty Approval Date: 4-02-15

Department Chair Signature:  
College Dean Signature:  
( date )  
( date )

Graduate Dean Signature:  
Chair, FS CGC Committee:  
( date )  
( date )

College Contact:  
Academic Affairs Approval:  
( date )  
( date )
Justification

The COMD masters degree is designed to meet the educational needs of students seeking to become nationally-certified, speech-language pathologists who must be knowledgeable about the nature and characteristics of, as well as competent in the practice of the prevention of, and assessment/intervention for communication disorders across the lifespan. The current course structure related to communication disorders of adults who have suffered brain damage was constructed in the early 1980s to consist of a sequence starting with the study of the neuroanatomy/physiology of communication (COMD 7280 Neuroanatomical Bases of Speech and Hearing) leading to neurologically-based, acquired disorders of speech (COMO 7385 Neuropathologies of Speech) and language (COMD 7387 Aphasia in Adults). In the intervening time theoretical models of these disorders and the role of speech-language pathologists have broadened to include a range of cognitive processes and systems (e.g., attention, perception, memory, organization, and executive function) that interact with language, speech, and communication.

The course changes proposed here seek to expand the focus on cognitive processes and systems by instituting a new course sequence including COMD 7281 Acquired Neurogenic Language Disorders followed by COMO 7282 Acquired Neurogenic Cognitive-Communicative Disorders and COMO 7385 Neuropathologies of Speech. Each of these three courses will include discussion of the essential neuroanatomical/physiological components serving the particular cognitive systems and disorders addressed in the class, thus eliminating the need for COMO 7280.

Specific Course Changes

Drop COMD 7280 Neuroanatomical Bases of Speech and Hearing.

The knowledge attained in this course will be spread out over the beginning of the disorders classes: COMD 7281 Acquired Neurogenic Language Disorders and COMO 7282 Acquired Neurogenic Cognitive-Communication Disorders. We anticipate that this will result in better student learning because they will see a more immediate practical payoff for the acquisition of this knowledge as a part of the disorders courses. Students will learn about the specific neurology serving particular disorders just before using that knowledge in understanding the nature, characteristics, assessment and intervention for each disorder.

Drop COMO 7387 Aphasia in Adults.

The knowledge attained in this course will be moved to the new class, COMD 7281 Acquired Neurologic Language Disorders.

Add COMD 7281 Acquired Neurogenic Language Disorders

This class presents the nervous system structures that serve the communicative functions that are disrupted in aphasia and dementia as well as the etiologies of damage to these systems and changes over time that result from central nervous system damage. Students will learn how to administer and interpret appropriate measurement of these systems and how to develop and evaluate intervention plans.
Add COMD 7282 Acquired Neurogenic Cognitive-Communicative Disorders

This class presents the central nervous system structures that serve the communicative functions that are disrupted by traumatic brain injury and right hemisphere disorders (social language use, attention, and memory) as well as the etiologies of damage to these systems and changes over time that result from central nervous system damage. Students will learn how to administer and interpret appropriate measurements of these systems and how to develop and evaluate intervention plans.