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

Department: Mechanical and Industrial Engineering
College: Engineering
Name of Curriculum/Major: Industrial Engineering
Type of Degree: BS
Date: 6/26/15

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

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

ACTION (check appropriate box):

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

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

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

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

CURRICULUM

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current curriculum:</td>
<td>126</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date: 3/27/2013
College Faculty Approval Date: 4/2/2013

Department Chair's Signature: (Date) 6/26/15
College Dean's Signature: (Date) 7/6/15

Chair, FS C & C Committee: (Please print name.)

Contact E-mail:  

GENERAL EDUCATION REQUIREMENTS

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

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>ENGL 2000</td>
<td>3</td>
<td>6th</td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course (from mathematics department)</td>
<td>3</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>MATH 1550</td>
<td>3</td>
<td>6th</td>
</tr>
<tr>
<td></td>
<td>General Education analytical reasoning course</td>
<td>3</td>
<td>7th</td>
</tr>
<tr>
<td></td>
<td>MATH 1552</td>
<td>3</td>
<td>8th</td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>General Education arts course</td>
<td>3</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>ANY APPROVED GEN ED ART COURSE</td>
<td>3</td>
<td>6th</td>
</tr>
<tr>
<td>Humanities (9 hrs.)</td>
<td>General Education humanities course</td>
<td>3</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>CMST 1061 or 2060</td>
<td>3</td>
<td>6th</td>
</tr>
<tr>
<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>7th</td>
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<tr>
<td></td>
<td>ANY APPROVED GEN ED HUM COURSE</td>
<td>3</td>
<td>8th</td>
</tr>
<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course sequence</td>
<td>6</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>CHEM 1201, 1202</td>
<td>6</td>
<td>6th</td>
</tr>
<tr>
<td></td>
<td>General Education natural science course</td>
<td>3</td>
<td>7th</td>
</tr>
<tr>
<td></td>
<td>BIOL 1001 or 1201</td>
<td>3</td>
<td>8th</td>
</tr>
<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>ANY APPROVED GEN ED SOC SCI COURSE</td>
<td>3</td>
<td>6th</td>
</tr>
<tr>
<td></td>
<td>General Education social science course (2000-level)</td>
<td>3</td>
<td>7th</td>
</tr>
<tr>
<td></td>
<td>ECON 2030</td>
<td>3</td>
<td>8th</td>
</tr>
</tbody>
</table>
PHYS 2109 was dropped from our curriculum with the change in the physics sequence in 2013. Our students take PHYS 2112 for which there is no lab. When we submitted the change in the Physics sequence, it appears the PHYS 2109 drop was not recognized. Thus we are attempting to correct the curriculum to reflect the actual course sequence. This change is needed immediately so that the 2015-16 catalog can reflect the correct curriculum for the upcoming ABET review.
ADMISSION TO THE COLLEGE OF ENGINEERING

Students who plan to enter the College of Engineering should give special attention to the mathematics courses they select and should consult a representative of the department they plan to enter prior to completing registration.

Students will be admitted to the college when they have:
- earned 24 or more semester hours of credit numbered 1000 or above;
- maintained a GPA of at least 2.0 on both cumulative and LSU averages;
- earned credit in MATH 1550 with a "C" or better.

INDUSTRIAL ENGINEERING ELECTIVES

Choose from the list maintained in the department. Students must take at least one 3-hour Technical elective of the 9 elective hours. Students may optionally take three hours of advanced ROTC course work in place of one IE technical elective.

CRITICAL REQUIREMENTS

<table>
<thead>
<tr>
<th>SEMESTER 1: MATH 1021</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2: MATH 1022/1023</td>
</tr>
<tr>
<td>SEMESTER 3: CHEM 1201</td>
</tr>
<tr>
<td>SEMESTER 4: &quot;C&quot; or better in MATH 1550</td>
</tr>
<tr>
<td>SEMESTER 5: &quot;C&quot; or better in PHYS 2110</td>
</tr>
</tbody>
</table>

RECOMMENDED PATH

Semester 1

Critical: MATH 1021

| CMST 1061/2060 | 3 |
| CHEM 1201 GEN CHEMISTRY I [CR: MATH 1022/1023/1431/1550/1551] | 3 |
| ENGL 1001 ENGL COMPOSITION | 3 |
| IE 1002 INDUSTRIAL ENGR FUND | 3 |
| MATH 1550 AN GEOM & CALCULUS-I | 3 |

Total Semester Hours: 17

Semester 2

Critical: MATH 1022/1023

| CM 1020 ENGIN GRAPHICS FOR ME | 2 |
| CHEM 1202 GENERAL CHEMISTRY [CHEM 1201/1421] | 3 |
| IE 2400 METHODS & SYST ENGR [CR: IE 1002] | 3 |
| MATH 1552 AN GEOM & CALCULUS [MATH 1550/1551] | 4 |
| PHYS 2110 PARTICLE MECHANICS (MATH 1550; CR: MATH 1552/1553) | 3 |
| PHYS 2108 LAB WRK TECHN PHYS [CR: PHYS 2001/2110] | 1 |

Total Semester Hours: 16

Semester 3

Critical: CHEM 1201

| ECON 2030 ECONOMIC PRINCIPLES | 3 |
| EE 2950 COMPREHENSIVE EE [MATH 1552] | 3 |
| MATH 2090 ELEM DIFF EQ & LIN ALGEBRA [MATH 1552] | 4 |
| PHYS 2112 FLUIDS, THERM, WAV, MOD PHY (PHYS 2110, MATH 1552/1553) | 3 |
| BIOL 1001/1201 | 2 |

Total Semester Hours: 17

Semester 4

Critical: "C" or better in MATH 1550

| CE 2450 STATICS [MATH 1550/1552, PHYS 2110] | 3 |
| IE 2060 INT USE OF COMPUTERS [CR: IE 1002] | 3 |
| IE 3201 PRIN ENGR ECONOMY | 3 |
| IE 3302 ENGR STATISTICS [MATH 1552, PHYS 2112/CSC 2259] | 3 |
| ME 2733 MATERIALS OF ENGR [CHEM 1202 CR: PHYS 2112/2113] | 3 |

Total Semester Hours: 15

Semester 5

Critical: "C" or better in PHYS 2110

| CE 3400 MECHANICS OF MATERIALS [CE 2450] | 3 |
| ME 3633 MANUFACT PROCESS & METHODS [CM 1020/1030, ME 2723/2733] | 3 |
| IE 3250 SUPPLY CHAIN LOGISTICS I [IE 2400, MATH 2090 CR: IE 3302] | 3 |
| IE 4362 ADV ENGRING STAT [IE 3302] | 3 |
| ENGL 2000 ENGLISH COMP [ENGL 1001] | 3 |

Total Semester Hours: 15

Semester 6

| IE/ISDS 4113 PROJ MNGMT | 3 |
| IE 4425 INFO SYST ENGR [CR: IE 2060] | 3 |
| IE 4453 QUALITY CONT & SIX SIGMA [IE 3302] | 3 |
| IE 4520 SUPPLY CHAIN LOGISTICS II [IE 3520] | 3 |
| IE 4461 HUMAN FACTORS [CR: IE 2400] | 3 |

Total Semester Hours: 15

Semester 7

| IE 4530 LEAN MAN SYSTEMS [IE 2060 CR: IE 4362, 3520] | 3 |
| IE 4516 PLANT & SYSTEMS DESGN [IE 3201 CR: IE 3520, IE/ISDS 4113] | 3 |
| GEN. ED. COURSE - SOCIAL SCIENCES1 | 3 |
| IE 4397 SNR DESGN I [IE 4425, 4453, 4461, 3520, ME 3633 CR: IE 4516, 4530] | 2 |
| IE ELECTIVES | 6 |

Total Semester Hours: 17

Semester 8

| IE 4598 IE SENIOR DESIGN II [IE 4597] | 2 |
| GEN. ED. COURSES - ARTS/HUMANITIES(6) | 9 |
| IE ELECTIVE | 3 |

Total Semester Hours: 14

1IE students must select one GEN ED COURSE that fulfills the Global Knowledge requirement. List of courses available in department.
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RECOMMENDED PATH

### Semester 1
**Critical:** MATH 1021

- CMST 1061/2060
- CHEM 1201 GEN CHEMISTRY I [CR: MATH 1022/1023/1431/1550/1551]
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- IE 1002 INDUSTRIAL ENGR FUND
- MATH 1550 AN GEOM & CALCULUS-

Total Semester Hours: 17

### Semester 2
**Critical:** MATH 1022/1023

- CM 1020 ENG GRAPHICS FOR ME
- CHEM 1202 GENERAL CHEMISTRY [CHEM 1201/1421]
- IE 2400 METHODS & SYST ENGR [CR: IE 1002]
- MATH 1552 AN GEOM & CALCULUS [MATH 1550/1551]
- PHYS 2110 PARTICLE MECHANICS (MATH 1550, CR: MATH 1552/1553)
- PHYS 2108 LAB WRK TECHN PHYS [CR: PHYS 2001/2110]

Total Semester Hours: 16

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**Critical:** CHEM 1201

- ECON 2030 ECONOMIC PRINCIPLES
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- BIOL 1001/1201

Total Semester Hours: 16

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- IE 3201 PRIN ENGR ECONOMY
- IE 3202 ENGR STATISTICS [MATH 1552, PHYS 2112/CSC 2259]
- ME 2733 MATERIALS OF ENGR [CHEM 1202 CR: PHYS 2112/2113]

Total Semester Hours: 17

### Semester 5
**Critical:** "C" or better in PHYS 2110

- CE 3400 MECNCS OF MATERIALS [CE 2450]
- ME 3633 MANUFACT PROCESS & METHODS [CM 1020/1030, ME 2723/2733]
- IE 3520 SUPPLY CHAIN LOGISTICS I [IE 2400, MATH 2090 CR: IE 3302]
- IE 4362 ADV ENGRG STAT [IE 3302]
- ENGL 2000 ENGLISH COMP [ENGL 1001]

Total Semester Hours: 16

### Semester 6

- IE/ISDS 4113 PROJ MNGMT
- IE 4425 INFO SYST ENGR [CR: IE 2060]
- IE 4453 QUALITY CONT & SIX SIGMA [IE 3302]
- IE 4520 SUPPLY CHAIN LOGISTICS II [IE 3520]
- IE 4611 HUMAN FACTORS [CR: IE 2400]

Total Semester Hours: 16

### Semester 7

- IE 4530 LEAN MAN SYSTEMS [IE 2060 CR: IE 4362, 3520]
- IE 4516 PLANT & SYSTEMS DESN [IE 3201 CR: IE 3320]
- IE/ISDS 4113
- GEN. ED. COURSE - SOCIAL SCIENCES
- IE 4597 SENIOR DESIGN I [IE 4425, 4453, 4461, 4520, ME 3633 CR: IE 4516, 4530]

Total Semester Hours: 16

### Semester 8

- IE 4598 SENIOR DESIGN II [IE 4597]
- GEN. ED. COURSES - ARTS/HUMANITIES
- IE ELECTIVE

Total Semester Hours: 14

*IE students must select one GEN ED COURSE that fulfills the Global Knowledge requirement. List of courses available in College of Engineering office.
Anna M Castrillo

From: Craig M Harvey
Sent: Friday, June 26, 2015 2:52 PM
To: Anna M Castrillo
Subject: RE: IE Curriculum change issue - ABET urgency

Thanks...here it is....

The industrial engineering curriculum is accredited by the Engineering Accreditation Commission of ABET, www.abet.org. To qualify for graduation, industrial engineering students must demonstrate:

a. an ability to apply knowledge of mathematics, science, and engineering.
b. an ability to design and conduct experiments, as well as to analyze and interpret data.
c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
d. an ability to function on multidisciplinary teams.
e. an ability to identify, formulate, and solve industrial engineering problems.
f. an understanding of professional and ethical responsibility.
g. an ability to communicate effectively.
h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
i. a recognition of the need for, and an ability to engage in life-long learning.
j. a knowledge of [the role of industrial engineering in] contemporary issues.
k. an ability to use the techniques, skills, and modern industrial engineering tools necessary for engineering practice.

Craig M. Harvey, PhD, PE
Associate Professor
Program Director, Industrial Engineering
Department of Mechanical & Industrial Engineering
2508 Patrick F. Taylor Hall (mail)
2519B Patrick F. Taylor Hall (office)
Baton Rouge, LA 70803

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Tel: +1 225-578-8761
Fax: +1 225-578-5924
E-mail: harvey@lsu.edu
Even if you are on the right track, you'll get run over if you just sit there. – Will Rogers

From: Anna M Castrillo
Sent: Friday, June 26, 2015 2:32 PM
To: Craig M Harvey
Subject: RE: IE Curriculum change issue - ABET urgency

Oh, and Dr. Harvey, could you send me what you would like to be written for the ABET section for IE? I can add it now if you like in the 15-16 catalog.

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

From: Craig M Harvey
Sent: Friday, June 26, 2015 2:17 PM
To: Anna M Castrillo
Cc: Robert K Doolos; Barbara W Reonas; Joseph L Odenwald
Subject: RE: IE Curriculum change issue - ABET urgency

Anna,

I guess this will work as long as the 2015-2016 catalog is changed.

But let me pose this question. Why would we leave PHYS 2109 in the 2014-2015 or any catalog after the Physics changes given that it would leave a course in a program that the student could never take per the LSU catalog as below. On the basis that PHYS 2109 requires the student to take PHYS 2113 and PHYS 2113 is not in our curriculum, it would effectively be impossible for a student to complete our curriculum. Thus by simple logic the PHYS 2109 course should be removed from any catalog as required on that basis after the Physics changes were made.

While I am fine with what you are proposing, I think the question bares some consideration. What do you need from me to get this issue on the July 17 agenda so it can be resolved quickly and implemented in the 2015-2016 catalog.

Thanks,

Craig

PHYS 2109 General Physics Laboratory (1)
PHYS 2109 General Physics Laboratory (1)

[LCNC: CPHY 2121, 2124, 2141, Physics II Lab (Algebra/Trig Based), (Calculus Based)] Prereq.: PHYS 2108 and credit or registration in PHYS 2002 or PHYS 2113. Credit will not be given for both this course and PHYS 1209. Laboratory to accompany PHYS 2002 and PHYS 2113. Electricity, magnetism, geometrical and physical optics and other topics in modern physics.

Craig M. Harvey, PhD, PE
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Baton Rouge, LA 70803

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From: Anna M Castrillo
Sent: Friday, June 26, 2015 1:20 PM
To: Craig M Harvey
Cc: Robert K Doolos
Subject: RE: IE Curriculum change issue - ABET urgency

Dr. Harvey,

No worries! We can definitely accommodate the ABET wording that is missing in the catalog for IE. Robert has given the go ahead for this and to other engineering programs as some were missing their objectives.

However, with the past C&C proposals being incorrect, we cannot make that change unless C&C approves it. We have a meeting scheduled for July 17, we may not meet, but since this is urgent, we will do an online poll. Remember that the present recommended path has to be the same as the online catalog. That was the issue with the other C&C proposals. I was the one that changed the hours to 126 as the justification never said anything about dropping hours or about any course being dropped. See below for the explanation I gave to Barbara. If the C&C Committee approves, there is a possible chance that we can change the 15-16 catalog to reflect the revisions.
Barbara,

I had to do a lot of research for this one as I didn’t know the answer for this off the top of my head. For the easy one, ABET in IE... It has never been in the catalogs. I checked the online catalogs all the way back to 2012. I guess Lisa must have omitted it or IE never sent her the changes they wanted back. I can add it now as I am sure they will need it for ABET. I believe PETE said they needed the objectives up in case of auditors. Just let me know what statement they want added. I can make this change as Robert said it was OK to do this for the already published catalog as it has to do with accreditation.

Now, the last proposal I have from Dr. Harvey was approved in February 2015. When he had sent me the 8 semester recommended path, it was not the same approved path as published by the 14-15 catalog, the one that was approved by C&C previously. It had so many changes to it that were not approved by the C&C Committee. Therefore, I printed the correct recommended path and changed the things that were mentioned in the justification. The justification says that they moved IE 2400, 2060, 4113, 3201, and ME 3633. It said nothing about dropping hours or removing PHYS 2109. That is why it never happened.

If they would like to change their curriculum, it must go through C&C and be approved as such. And they have to use the most up to date recommended path as published in the catalog, as this is the one approved by C&C. These effects will be made for 1s/2017.

Sincerely,

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

From: Craig M Harvey
Sent: Friday, June 26, 2015 12:54 PM
To: Robert K Doolos; Anna M Castrillo
Cc: Joseph L Odenwald; Barbara W Reonas
Subject: IE Curriculum change issue - ABET urgency

Robert/Anna,

In reviewing the catalog for ABET, I noticed that the physics changes made in 2013 were not made to the catalog even though we have been operating under the assumption they were made (e.g., degree audits, student flowcharts). When we made the Physics sequence change, we dropped PHYS 2109 because our students are not taking the Physics class that links with the lab. However, the PHYS 2019 lab was not dropped from the catalog curriculum it seems. As this was my first major change I had ever done, it is even likely I messed up somewhere along the line. In subsequent changes we have submitted in November 2014 that were approved by the committee we had our curriculum showing 125 hours (albeit it seems it was manually changed by someone to 126). Additionally, in the 2015-2016 pathway we submitted this year the PHYS 2109 course was likewise not on there.

In either case, my email is not to cast any blame on anyone, but to find a solution given we are about to have an ABET review and our catalog and curriculum need to match. Students are already on the 2015-2015 degree audit/flowchart
with the Physics 2019 removed. Thus we need to come to a fix for this issue—hopefully correction of the catalog to reflect the elimination of the Physics 2019 lab.

I would appreciate your attention to this issue and am free to meet to discuss if needed.

Thanks,

Craig

Craig M. Harvey, PhD, PE
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Baton Rouge, LA 70803

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

You have my approval. Thank you for taking care of this on such a short notice.  

Regards,  
Sherif Ishak, PhD, PE  
Lloyd J. Guillory Professor of Civil Engineering  
Director of Engineering Science Program  
Interim Associate Dean for Academic Affairs  
3304F Patrick F. Taylor Hall  
College of Engineering  
Louisiana State University  
Baton Rouge, LA 70803  
Phone: 225-578-4467  

From: Craig M Harvey  
Sent: Friday, June 26, 2015 4:40 PM  
To: Anna M Castrillo  
Cc: Sherif S Ishak  
Subject: RE: IE Curriculum change issue - ABET urgency  

Sherif,  

Can you please send Anna your approval by email. I know you are headed out of town for vacation. If you can't I will have Rick sign Monday.  

Sent from my GeauxPhone  

From: Anna M Castrillo  
Sent: 6/26/2015 4:23 PM  
To: Craig M Harvey  
Subject: RE: IE Curriculum change issue - ABET urgency  

Dr. Harvey,  

I will need the college dean to sign off.  

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

Here is the signed form by our Chair on the PHYS 2109 correction. I am cc ing Dean Ishak so he is aware of the change as well.

Background for Sherif: This was approved my the Academic committee in 2013, but somehow overlooked. This is to fix removal of PHYS 2109 from our IE curriculum that was not removed. We are all not sure of where problem occurred but we are trying to make the fix now. We need this change so our curriculum matches what we have been doing since 2014.....

Craig

---

**Anna M Castrillo**

**Sent:** Friday, June 26, 2015 2:54 PM

**To:** Craig M Harvey

**Subject:** RE: IE Curriculum change issue - ABET urgency

If it was all approved by the committee as you say it was done already in your flowcharts, I do not see a need.
From: Craig M Harvey
Sent: Friday, June 26, 2015 2:53 PM
To: Anna M Castrillo
Subject: RE: IE Curriculum change issue - ABET urgency

Do you need it to go back through our committee given it was approved by them....

Craig M. Harvey, PhD, PE
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From: Anna M Castrillo
Sent: Friday, June 26, 2015 2:31 PM
To: Craig M Harvey
Subject: RE: IE Curriculum change issue - ABET urgency

Dr. Harvey,

You are right in that it is impossible for the student to take PHYS 2109 based on prerequisites. And in all honesty, it is everyone's fault for not pointing that out. The C&C Committee and I should have caught this; however, the justifications for all proposals must address these changes for the C&C Committee to see, and from all the proposals in our archives, no justification stated this change. The C&C Committee depends on the justification stating everything that is proposed.

I will just need a Form D found here: https://sites01.lsu.edu/wp/registraroffice/faculty-services/faculty-senate-course-curricula-committee/ as well as the present and proposed 8 semester recommended paths and a justification that states
all changes needed. Be sure to state that this is needed because of ABET accreditation. Once I get it, we may not need to wait until July 17. I can just email it to everyone on the committee and see what they think.

Sincerely,

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To: Anna M Castrillo
Cc: Robert K Doolos; Barbara W Reonas; Joseph L Odenwald
Subject: RE: IE Curriculum change issue - ABET urgency

Anna,

I guess this will work as long as the 2015-2016 catalog is changed.

But let me pose this question. Why would we leave PHYS 2109 in the 2014-2015 or any catalog after the Physics changes given that it would leave a course in a program that the student could never take per the LSU catalog as below. On the basis that PHYS 2109 requires the student to take PHYS 2113 and PHYS 2113 is not in our curriculum, it would effectively be impossible for a student to complete our curriculum. Thus by simple logic the PHYS 2019 course should be removed from any catalog as required on that basis after the Physics changes were made.

While I am fine with what you are proposing, I think the question bares some consideration. What do you need from me to get this issue on the July 17 agenda so it can be resolved quickly and implemented in the 2015-2016 catalog.

Thanks,

Craig

**PHYS 2109 General Physics Laboratory (1)**

A.
h.P.

**PHYS 2109 General Physics Laboratory (1)**

[**LCCN: CPHY 2121, 2124, 2141, Physics II Lab (Algebra/Trig Based), (Calculus Based)**] Prereq.: PHYS 2108 and credit or registration in PHYS 2002 or PHYS 2113. Credit will not be given for both this course and PHYS 1209. Laboratory to accompany PHYS 2002 and PHYS 2113. Electricity, magnetism, geometrical and physical optics and other topics in modern physics.
From: Anna M Castrillo  
Sent: Friday, June 26, 2015 1:20 PM  
To: Craig M Harvey  
Cc: Robert K Doolos  
Subject: RE: IE Curriculum change issue - ABET urgency

Dr. Harvey,

No worries! We can definitively accommodate the ABET wording that is missing in the catalog for IE. Robert has given the go ahead for this and to other engineering programs as some were missing their objectives.

However, with the past C&C proposals being incorrect, we cannot make that change unless C&C approves it. We have a meeting scheduled for July 17, we may not meet, but since this is urgent, we will do an online poll. Remember that the present recommended path has to be the same as the online catalog. That was the issue with the other C&C proposals. I was the one that changed the hours to 126 as the justification never said anything about dropping hours or about any course being dropped. See below for the explanation I gave to Barbara. If the C&C Committee approves, there is a possible chance that we can change the 15-16 catalog to reflect the revisions.

Barbara,

I had to do a lot of research for this one as I didn’t know the answer for this off the top of my head. For the easy one, ABET in IE.... It has never been in the catalogs. I checked the online catalogs all the way back to 2012. I guess Lisa must have omitted it or IE never sent her the changes they wanted back. I can add it now as I am sure they will need it for ABET. I believe PETE said they needed the objectives up in case of auditors. Just let me know what statement they want added. I can make this change as Robert said it was OK to do this for the already published catalog as it has to do with accreditation.

Now, the last proposal I have from Dr. Harvey was approved in February 2015. When he had sent me the 8 semester recommended path, it was not the same approved path as published by the 14-15 catalog, the one that was approved by C&C previously. It had so many changes to it that were not approved by the C&C Committee. Therefore, I printed the
correct recommended path and changed the things that were mentioned in the justification. The justification says that they moved IE 2400, 2060, 4113, 3201, and ME 3633. It said nothing about dropping hours or removing PHYS 2109. That is why it never happened.

If they would like to change their curriculum, it must go through C&C and be approved as such. And they have to use the most up to date recommended path as published in the catalog, as this is the one approved by C&C. These effects will be made for 1s/2017.

Sincerely,

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

From: Craig M Harvey
Sent: Friday, June 26, 2015 12:54 PM
To: Robert K Doolos; Anna M Castrillo
Cc: Joseph L Odenwald; Barbara W Reonas
Subject: IE Curriculum change issue - ABET urgency

Robert/Anna,

In reviewing the catalog for ABET, I noticed that the physics changes made in 2013 were not made to the catalog even though we have been operating under the assumption they were made (e.g., degree audits, student flowcharts). When we made the Physics sequence change, we dropped PHYS 2109 because our students are not taking the Physics class that links with the lab. However, the PHYS 2019 lab was not dropped from the catalog curriculum it seems. As this was my first major change I had ever done, it is even likely I messed up somewhere along the line. In subsequent changes we have submitted in November 2014 that were approved by the committee we had our curriculum showing 125 hours (albeit it seems it was manually changed by someone to 126). Additionally, in the 2015-2016 pathway we submitted this year the PHYS 2109 course was likewise not on there.

In either case, my email is not to cast any blame on anyone, but to find a solution given we are about to have an ABET review and our catalog and curriculum need to match. Students are already on the 2015-2015 degree audit/flowchart with the Physics 2019 removed. Thus we need to come to a fix for this issue—hopefully correction of the catalog to reflect the elimination of the Physics 2019 lab.

I would appreciate your attention to this issue and am free to meet to discuss if needed.

Thanks,

Craig

Craig M. Harvey, PhD, PE
Associate Professor
Program Director, Industrial Engineering
Even if you are on the right track, you'll get run over if you just sit there. – Will Rogers
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING AN UNDERGRADUATE CONCENTRATION

Department: School of Kinesiology
College: Human Sciences and Education
Name of Concentration: Physical Activity and Health
Name of Curriculum/Major: Kinesiology
Type of Degree: BS KIN

Date: 11-21-14

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

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

ACTION (check appropriate box):

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

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

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

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

CONCENTRATION

PRESENT

PROPOSED

Total semester hours in current concentration: 120

APPROVALS:
Department Faculty Approval Date 11-21-14
Department Chair's Signature: Melinda Salmo
dte 11-21-14
Chair, FS C & C Committee: John B. Hor
cly 6-19-15

College Faculty Approval Date 4-15-15
College Dean's Signature: Annmarie Currie 5-10-15
Academic Affairs Approval: Rebecca F. Smith 6-29-15

College/Division/Department: Casey Bennett
Contact E-mail: cbennet5@lsu.edu
GENERAL EDUCATION REQUIREMENTS

When a department adds a new curriculum or makes changes in an existing one, a Form D Addendum must also be submitted. This form is simply a list of those courses in the curriculum that satisfy the General Education requirement.

Include course rubric, number, and credit hours when curricula differ from the default values. Indicate the curriculum semester for all General Education courses.

<table>
<thead>
<tr>
<th>General Education Requirement</th>
<th>Course(s)</th>
<th>Credit Hours</th>
<th>Curriculum Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 hrs.)</td>
<td>ENGL 1001 or 1004</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
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<td></td>
<td>ENGL 2000</td>
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<td>(x) 2nd (x) 6th</td>
</tr>
<tr>
<td></td>
<td>(x) 3rd (x) 7th</td>
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<td></td>
</tr>
<tr>
<td>Analytical Reasoning (6 hrs.)</td>
<td>General Education analytical reasoning course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
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<tr>
<td>(At least 3 hours credit must be from</td>
<td>(from mathematics department)</td>
<td></td>
<td>(x) 2nd (x) 6th</td>
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<tr>
<td>a MATH course.)</td>
<td>MATH 1021</td>
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<td>(x) 3rd (x) 7th</td>
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<tr>
<td></td>
<td>General Education analytical reasoning course</td>
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<td>(x) 1st (x) 5th</td>
</tr>
<tr>
<td></td>
<td>MATH 1022</td>
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<td>(x) 2nd (x) 6th</td>
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<tr>
<td></td>
<td>(x) 3rd (x) 7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts (3 hrs.)</td>
<td>General Education arts course</td>
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<td>(x) 1st (x) 5th</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(x) 2nd (x) 6th</td>
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<td></td>
<td></td>
<td></td>
<td>(x) 3rd (x) 7th</td>
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<tr>
<td>Humanities (9 hrs.)</td>
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<td>(x) 1st (x) 5th</td>
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<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
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<td></td>
<td>General Education humanities course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
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<td>(x) 3rd (x) 7th</td>
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<td>CMST 2060</td>
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<tr>
<td>Natural Sciences (9 hrs.)</td>
<td>General Education natural science course</td>
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<td>(x) 2nd (x) 6th</td>
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<tr>
<td>(If 2 course sequence is taken in the</td>
<td>sequence BIOL 1201 and BIOL 1202</td>
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<tr>
<td>physical sciences, the additional 3</td>
<td>General Education natural science course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
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<tr>
<td>hour course must be from the life</td>
<td>PHYS 2001</td>
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<td>(x) 2nd (x) 6th</td>
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<tr>
<td>sciences, and vice versa.)</td>
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<td></td>
<td>(x) 3rd (x) 7th</td>
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<tr>
<td>Social Sciences (6 hrs.)</td>
<td>General Education social science course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
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<tr>
<td>(At least three hours at the 2000-level)</td>
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<td></td>
<td>(x) 2nd (x) 6th</td>
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<tr>
<td></td>
<td>General Education social science course</td>
<td>3</td>
<td>(x) 1st (x) 5th</td>
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<tr>
<td></td>
<td>(2000-level)</td>
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<td>(x) 2nd (x) 6th</td>
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<td></td>
<td>(x) 3rd (x) 7th</td>
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<td>(x) 4th (x) 8th</td>
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</tbody>
</table>
Justification for Adding Physical Activity and Health Concentration – BS Kinesiology

Changing the name from Sports Studies to Physical Activity and Health more accurately reflects the emphasis of this concentration. The term sports studies is now used to reflect coaching programs or sport management programs. The changes to the academic component reflects then increased emphasis on health information as it relates to physical activity. There are also 37 credit hours of electives: 15 credit hours from a list of approved KIN courses available from the Office of Student Services, College of Human Sciences and Education and 22 credit hours of electives that afford the student an opportunity to acquire a minor and/or enhance the number of health courses within this concentration.

The elimination of the coaching classes is a result of the fact that as electives these courses are no longer germane to this proposed concentration (Physical Activity and Health). The School of Kinesiology no longer offers coaching classes on a regular basis. Students who desire to go into coaching would enter in the K-12 Physical Education Teacher Education undergraduate degree.

Other changes throughout the curriculum reflect courses that are no longer offered in other departments and/or are appropriate for this concentration.
8-SEMESTER RECOMMENDED PATH
(CONCENTRATION) LAYOUT

PROPOSED: Physical Activity and Health

CRITICAL REQUIREMENTS
Sem 1: "C" or better in ENGL 1001; MATH 1021; 2.2 Cum & LSU GPA.
Sem 2: "C" or better in MATH 1022; 2.3 Cum & LSU GPA.
Sem 3: "C" or better in BIOL 1201; 2.4 Cum & LSU GPA.
Sem 4: "C" or better in BIOL 1202 & KIN 2504; 2.5 Cum & LSU GPA.
Sem 5: "C" or better in ENGL 2000 and KIN 2500; 2.5 Cum & LSU GPA.

RECOMMENDED PATH

Semester 1
Critical: "C" or better in ENGL 1001; MATH 1021; 2.2 Cum & LSU GPA

ENGL 1001 ENGLISH COMPOSITION or
ENGL 1004 ENGLISH COMPOSITION 3
BIOL 1201 BIOLOGY FOR SCIENCE MAJORS I 3
BIOL 1208 BIOLOGY LABORATORY FOR SCIENCE MAJORS I 3
MATH 1021 COLLEGE ALGEBRA 3
GEN. ED. COURSE - ARTS 3
GEN. ED. COURSE - SOCIAL SCIENCE 3

Total Semester Hours: 16

Semester 2
Critical: "C" or better in MATH 1022; 2.3 Cum & LSU GPA.

BIOL 1202 BIOLOGY FOR SCIENCE MAJORS II 3
MATH 1022 PLANE TRIGONOMETRY 3
GEN. ED. COURSE - SOCIAL SCIENCE (2000 level) 3
GEN. ED. COURSE - HUMANITIES 3
KIN 2501 HISTORY AND PHILOSOPHY OF KINESIOLOGY 3

Total Semester Hours: 15

Semester 3
Critical: "C" or better in BIOL 1201; 2.4 Cum & LSU GPA

CMST 2060 PUBLIC SPEAKING 3
KIN 2500 HUMAN ANATOMY 3
KIN 2304 PRINCIPLES OF CONDITIONING 3
PHYSICAL ACTIVITY COURSE (2) 2
GEN. ED. COURSE - HUMANITIES 3

Total Semester Hours: 14

Semester 4
Critical: "C" or better in BIOL 1202 & KIN 2504; 2.5 Cum & LSU GPA;
Admission into the College.

BIOL 2160 HUMAN PHYSIOLOGY 3
PHYS 2001 GENERAL PHYSICS 3
ENGL 2000 ENGLISH COMP [ENGL 1001] 3
PHYSICAL ACTIVITY COURSE (2) 2
ELECTIVES 3

Total Semester Hours: 14

Semester 5
Critical: "C" or better in ENGL 2000 & KIN 2500; 2.5 Cum & LSU GPA

KIN 3513 INTRODUCTION TO MOTOR LEARNING 3
KIN 3502 TESTS AND MEASUREMENTS IN KINESIOLOGY 3
ELECTIVES 8

Total Semester Hours: 14

Semester 6
KIN 3514 BIOMECHANICAL BASIS OF KINESIOLOGY 3
AREA OF CONCENTRATION HEALTH COURSE 3
ELECTIVES 8
Total Semester Hours: 17

Semester 7
KIN 3515 THE PHYSIOLOGICAL BASIS OF ACTIVITY 3
AREA OF CONCENTRATION HEALTH COURSE 3
APPROVED ELECTIVES 6
Total Semester Hours: 15

Semester 8
KIN 4520 PSYCHOSOCIAL ASPECTS OF PHYSICAL ACTIVITY 3
AREA OF CONCENTRATION HEALTH COURSE 3
ELECTIVES 3
APPROVED ELECTIVES 6
Total Semester Hours: 15

1-Select 15 hours from a list of approved KIN courses available from the Office of Student Services, College of Human Sciences and Education.

2 - For Area of Concentration Health Course: select from – KIN 1600, KIN 2577, KIN 2600, KIN 2603, KIN 3604, KIN 3605, KIN 3608, KIN 3660, KIN 4601, KIN 4605

3-Select from a list of approved KIN activity courses available from the Office of Student Services, College of Human Sciences and Education.
Physical Activity and Health

CRITICAL REQUIREMENTS

SEMESTER 1 "C" or better in ENGL 1001; MATH 1021; 2.2 Cumulative and LSU GPA
SEMESTER 2 "C" or better in MATH 1022; 2.3 Cumulative and LSU GPA
SEMESTER 3 "C" or better in BIOL 1201; 2.4 Cumulative and LSU GPA
SEMESTER 4 "C" or better in BIOL 1202 and KIN 2504; 2.5 Cumulative and LSU GPA; Admission to College
SEMESTER 5 "C" or better in ENGL 2000 and KIN 2500; 2.5 Cumulative and LSU GPA

Semester 1

<table>
<thead>
<tr>
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<tr>
<td>• BIOL 1201 Biology for Science Majors I (3)</td>
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<tr>
<td>• BIOL 1208 Biology Laboratory for Science Majors I (1)</td>
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<tr>
<td>• ENGL 1001 English Composition (3) or</td>
</tr>
<tr>
<td>• ENGL 1004 English Composition (3)</td>
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<td>• MATH 1021 College Algebra (3)</td>
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<tr>
<td>• General Education course – Arts (3)</td>
</tr>
<tr>
<td>• General Education course – Social Science (3)</td>
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</table>

Total Semester Hours: 16

Semester 2

<table>
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<tbody>
<tr>
<td>• BIOL 1202 Biology for Science Majors II (3)</td>
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<tr>
<td>• MATH 1022 Plane Trigonometry (3)</td>
</tr>
<tr>
<td>• KIN 2501 History and Philosophy of Kinesiology (3)</td>
</tr>
<tr>
<td>• General Education course – Social Science (2000 level) (3)</td>
</tr>
<tr>
<td>• General Education course – Humanities (3)</td>
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</table>

Total Semester Hours: 15

Semester 3

<table>
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<th>CRITICAL: &quot;C&quot; OR BETTER IN BIOL1201; 2.4 Cumulative and LSU GPA</th>
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<tr>
<td>• CMST 2060 Public Speaking (3)</td>
</tr>
<tr>
<td>• KIN 2500 Human Anatomy (3)</td>
</tr>
<tr>
<td>• KIN 2504 Principles of Conditioning (3)</td>
</tr>
<tr>
<td>• Activity (2)³</td>
</tr>
<tr>
<td>• General Education Course – Humanities (3)</td>
</tr>
</tbody>
</table>

Total Semester Hours: 14
Semester 4

CRITICAL: "C" or better in BIOL 1202 and KIN 2504; Cumulative and LSU GPA 2.5; Admission to College
- BIOL 2160 Human Physiology (3)
- PHYS 2001 General Physics (3)
- ENGL 2000 English Composition (3)
- Electives (3)
- Activity (2)

Total Semester Hours: 14

Semester 5

CRITICAL: "C" or better in ENGL 2000 and KIN 2500; 2.5 Cumulative and LSU GPA
- KIN 3513 Introduction to Motor Learning (3)
- KIN 3502 Tests and Measurements in Kinesiology (3)
- Electives (8)

Total Semester Hours: 14

Semester 6

- KIN 3514 Biomechanical Basis of Kinesiology (3)
- Area of Concentration courses (Health courses) (6)
- Electives (8)

Total Semester Hours: 17

Semester 7

- KIN 3515 The Physiological Basis of Activity (3)
- Area of Concentration course (Health course) (3)
- Approved Electives (9)

Total Semester Hours: 15

Semester 8

- KIN 4520 Psychosocial Aspects of Physical Activity (3)
- Area of Concentration course (Health course) (3)
- Approved Electives (6)
- Elective (3)
Total Semester Hours: 15

120 Total Sem. Hrs

1- Select 15 hours from a list of approved KIN courses available from the Office of Student Services, College of Human Science and Education

2- Select from: KIN 1600, KIN 2577, KIN 2600, KIN 2603, KIN 2604, KIN 3605, KIN 3608, KIN 3660, KIN 4601, KIN 4605

3- Select from a list of approved KIN activity courses available from the Office of Student Services, College of Human Sciences and Education.

Justifications:

(1) The current name of “Sports Studies” is no longer an appropriate title for the program as many programs use that name for their coaching concentrations and sport management programs. The increased emphasis in Health information and the study of physical activity is more accurately reflected in the concentration name “Physical Activity and Health”.

(2) Many of the courses previously listed in concentration areas are no longer offered or appropriate for this concentration.

(3) The students will have 37 credit hours of electives -15 credit hours of approved electives available from the Office of Student Services, College of Human Sciences and Education and 22 credit hours of electives. This affords the student an opportunity to acquire a minor and/or enhance the number of health courses within this concentration with the remaining electives.
**Sport Studies**

**CRITICAL REQUIREMENTS**

**SEMESTER 1**
- "C" or better in ENGL 1001; MATH 1021; 2.2 Cumulative and LSU GPA

**SEMESTER 2**
- "C" or better in MATH 1022; 2.3 Cumulative and LSU GPA

**SEMESTER 3**
- "C" or better in BIOL 1201; 2.4 Cumulative and LSU GPA

**SEMESTER 4**
- "C" or better in BIOL 1202 and KIN 2504; 2.5 Cumulative and LSU GPA; Admission to College

### Semester 1

**CRITICAL: “C” or better in ENGL 1001; MATH 1021; 2.2 Cumulative and LSU GPA**
- BIOL 1201 Biology for Science Majors I (3)
- BIOL 1208 Biology Laboratory for Science Majors I (1)
- ENGL 1001 English Composition (3) or
- ENGL 1004 English Composition (3)
- MATH 1021 College Algebra (3)
- General Education course – Arts (3)
- General Education course – Social Science (3)

**Total Semester Hours: 16**

### Semester 2

**CRITICAL: “C” or better in MATH 1022; 2.3 Cumulative and LSU GPA**
- BIOL 1202 Biology for Science Majors II (3)
- MATH 1022 Plane Trigonometry (3)
- KIN 2501 History and Philosophy of Kinesiology (3)
- General Education course – Social Science (2000 level) (3)
- General Education course – Humanities (3)

**Total Semester Hours: 15**

### Semester 3

**CRITICAL: “C” OR BETTER IN BIOL 1201; 2.4 Cumulative and LSU GPA**
- CMST 2060 Public Speaking (3)
- KIN 2500 Human Anatomy (3)
- KIN 2504 Principles of Conditioning (3)
- KIN 1803 Team Activities (2)
- General Education Course – Humanities (3)

**Total Semester Hours: 14**
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<th>Semester 4</th>
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<tr>
<td>- BIOL 2160 Human Physiology (3)</td>
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<tr>
<td>- PHYS 2001 General Physics (3)</td>
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<td>- ENGL 2000 English Composition (3)</td>
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<tr>
<td>- KIN 2540 Introducing Physical Education for Individuals with Disabilities (3)</td>
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<td>- KIN 1804 Aerobic and Strength Activities (2)</td>
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<td><strong>Total Semester Hours: 14</strong></td>
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<table>
<thead>
<tr>
<th>Semester 5</th>
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<tbody>
<tr>
<td><strong>CRITICAL:</strong> &quot;C&quot; or better in ENGL 2000 and KIN 2500; 2.5 Cumulative and LSU GPA</td>
</tr>
<tr>
<td>- KIN 3513 Introduction to Motor Learning (3)</td>
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<tr>
<td>- KIN 3502 Tests and Measurements in Kinesiology (3)</td>
</tr>
<tr>
<td>- KIN 1802 Individual/Lifetime Activities (2)</td>
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<td>- PHIL 2018 Professional Ethics (3) or</td>
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<td>- PHIL 2025 Bioethics (3) or</td>
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<td>- POLI 2057 Introduction to International Politics (3) or</td>
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<td>- PSYC 2000 Introduction to Psychology (3) or</td>
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<td>- PSYC 2078 Adolescent Psychology (3) or HUEC 1110 Introduction to Nutritional Sciences (3) or</td>
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<td>- SOCL 2001 Introductory Sociology (3)</td>
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<td><strong>Total Semester Hours: 14</strong></td>
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<table>
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<th>Semester 6</th>
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<tr>
<td>- KIN 1801 Movement Fundamentals for Physical Activity (2)</td>
</tr>
<tr>
<td>- KIN 3514 Biomechanical Basis of Kinesiology (3)</td>
</tr>
<tr>
<td>- Area of Concentration courses (Health courses) (6) 2</td>
</tr>
<tr>
<td>- Area of Concentration courses (6) 3</td>
</tr>
<tr>
<td><strong>Total Semester Hours: 17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>- KIN 3515 The Physiological Basis of Activity (3)</td>
</tr>
<tr>
<td>- Area of Concentration course (Health course) (3) 2</td>
</tr>
<tr>
<td>- Approved Electives (9) 1</td>
</tr>
</tbody>
</table>
Semester 8

- KIN 4520 Psychosocial Aspects of Physical Activity (3)
- Area of Concentration course (3) 4
- Approved Electives (9) 1

Total Semester Hours: 15

120 Total Sem. Hrs

1- Select 21 hours from a list of approved electives available from the Office of Student Services, College of Human Science and Education
2- Select from: KIN 1600, KIN 2577, KIN 2600, KIN 2603, KIN 2604, KIN 3605, KIN 3608, KIN 3660, KIN 4601, KIN 4605
3- Select from: KIN 3507, KIN 3534; SOCL 3501, SOCL 3601; PHIL 3001, PHIL 3002, PHIL 4015; PSYC 3082, PSYC 4070; ELRC 4006
4- Select from: KIN 2511, KIN 2516, KIN 2525, KIN 2526 or KIN 2530
Anna, 

This is in response to the information you requested for the proposed KIN courses & curricula changes. I will address each of the issues:

1. KIN 4530 has been taught as a special topics and I have attached a document with the justification.

2. a) Listed on the 8-semester plan and the recommended path document – superscript 3 provides information for replacing KIN 1803 and KIN 1804.
   b) Listed on the 8-semester plan and the recommended path document – superscript 1 provides information relative to the electives.
   c) The School of Kinesiology does not want to activate KIN 2602 and KIN 4602 and has removed those courses from the document.
   d) KIN 3605 was inadvertently omitted and has been replaced in the sequence of area of concentration course (health courses).
   e) The School of Kinesiology does not want to change the name of or drop the Sports Studies minor.

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

Dee

Dee Jacobsen, Ph.D.
Assistant Professor, Professional Practice
Undergraduate Sport Administration Coordinator
School of Kinesiology
Louisiana State University
112 H.P. Long Fieldhouse
225-578-3548
djacob6@lsu.edu
REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPI NG AN UNDERGRADUATE CONCENTRATION

Department: Kinesiology
College: Human Sciences & Education
Name of Concentration: Sports Studies
Name of Curriculum/Major: Kinesiology
Type of Degree: BS KIN

Date: 11-21-14

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

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

ACTION (check appropriate box):

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

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

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

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

CONCENTRATION

PRESENT PROPOSED

| Total semester hours in current concentration: | Total semester hours in proposed concentration: |

APPROVALS:
Department Faculty Approval Date: 11-21-14
College Faculty Approval Date: 4/15/15

Department Chair's Signature: Melinda Holman, 11-21-14
College Dean's Signature: Jennifer Curry, 5/10/15

Chair, FSCC Committee: John B. Harper, 6-19-15
Academic Affairs Approval: DeReese Hinsey, 6/24/15

College Division/Department Contact: Casey Bennett
Contact E-mail: cbenne5@lsu.edu
Justification for Dropping Sports Studies Concentration – BS Kinesiology

The current name of “Sports Studies” is no longer an appropriate title for the concentration as many programs throughout the country use that name for their coaching concentration and sport management programs. The term sports studies is misleading to students who might select that as a major concentration thinking that they may be being prepared for a career in sport or sport management.
# REQUEST FOR ADDITION OF NEW COURSE

**Department:** Psychology  
**College:** Humanities & Social Sciences  
**Date:** Feb. 9, 2015

## PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Supervision and Consultation in Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Psyc 7960</td>
<td></td>
</tr>
</tbody>
</table>

**Short Title (≤ 19 characters):**  
**Semester Hours of Credit:** 3

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

**Repeat Credit Max. (if repeatable):**  
**Graduate Credit?** Yes  
**Credit will not be given for this course and:** NA

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

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

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

**Course Description:**  
(Concisely state exactly as you wish it to appear in the General Catalog)  
PSYC 7960 (3) Prereqs: graduate standing in clinical or school psychology or consent of instructor.  
Focus on supervision and consultation in clinical psychology with discussion of major theories and models. Didactic and experiential methods of instruction will expose students to the implementation and practices of supervision and consultation.

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

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

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

**Academic Affairs Approval:**

## ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

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

## APPROVALS

**Department Faculty Approval Date:** 3.03.2015  
**College Faculty Approval Date:** 4-22-15

**Department Chair Signature:** [Signature]  
**Graduate Dean Signature:** [Signature]

**College Contact:** E-mail

**Chair, FS C&C Committee:**

**Academic Affairs Approval:**

**Effective:** 5/5/15
Justification for Psy 7960 Supervision and Consultation in Psychology:

This graduate course is needed in the present curriculum as it is consistent with the graduate training program’s competencies for students in the Clinical Psychology doctoral program. The course will provide students with the specific respective definitions of supervision and consultation in Clinical Psychology, as well as define the ethical and legal contexts in which these roles are taken as professional psychologists. Students will learn appropriate and empirically supported approaches and techniques in supervisory and consultative roles as clinical psychologists and will learn how to contend with special issues within these roles. The development of this course is consistent with contemporary training requirements listed by the American Psychological Association’s (APA) Commission on Accreditation. This course does not duplicate any existing courses.

This course will not have a final exam. The students are evaluated on a practical component in which they will supervise clinical cases of other students in the Clinical Psychology doctoral program, and they will be graded on their presentation of this, along with a consultation project, and a paper.
Instructor: Amy Copeland, Ph.D., M.P.
Class Time: Mondays 9:00 a.m.-12:00 p.m.
Class Location: 101 Audubon Hall
Instructor Office: 215 Audubon Hall
Office Hours: Monday 12:00-2:00 p.m.
Office Phone: 578-4117

Instructor Biography: Dr. Copeland has been a licensed clinical psychologist for 15 years and a licensed medical psychologist for 3 years. She has supervised students in clinical practicum since she became an assistant professor at Louisiana State University in 1998, with a focus on major affective disorders and addictive behaviors in adults. She has been active in consultation working within multidisciplinary mental health settings, medical settings, and as an expert witness in legal settings throughout her training and subsequent career as a treating psychologist.

Course Description: This course focuses on supervision and consultation in clinical psychology. Major theories and models of supervision and consultation will be presented and discussed. Both didactic and experiential methods of instruction will be used to expose students to the implementation and practices of supervision and consultation.

Course Objectives: Students will learn the distinction between consultation and supervision, and the distinct role of each as unique forms of practice in clinical psychology. Part 1/Supervision: Students will demonstrate knowledge of procedures and practices of supervision. Students will gain knowledge of the purpose for and roles in supervision, procedures and processes of supervision, supervision literature, impact of diversity on all professional settings and supervision participants including self as defined by APA policy, personal contribution to therapy and to supervision, observation of and participation in supervisory process (i.e., peer supervision), knowledge of and compliance with ethical/professional codes, standards and guidelines, institutional policies, laws, statutes, rules, regulations, and case law relevant to the practice of psychology and its supervision. Part 2/Consultation: Students will demonstrate knowledge of and competency in selecting appropriate means of assessments to answer consultation referral questions. Students will acquire knowledge of the consultant’s role and its unique features as distinguished from other professional roles, ability to select appropriate means of assessment to answer referral questions, identify literature and knowledge about the process of informing the consultee of assessment findings, and acquire literature relevant to unique consultation methods within systems, clients or settings.

Required Texts:


**Recommended Texts:**


**Required Primary Source Readings:** There are a number of required primary source readings intended to provide you with historical and contemporary issues in supervision and consultation and how they have been discussed and dealt with in psychology and the practice of therapy. These are listed in the course schedule and on the last page of the syllabus in alphabetical order. The readings will be available to you to copy on your own.

**Presentation on Supervision Models:** You will be assigned a model of supervision discussed in the required textbook and compare it to a model of your choice. Use the following questions to guide your presentation: a. which model would you prefer and why (Provide pros and cons of the models. Be sure to acknowledge how your preferred model is similar/different from your clinical style.); b. how would you envision yourself using this model? c. what are the strengths and limitations of the model? d. how might you utilize this model when working w/ diverse populations? Please feel free to identify additional reading materials to supplement your presentation, and provide a reading list to other class members if that would be the case. Your presentation will take 15-20 minutes with a following class discussion of 10 minutes. You are expected to facilitate the following discussion and be the “voice” of your model throughout the other model-based discussions.

**Consultation Models:** Two case studies will be provided to you in class so that you can initially become familiar with two well-known consultation models. You will be responsible for providing a case study to class.

**Consultation proposal:** For the consultation paper, you will develop a consultation project regarding an area of interest. This paper should not be any longer than 7 pages, double-spaced. You have the option of selecting one of the consultation models that you learned about earlier in the semester. Your paper should follow one of the templates identified below:

**Psychological Consultation Model:**
Consultation Project Name
Identify the involved parties (Name of Consultant; Name of Consultee; Description of Clients & Target (Person/population or unit, etc. to be changed)
Setting and Background issues
Consultation Goals
Models of consultation to be employed
The planned consultation techniques and procedures (including initial assessment, intervention, and evaluation strategies)
Projected timeline
The proposed cost and payment schedule of the consultation
Relevant multicultural considerations
Potential Pitfalls (Are there any foreseeable events or structures in the system that would lead to problems or failure of the consultation itself?)

Peer Supervision: Students will supervise cases of student peer therapists. Supervisees are clinical program students in earlier stages of their training in the program with a general focus on the same clinical population as the student (e.g., both students are in Child vs. Adult track). You will meet with your supervisee weekly, and you will audiotape yourself at least once to submit to the instructor for review. Throughout the semester, you will outline for instructor review: the context of the supervision, addressing ethical considerations; your model of supervision theory; your model of developmental issues in supervision; relationship variables of which you are aware; your preparation, including a contract document and evaluation document; use of supervision strategies.

Out of class expectations: Read the chapters or other assigned reading material prior to class. These readings are assigned to provide the background information that is necessary to properly learn the content and apply the concepts. As a general policy, for each hour that you are in class, you should plan to spend at least two hours reviewing material, preparing for the next class, and completing presentations.

Grading:
Supervision model presentation: 35%
Peer Supervision: 30%
Consultation proposal paper: 35%

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-97%</td>
<td>A+</td>
</tr>
<tr>
<td>96-94%</td>
<td>A</td>
</tr>
<tr>
<td>93-90%</td>
<td>A-</td>
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<tr>
<td>89-87%</td>
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<tr>
<td>69-67%</td>
<td>D+</td>
</tr>
<tr>
<td>66-64%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Diversity Statement: LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas. (http://uiswcmweb.prod.lsu.edu/edco/edco/DiversityStatement/item25970.html). For more information regarding Diversity at LSU, please visit the website for the Office of Diversity, or contact them in 135 Thomas Boyd Hall, by phone 225-578-5736, or by email diversity@lsu.edu.

Academic Integrity: A copy of the LSU Student Code of Conduct outlining a Student's Rights and Responsibilities can be found at www.lsu/judicialaffairs. This code prohibits cheating of any kind, including plagiarism. You should review and understand the "Avoiding Plagiarism" section on this website. Referenced literature should be cited according to the current American Psychological Association (APA) Publication Manual.
Late Policy: Make-up papers and presentations are allowed only with documented excuses for University-approved absences.

Office of Disability Services: LSU is committed to ensure the full participation of all students in its programs. If a student has a documented disability, and as a result, needs reasonable accommodations to attend, participate, or complete course requirements, he/she should consult the Office of Disability Services (112 Johnston Hall) so accommodations can be made.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Primary Source Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.25.15</td>
<td>Part 1: Supervision: Introduction to Clinical Supervision</td>
<td>Chapter 1</td>
<td>Bernard (2006); Freitas (2002); Getz (1999)</td>
</tr>
<tr>
<td>9.1.15</td>
<td>Ethical and Legal Issues in Clinical Supervision</td>
<td>Chapter 2</td>
<td>Barnett (2007); Pope et al. (1986); Welfel (2005)</td>
</tr>
<tr>
<td>9.8.15</td>
<td>Models of Supervision</td>
<td>Chapter 3</td>
<td>Granello et al. (2008); Holloway (1987); Rosenbaum &amp; Ronen (1998)</td>
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<tr>
<td>9.15.15</td>
<td>Supervision Formats</td>
<td>Chapter 4</td>
<td>Enyedy et al. (2003); Kerl et al. (2002); Ladany et al. (2013)</td>
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<tr>
<td>9.22.15</td>
<td>Methods of Supervision</td>
<td>Chapter 5</td>
<td>Hoffman et al. (2005); Huhra et al. (2008)</td>
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<tr>
<td>9.29.15</td>
<td>Preparing for Supervision; Supervision Stages: Beginning</td>
<td>Chapter 6; Chapter 7</td>
<td>Morrissey &amp; Tribe (2001); Wilcoxen et al. (2005)</td>
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<tr>
<td>10.13.15</td>
<td>Supervision Stages: Advanced</td>
<td>Chapter 9</td>
<td>Berkel et al. (2007); Bhat &amp; Davis (2007); Burkard et al. (2009)</td>
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<tr>
<td>10.20.15</td>
<td>Part 2: Consultation:</td>
<td>Chapter 1; Chapter 2</td>
<td>Leonard (1999)</td>
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<tr>
<td>10.27.15</td>
<td>Introduction to Consultation &amp; Collaboration; Mental Health Consultation</td>
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<tr>
<td>11.3.15</td>
<td>Ethical &amp; Legal Considerations Consultation Models: Cog-Behavioral Consultation</td>
<td>Chapter 12; Chapter 3</td>
<td>Ardichvili (200)</td>
</tr>
<tr>
<td>11.10.15</td>
<td>Solution-Focused Consultee-Centered Systemic Change</td>
<td>Chapter 4; Chapter 5</td>
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<tr>
<td>11.24.15</td>
<td>Consulting w/Teachers &amp; Parents</td>
<td>Chapter 9; Chapter 10</td>
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<tr>
<td>12.1.15</td>
<td>Consultee, Consultant, &amp; Collaborators</td>
<td>Chapter 7; Chapter 8</td>
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</tbody>
</table>
Required Primary Source Readings:


## REQUEST FOR ADDITION OF NEW COURSE

**Department:** Chemical Engineering  
**College:** Engineering  
**Date:** March 23, 2015

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>CHE 7800</th>
<th>Title</th>
<th>Seminar</th>
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<tr>
<td>Short Title (&lt;19 characters)</td>
<td>S E M I N A R</td>
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<tr>
<td>Semester Hours of Credit</td>
<td></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>_____ credit hours</td>
<td>Graduate Credit?</td>
<td>X 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>99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:</td>
</tr>
<tr>
<td><em>(Attach justification if the proposed course will not hold a final exam during examination week.)</em></td>
<td></td>
<td></td>
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</tbody>
</table>

**Course Description:**

*Concisely catalog statement exactly as you wish it to appear in the General Catalog.*

**CHE 7800 Seminar (1)**

Prereq.: graduate standing in engineering. Pass-fail grading. Full-time graduate students are expected to enroll in this course every fall and spring semester. Only 1 semester hour of credit will be allowed toward degree.

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

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

**Academic Affairs Approval:**

(Date)

### ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

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

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

### APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/22/15</td>
<td>4/20/15</td>
</tr>
</tbody>
</table>

**Department Chair Signature:** (date)  
**Graduate Dean Signature:** (date)

<table>
<thead>
<tr>
<th>College Contact</th>
<th>E-mail</th>
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<td></td>
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</tbody>
</table>
Proposed Course Justification: CHE 7800

Seminars from visiting scholars or experts provide a valuable opportunity for our graduate students to learn about research trends at a high level. The Cain Department of Chemical Engineering has been holding approximately 5-10 graduate seminars in the fall and spring semesters for at least the last 2 decades. Although the department does not currently have a course designation for the seminars, our graduate students are expected to attend, so this course will not result in any significant changes in our current operations or degree programs. The proposed course will be a 1-hour course and all full time graduate students will be required to register for the course (similar to other departmental seminars in the LSU COE and peer departments). This change does not affect the number of hours required for any graduate degree in the department.
No Final Exam Justification: CHE 7800

Seminars in this course typically focus on recent research advances and specific topics are expected to change each semester. The objective is to expose graduate students to research relevant to Chemical Engineering, thus there is no need for a final exam.
Instructor: Dr. John C. Flake  
Chemical Engineering Building  
225-578-3060  
johnflake@lsu.edu

Seminar Hours: Friday, 2:00-3:00 PM (scheduled meetings); refer to course Moodle page

Location: TBA

Course Description: This course consists of up to 14 (1 hour) weekly seminars including presentations and discussions on current research topics and other special interests in Chemical Engineering and related fields. All full time Chemical Engineering graduate students are required to enroll in this course every fall and spring semester. Course grading is Pass/Fail. Students are expected to dedicate at least 2 hours per week outside the lecture each week (e.g. completing assignments and/or reading publications from the speaker). One hour of credit may be applied toward a graduate degree in Chemical Engineering.

Sign-in Policy: The sign-up sheet will be placed on a desk at the front of the seminar room. You are required to sign next to your name. Any student coming in during or after the speaker has been introduced is considered late. Two late arrivals during the course of the semester will be counted as one absence.

Grading Policy: Attendance is compulsory (2 unexcused absences during the course of the semester will constitute a FAIL grade). Absences due to presentations at professional conferences or illness are excused so long as documentation is provided (e.g. acceptance letters, doctor’s notes).

More than 4 combined rule violations (see below) during the course of the semester will constitute a FAIL grade.

Professional Rules of Etiquette:
If you are late, enter quietly through the back door and do not let the door slam shut.

DO NOT “talk” during or after the seminar presentation. If you have a question, speak up or keep quiet.

Do not “leave” the room before the seminar is announced to be over.

CELL PHONES must be shut off prior to entering the seminar and may not be turned back on until the seminar has concluded.

Additional Guidelines:
Clean up the space around you in the seminar room—even if it is not your mess.
Endeavor to participate in the discussion and ask questions.

Lecture Schedule (tentative):
Week 1: *Introduction to the LSU ChE Graduate Program, ethics, safety, and department policies*, Prof. John Flake, LSU ChE

Week 2: *Technical Communications, How to write technical articles and give effective presentations*, Prof. Michael Benton, LSU ChE

Week 3: Topic 1, Seminar Speaker 1

Week 4: Topic 2, Seminar Speaker 2

Week 5: Topic 3, Seminar Speaker 3

Week 6: Topic 4, Seminar Speaker 4

Week 7: Topic 5, Seminar Speaker 5

Week 8: Topic 6, Seminar Speaker 6

Week 9: Topic 7, Seminar Speaker 7

Week 10: Topic 8, Seminar Speaker 8

Week 11: Topic 9, Seminar Speaker 9

Week 12: Topic 10, Seminar Speaker 10

Week 13: Topic 11, Seminar Speaker 11

Week 14: Topic 12, Seminar Speaker 12

ACKNOWLEDGEMENT OF POLICIES & GUIDELINES

______ (initial) I attest that I have read, understood, and agreed to abide by the rules of professional etiquette of the CHE SEMINAR listed above. Any failure on my part to abide by these rules as described above is grounds for me to receive a FAIL grade in this class.

______ (initial) I have read and understood the LSU guidelines on academic integrity (see page 3).

NAME (print): __________________________

Signature: __________________________ Date: __________________________
LSU GUIDELINES ON ACADEMIC INTEGRITY (see http://saa.lsu.edu/academic-integrity)

General Statement on Academic Integrity:
Louisiana State University adopted the Commitment to Community in 1995 to set forth a guiding mantra for student behavior inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are required to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found at www.lsu.edu/saa. It is a student's individual responsibility to understand the standards of behavior for the LSU community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Plagiarism and Citation Method:
As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. Citation methods may vary between instructors and academic advisors, and should be addressed within the context of the work in question. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.

Group Work and Unauthorized Assistance:
All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.
John Flake sent this response to my only concern. I am satisfied with his response so let's go ahead and grant full approval of CHE 7800.

Thanks,
john hopkins

From: John C Flake
Sent: Tuesday, May 19, 2015 3:19 PM
To: John B Hopkins
Subject: Re: CHE 7800 Seminar

Thanks. The short answer is yes it is possible for a thesis MS to be part time for all of their studies, but it is unlikely. We usually have about 80% PhD (full time), 10-15% MS thesis (full time) and 5-10% MS non thesis (part time, ~1 or 2 students). In the 9 years I have been here, I have only known of 1 MS thesis student who was part time, but this was only for a portion of their MS work. So it is possible that someone could do a thesis entirely on a part time basis, but I would guess that it is very unlikely that they would be part time for their entire time of study. The graduate committee reviewed a few of our peer departments (UT, TAMU, Ga Tech, UF) and other departments within the College before proposing a rule for full time. It would be great if the part-time MS students would engage in the class for at least a part of their time at LSU, but we already have a requirement of 36 credit hours for the MS degree where many of our peers are at 30 or 31. Our thoughts were that we should establish the seminar now and then address the hour requirements for the MS degree down the road. I intend to propose we drop the MS credit hours to 31 (and include the seminar for at least 1 credit towards the degree), but this will take some time. Hope this helps. Thanks, JF

On May 19, 2015, at 11:48 AM, John B Hopkins <chhopk@lsu.edu> wrote:

John

Thanks for the updated syllabus and explanation. The justification in your email is perfectly acceptable. Let me ask one remaining question. Is it possible for a part time CHE student to obtain a thesis masters degree? If so would such a student then be required to take CHE 7800 at least some minimum number of times?

Thanks,
john hopkins
From: John C Flake  
Sent: Monday, May 18, 2015 11:36 AM  
To: John B Hopkins; Anna M Castrillo  
Cc: Rachel E Landry  
Subject: CHE 7800 Seminar

Prof. Hopkins,

Please see the revised syllabus for CHE 7800, we have added the following text as suggested by the C&C committee.

*Students are expected to dedicate at least 2 hours per week outside the lecture each week (e.g. completing assignments and/or reading publications from the speaker).*

As for the reason behind requiring this course for "full time graduate students"; this is intended to prevent adding any burdens to our non thesis MS program. We typically have several part-time non-thesis MS students from local industry who take 1 or 2 courses each semester over several years. If we were to require these part-time students to take this seminar, it could result in an unreasonable barrier to earning a non thesis MS degree in our program. They may have work commitments that would prevent them from attending the minimum number of seminars. Of course, we would like these students to also attend the seminar (several attend regularly anyway), but the faculty thought it would be best if we did not make this a requirement for part time students.

Please advise if you need this response in the form of a letter or you need any other information. Also, do you know if this course could be listed in the next catalog (for registration this Fall)?

Many Thanks,  
John Flake, ChE  
225.803.2366
At their May 1, 2015 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the CHE proposal:

- The Committee CONDITIONALLY APPROVED the proposal to add CHE 7800 pending a revised syllabus that shows the out of class expectations. The syllabus must show the sum amount of expected work outside of class, i.e. reading the speaker’s articles, writing a review, etc. For every one hour of class, the student is expected to spend two hours of work outside of class.

The Committee also wanted to know why the course description mentions “full-time graduate students”. Will part-time students be able to take this course? How does this course apply to part-time students?

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

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

Department: Communication Studies
College: Humanities and Social Sciences
Date: January 20, 2015

PROPOSED COURSE DESCRIPTION

Rubric & No.: CMST 4162  Title: Crime, Communication & Culture

Short Title (≤ 19 characters): C R I M E & C O M M U N I T Y

Semester Hours of Credit: 3

If combination course type, # hrs. of credit:

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

Credit will not be given for this course and:

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

Lecture: 3  Lab:  
Seminar:  
Recitation:  
Lec/Rec:  
Lec/Sem:  
Lec/Lab:  
Res/Ind:  
Clin/Pract:  
Intern:  

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

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

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

Course Description:

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

4162 Crime, Communication & Culture (3) Explores rhetorical dimensions of crime and incarceration in the United States; special attention to historical and contemporary expressions of race, class, gender, sexuality, national identity, etc. in and around criminal justice system.

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

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

Academic Affairs Approval:  

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

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

APPROVALS

Department Faculty Approval Date: 3/18/2015  College Faculty Approval Date: 4-28-15

Department Chair Signature:  

Graduate Dean Signature:  

College Contact: E-mail:  

Chair, FS C&C Committee:  

Academic Affairs Approval:  
JUSTIFICATION

*Crime, Communication & Culture* provides students with invaluable resources for interrogating the rhetorical dimensions of the American criminal justice system. Furthermore, it functions as a space for students to develop and apply critical thinking skills that are vital for success in the workplace and public sphere. The material addressed in this course is also incredibly timely and will remain so, as crime is consistently a topic of intense public deliberation and object of mass mediated representation. The United States has the highest per-capita adult incarceration rate in the world, and Louisiana imprisons more of its adult population than any other state. Furthermore, media sensation surrounding high profile criminal cases and public protests regarding police violence make crime a deeply salient issue for U.S. residents in general, and students at Louisiana State University in particular.

The course complements already-existing curriculum in the Department of Communication Studies, particularly those taught by the rhetoric faculty. It provides a concrete outlet for the analytical and practical skills developed in courses like Argumentation and Debate, Rhetoric of Social Movements, Rhetoric and Power, and Rhetorical Criticism. Given its attention to matters of identity and social inequality, the course may also be attractive to students minoring in African and African American Studies or Women’s and Gender Studies. I am interested in pursuing this possibility with these programs. Given its emphasis on the cultural underpinnings of law and order, the class may also interest future law students. *Crime, Communication & Culture* will also be attractive to graduate students whose research agendas would benefit from the topics and literature explored in the class.

I have offered this course under the listing CMST 4107: *Communication as Culture* for the past two spring semesters (2014 and 2015). Both sections were fully enrolled at 27 students with lengthy waiting lists. Student evaluations from Spring 2014 were very positive. One student wrote, “Although this was a tough course, it was by far my favorite in my four years at LSU.” Another commented, “This is easily the most interesting class I’ve ever taken.”

Because graduate students may enroll in 4000 level courses, I have developed alternative graduate requirements. These, along with the course syllabus, are attached.

I have consulted the chair of LSU’s Department of Sociology and he confirmed this course does not duplicate their current criminology curriculum. Our email communications to this effect are attached.
CMST 4162: Crime, Communication & Culture

Professor Bryan McCann, PhD
Location: TBD
Time: TBD
E-mail: bryanm@lsu.edu
Office: 227 Coates Hall
Office hours: TBD
Office phone: 225.578.6813

"Prison continues, on those who are entrusted to it, a work begun elsewhere, which the whole of society pursues on each individual through innumerable mechanisms of discipline."

Michel Foucault

Course Catalogue Description

Explores rhetorical dimensions of crime and incarceration in the United States; special attention to historical and contemporary expressions of race, class, gender, sexuality, national identity, etc. in and around criminal justice system.

Additional Description

According to a 2008 report by the Pew Center on the States, 2.3 million, or one in one hundred, American adults are in prison or jail. This means that the United States incarcerates a larger percentage of its population than any nation in the world. The report also warned that this explosive level of mass incarceration is unsustainable, arguing that it fails to prevent crime and causes a crippling drain on public resources. Indeed, a growing number of Americans of all political affiliations are coming to terms with the fact that the United States must reverse its heavy reliance on incarceration as a tool of crime prevention.

In Louisiana, one in 86 adults are behind bars. This is a higher per-capita incarceration rate than any other state. Thus, the Pelican State is the world’s prison capital.

America’s status as the world’s top jailer poses a number of salient questions. How did we get to this point? What strategies exist for reversing the tide of imprisonment? How does crime function as a site of political discourse? How do race, gender, sexuality, class, and other subject positions shape public discourses and policies regarding crime and punishment? In what ways do imprisonment and discourses of law and order impact the rhetorical agency of those it most directly impacts?

These are all questions uniquely suited for a communication perspective interested in the role of symbolic action in shaping public culture. Our goal in this course is to better grasp how crime, including our socially constructed definitions thereof, allows us to make sense of the world around us. In other words, we will engage the ways public discourses of crime and criminality function as sites of cultural production. Throughout the semester, we will engage a wide range of texts, including rhetorical, historical, philosophical, and sociological research on the criminal justice system and its role in public culture. We will also study primary sources from a variety of perspectives that highlight how crime and criminality impact different communities, and how
members of such communities have used communication to reckon with this salient dimension of American culture.

Course Objectives

Students will develop a stronger appreciation for and critical understanding of communication’s role in creating, sustaining, and challenging cultural norms. This will be accomplished by engaging the rhetorical dynamics of crime’s place in public culture. Upon completion of this course, students will be able to:

- Understand the role of communication in shaping how Americans respond to crime
- Discuss the role of communication in sustaining and challenging mass incarceration
- Identify the relationships between criminal justice and aspects of social status and identity, including class, gender, race, and sexuality.
- Analyze primary texts that support and challenge dominant thinking on matters of crime
- Examine the ways the criminal justice system enables and constrains rhetorical agency
- Understand how the criminal justice system shapes American politics and notions of citizenship

Required Texts/Materials

- All readings/materials will be posted online.
- Access to and competency with online search engines and university libraries is essential for success in this course

COURSE POLICIES

The reason you get a syllabus at the beginning of the semester is to avoid this conversation.

Office Hours and Availability If, for whatever reason, my posted office hours do not work for you, please do not hesitate to contact me and arrange an alternative meeting time. Email is your best bet.
Please allow up to 24 hours for a response to emails. I do not generally respond to emails on weekends.

The Communication Environment The study of crime and public culture engages a wide range of philosophical, political, and ethical questions that often inspire strong, even visceral responses. I am committed to ensuring that our classroom is a hospitable environment where we can respectfully discuss and debate a wide range of relevant issues. Everyone should feel comfortable to speak their minds, but must do so in a way that enables others to do the same. You should also prepare to be held accountable for anything you say in class.

Participation and Attendance This class is discussion-oriented. Preparation for class and faithful attendance is directly correlated with success. In addition to missing vital information for successfully completing major assignments, you risk missing in-class assignments that will count toward your final grade.

If you plan to miss class or leave early for an unexcused reason (i.e., leaving for a family vacation, attending a job fair, studying for an exam in another class), please do not ask my permission. I will not prevent you from leaving, nor will I give you my blessing. We are all adults and, accordingly, are responsible for our own decisions. If you choose to prioritize something other than attending class during the scheduled time, that is your choice to make. You do not need my permission. However, you should also be mindful of the consequences for doing so.

I will, of course, excuse absences for university-sanctioned activities, religious observances, health reasons, personal emergencies, etc.

Readings This course will draw from a variety of materials, including book chapters, scholarly articles, graphic novels, memoirs, and literature authored by grassroots activists. Some readings will be straightforward, whereas others will be more difficult. Most will be suitable for polite company, but a few will make you blush or want to throw the material across the room. Virtually all of them will challenge you to reconsider your ideas about the nature of crime and punishment in America. In some cases, you will passionately disagree with an author’s argument. At other times, you will wonder where this author has been all of your life.

Regardless of the day’s readings, I expect you to arrive having completed all of them and prepared to engage in thoughtful, mature discussion. One does not need to agree with all, or even most of an author’s work to learn from it.

If you are aware of readings, television clips, etc. that reflect the day’s discussion, you should feel free to share them with the class (provided they are appropriate) via Moodle or during the designated class session.

Workload Students are expected, in addition to time spent in class, to spend a minimum of an additional 6 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments. Thus, students are expected to devote at least 9 hours per week toward the successful completion of CMST 4162.

Late Work Written assignments are due at the start of class via email. Late work will automatically receive a 10% point deduction for each day it is late.
Academic Integrity: I trust students in this class to do their own work. Students are responsible for adhering to the college’s standards for academic conduct. Even revising another student’s work, collaborating to share research with other students, or adapting your own work from another class is academic misconduct. Failure to acknowledge sources in written assignments or oral presentations constitutes plagiarism. If you are ever confused about how these policies apply to your own work, please play it safe and consult me.

I will officially report all instances of academic dishonesty to the Dean of Students. Consequences can range from zero credit on the assignment in question to dismissal from the university. For more information on this important issue, please look online at https://grok.lsu.edu/Article.aspx?articleId=17072

Drops/Withdrawals: If you wish to drop this class, you must do so by 4:30pm on TBD. After this point, you will be issued a withdrawal grade. If you fail to withdraw by 4:30pm on TBD, you will receive a “F” for the semester.

Religious Observances: It is LSU’s policy to respect the faith and religious obligations of students, faculty, and staff. Students with exams or classes that conflict with their religious observances should notify me well in advance (at least 2 weeks) so that we can work out a mutually agreeable alternative.

Special Needs: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services, 115 Johnston Hall, 225.57.5919.

E-mail: All students must obtain and regularly check an email account. Expect periodic updates from me about what’s happening in class via Moodle as well.

E-mail is also the best and quickest way to get in touch with me outside of class.

I will not, under any circumstances, communicate grade information via email or over the phone.

Moodle: Please check Moodle for updates to the class schedule, assignment guidelines, grade information, readings, etc.

Commitment to Conversation: I believe in the right and responsibility of students to take an active interest in their education. If there is anything inside or outside this class that you care to discuss with me, please do not hesitate to do so.

I understand that “life happens” and will work with you to make REASONABLE accommodations for issues that may be negatively impacting your performance in this class. The sooner you consult me on such matters, the better.
While I am happy to discuss grades on individual assignments throughout the semester (provided you do so no sooner than 24 hours after but within two weeks of receiving the grade), I do not respond well to having responsibility for your entire academic future thrust upon me. In other words, how your performance in this class will impact your GPA, ability to graduate, scholarship eligibility, etc. are not sufficient grounds for discussing a grade on an assignment. More generally, I will not entertain discussions about final grades once the semester is over. If you wish to challenge your final grade, you must do so through the proper university channels. Please visit this link for further information:
http://catalog.lsu.edu/content.php?catoid=1&navoid=27&hl=%22appeals%22&retumto=search#Grade_Appeals

**Cell Phones, Laptops, etc.** I am a technology junkie and appreciate the important role smart phones, laptops, and the like play in our information society. That said, I also know they can function as a huge distraction in the classroom. If you have a cell phone, smart or otherwise, keep it in your pocket and on silent (vibrate is not silent). Failure to do so will result in my confiscating your phone for the duration of the class period. Please feel free to use your laptop to take notes and otherwise organize course material; however, if I notice you chatting on Facebook, visiting non-class related websites, etc., you must discontinue your use of the computer for the rest of the semester. In other words, technology is fine as long as it doesn’t call attention to itself.

*On exam days, any electronic devices must be turned off and securely in your bag. You will not receive a copy of the exam until your desk is void of any such devices and I will confiscate your exam if I see you making use of a cell phone, laptop, etc.*

**Contractual Agreement** Your acceptance of these conditions, as well as the policies outlined in this document, is implied by your continuance in the class. To maintain the integrity of everyone’s grade, and ultimately, degree, all course policies are non-negotiable.

Everything in this document, including the daily schedule, is subject to revision or modification due to unforeseen circumstances.

**ASSIGNMENTS**

**Quizzes** There will be six unannounced quizzes throughout the semester, four of which (i.e. the ones on which you score highest) will count toward your final grade. These will be based solely on the assigned readings for that week and will consist of multiple choice and/or short response questions. You may use any notes on the readings, but *may not* consult the readings at any point during the quiz. Quizzes begin promptly at the beginning of class and will last for fifteen minutes. If you arrive to class late, you still must hand in your quiz at the same time as everybody else. If you show up after a quiz has been given, you may not retake it.

**Exams** There will be two exams (including a non-cumulative final) during the semester. Exams will primarily consist of short essay prompts. Exams will cover material from readings and lectures.

**Research Paper Option** In lieu of an exam, you may opt to write a 10-12 page paper that analyzes a cultural text that challenges or supports the status quo of crime and public culture in the United

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1 Graduate students should meet with me separately to discuss expectations for the semester.
States. It might be a television series that reinforces stereotypes about the incarcerated, a musical artist who challenges the politics of crime and punishment, or a social movement that engages some element of law and order politics. Whatever you choose, it must be narrow enough to constitute its own unique text while also being broad enough to sustain an entire essay.

In addition to clearly describing your text, the paper should do all of the following:

- Be driven by a clear and well-supported thesis
- Situate the text within the broader history of crime and public culture in the United States
- Draw from readings inside (within the timeframe of the exam your essay is replacing) and outside of class to give your project a firm grounding in theory and method
- Use an appropriate citation method (e.g. MLA, APA, Chicago)
- Be free of spelling and grammatical errors

Each paper is due via email by class time on the day of the exam. If you choose to write a paper, you may not take the concurrent exam.

Prison Visit Essay On TBD, we will visit and tour the Louisiana State Penitentiary in Angola. This will serve as an excellent opportunity to see how an actual prison functions on a daily basis. You will also likely see evidence of the many discourses of crime and punishment that circulate in our society. Upon completing the visit, please prepare a 5-8 page essay. Imagine that your audience for this paper is a family member, friend, and/or fellow student who was not on the trip. In other words, as someone who has just had a very unique experience, what do you want others to know about it? As you write, use the following questions as guides:

What were your feelings before entering the prison? Were you nervous? Excited? How would you say your previous encounters with popular and political discourses on prison and crime shaped these feelings and expectations?

What were the first few minutes on the inside like? What sounds, smells, and sights specifically hit home with you?

To what extent did you see different members of the prison community enacting or violating different discourses of crime and punishment? These individuals should include administrators, staff (i.e. guards), and incarcerated individuals. In what ways did the overall culture/climate of the prison resonate with our class readings and discussions?

Do you believe you were seeing an accurate, or “authentic” portrayal of incarceration? To what extent do you believe the tour itself was rhetorical?

In retrospect, what are your thoughts on your own behavior during the trip? How did you respond to the prison museum? Did you take a picture inside the mock prison cell? Did you buy items from the gift shop? To what extent were you caught up in the spectacle of being at a “real prison”? How did you engage interpersonally with incarcerated individuals? Prison staff? How might your own experiences, or lack thereof, help you account for the ways you

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2 More detailed requirements for this and other written assignments will be posted on Moodle.
engaged with your surroundings? How might your exposure to public discourses on crime and punishment shape your behavior?

How did you feel after the visit? Did it challenge or change any of your assumptions about prisons in particular and the criminal justice system in general?

As with all written work in this class, your primary focus should be on the rhetorical dynamics of the experience. Furthermore, while the above prompts are very personal in character, it will still be necessary to draw from and fully cite course materials.

NOTE: This assignment is an alternative to the interview project (below). You may choose to complete whichever you please. The prison trip, itself, is entirely optional.

**Interview** Conduct an in-person or telephone interview with a person with a direct connection to the prison system. This person might be a formerly incarcerated individual, a family member of someone presently or previously behind bars, a crime victim, a prison guard, an activist, a criminal defense attorney, or a prosecutor. Whomever you choose, the person must have a convincing connection to the system we are spending the semester studying (i.e. someone who unceremoniously got a speeding ticket last fall won't cut it). In addition to turning in an audio recording of the interview (the person you interview may wish to assume a pseudonym and must verbally express their willingness to be recorded), you must submit a written summary of the interview that does the following:

- Summarizes the content of your discussion
- Provides biographical background on the person you are interviewing
- Reflects on how the language and content of their comments reflects a specific attitude about the prison system
- Speculates, based on their responses and outside scholarship, how different cultural discourses and experiences have shaped their relationship about the criminal justice system
- Describe how your conversation resonates with course material

**Participation** While I will spend some time lecturing on material, a significant amount of time will also be dedicated to discussion and activities. Therefore, participation is of the utmost importance for a successful semester. My understanding of participation includes taking part in class discussion, making use of office hours, coming to class prepared, attendance, etc. We will discuss what constitutes good participation more concretely in class.

**Extra Credit** Over the course of the semester, I will make you aware of extra credit opportunities. They will typically involve attending an event relevant to course material and possibly completing a related assignment.

You may also choose to participate in the Department of Communication Studies's research projects that need human participants. These include surveys, experiments (no electronic shocks, I promise), or pilot tests of future texts or videos. For more information, please visit

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3 However, someone who received a speeding ticket and believed she/he was a victim of racial profiling or some other mistreatment at the hands of law enforcement will.
Each full study is worth 1 credit and you may participate for a maximum of 2 credits. Each credit is worth 10 points.

### AVAILABLE POINTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Actual Points</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>25</td>
<td></td>
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<tr>
<td>Quiz 2</td>
<td>25</td>
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<td>Quiz 3</td>
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<td>Quiz 4</td>
<td>25</td>
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<tr>
<td>Prison Visit Essay/Interview</td>
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<tr>
<td>Exam/Research Paper 1</td>
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<tr>
<td>Exam/Research Paper 2</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Extra Credit</td>
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<td><strong>Total</strong></td>
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<td><strong>380</strong></td>
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 REGARDLESS OF YOUR POINT TOTAL, YOU CANNOT PASS THIS CLASS IF:

1) You fail to complete the interview or prison reflection essay
2) You fail to take both exams or complete corresponding research papers
3) You fail to complete at least three quizzes

**Grading Key**

*Outstanding achievement* relative to requirements

368-380 = A+
354-367 = A
340-353 = A-
Above average relative to requirements
331-339 = B+
316-330 = B
302-315 = B-

Meeting basic course requirements
293-301 = C+
278-292 = C
264-277 = C-

Worthy of credit without meeting full requirements
255-263 = D+
240-254 = D
226-239 = D-

Failing to meet basic requirements
225 and below = F

PROJECTED SEMESTER SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Due/Notes</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
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<td>Week 2</td>
<td>Crime, Communication, and Culture</td>
<td>PCARE; Foucault</td>
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<tr>
<td>Week 3</td>
<td>Social Foundations of Crime and Culture</td>
<td>Linebaugh; Thompson; Schlesin</td>
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<tr>
<td>Week 4</td>
<td>Mediating the System</td>
<td>Gerbner &amp; Gross; S. Hall et al.; Yousman</td>
<td>Class prison trip</td>
</tr>
<tr>
<td>Week 5</td>
<td>Violence and the State</td>
<td>Cover; Hartnett (I); Žižek</td>
<td>Prison trip reflection/interview essay due Friday by 12:00pm</td>
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<tr>
<td>Week 6</td>
<td>Victims</td>
<td>Picart; McCann (I); Faulkner &amp; Smerconish</td>
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<tr>
<td>Week 7</td>
<td>Crime and Belonging</td>
<td>Conquergood; Becker</td>
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<tr>
<td>Week</td>
<td>Public Enemies</td>
<td>R. Hall</td>
<td>Exam I</td>
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<tr>
<td>Week 8</td>
<td>Outlaws, Badmen, and Celebrities</td>
<td>Hobbsawm; Schmid; McCulloch &amp; Hendrix</td>
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<td>Week 9</td>
<td>Crime at the Intersections (I)</td>
<td>Alexander; Muhammad; Reeves &amp; Campbell</td>
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<tr>
<td>Week 10</td>
<td>Crime at the Intersections (II)</td>
<td>Jones; McCann (II); “Read Darren Wilson’s;” Rankine</td>
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<tr>
<td>Week 11</td>
<td>Crime at the Intersections (III)</td>
<td>Pearson; Sloop; Spade</td>
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<tr>
<td>Week 12</td>
<td>Education and Crime</td>
<td>Meiners; Rodriguez; Hartnett, Wood, &amp; McCann</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Imprisoned Intellectuals</td>
<td>James; Jackson; Abu-Jamal; Peltier</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Strategies of Resistance</td>
<td>“Ferguson Speaks;” “Ferguson Action;” “Feeling the Edge;” Gingrich &amp; Jones; Williams; Wallace-Wells</td>
<td></td>
</tr>
<tr>
<td>Final Exam Week</td>
<td></td>
<td></td>
<td>Final exam</td>
</tr>
</tbody>
</table>
Readings


CMST 4162: Crime, Communication & Culture

GRADUATE STUDENT ASSIGNMENTS & EXPECTATIONS

The vast majority of graduate students' experience in this class will be identical to those of undergraduates. You will do the same readings, participate in the same discussions, and be responsible for many of the same assignments.

I do, however, hope and expect that your contributions to class discussions, group work, etc. will reflect your level of education and help all of us develop nuanced insights into the material.

These are the assignments that will determine your grade in the class:

Quizzes There will be six unannounced quizzes throughout the semester, four of which (i.e. the ones on which you score highest) will count toward your final grade. These will be based solely on the assigned readings for that week and will consist of multiple choice and/or short response questions. You may use any notes on the readings, but may not consult the readings at any point during the quiz. Quizzes begin promptly at the beginning of class and will last for fifteen minutes. If you arrive to class late, you still must hand in your quiz at the same time as everybody else. If you show up after a quiz has been given, you may not retake it.

Exams There will be two exams (including a non-cumulative final) during the semester. Exams will primarily consist of short essay prompts. Exams will cover material from readings and lectures.

Term Paper Your final paper should be between 7,000 and 9,000 words. It must analyze a cultural text that challenges or supports the status quo of crime and public culture in the United States. It might be a television series that reinforces stereotypes about the incarcerated, a musical artist who challenges the politics of crime and punishment, or a social movement that engages some element of law and order politics. Whatever you choose, it must be narrow enough to constitute its own unique text while also being broad enough to sustain an entire essay.

While you need not (indeed, should not) limit yourself to course material, the paper must reflect a faithful engagement of one or more of the readings/themes we cover. I encourage you to use this essay as an opportunity to develop ideas and themes connected to your broader research agenda. I consider a high quality paper to be one that can be successfully submitted to a national or regional conference with minimal revisions and, eventually, to an academic journal.

You must also arrive on the last day of class prepared to give a brief presentation.¹

¹ More detailed requirements for this and other written assignments will be posted on Moodle.
**Topic Proposal** This 5-10 page essay should briefly describe the text you intend to analyze and make a case for its relevance. The essay should provide the following information:

What, in a nutshell, is this text or discourse?

What is its historical context? How does this context add to its overall importance?

What is the social relevance of this topic?

In what ways will your essay help enhance understanding of and/or pose new and provocative questions about rhetoric and the criminal justice system?

**Prison Visit Essay** On February 5, we will visit and tour the Louisiana State Penitentiary in Angola. This will serve as an excellent opportunity to see how actual jails and prisons function on a daily basis. You will also likely see evidence of the many discourses of crime and punishment that circulate in our society. Upon completing the visit, please prepare a 5-8 page essay. Imagine that your audience for this paper is a family member, friend, and/or fellow student who was not on the trip. In other words, as someone who has just had a very unique experience, what do you want others to know about it? As you write, use the following questions as guides:

What were your feelings before entering the prison? Were you nervous? Excited? How would you say your previous encounters with popular and political discourses on prison and crime shaped these feelings and expectations?

What were the first few minutes on the inside like? What sounds, smells, and sights specifically hit home with you?

To what extent did you see different members of the prison community enacting or violating different discourses of crime and punishment? These individuals should include administrators, staff (i.e. guards), and incarcerated individuals. In what ways did the overall culture/climate of the prison resonate with our class readings and discussions?

Do you believe you were seeing an accurate, or “authentic” portrayal of incarceration? To what extent do you believe the tour itself was rhetorical?

In retrospect, what are your thoughts on your own behavior during the trip? How did you respond to the prison museum? Did you take a picture inside the mock prison cell? Did you buy items from the gift shop? To what extent were you caught up in the spectacle of being at a “real prison”? How did engage interpersonally with incarcerated individuals? Prison staff? How might your own experiences, or lack thereof, help you account for the ways you engaged with
your surroundings? How might your exposure to public discourses on crime and punishment shape your behavior?

How did you feel after the visit? Did it challenge or change any of your assumptions about prisons in particular and the criminal justice system in general?

As with all written work in this class, your primary focus should be on the rhetorical dynamics of the experience. *Furthermore, while the above prompts are very personal in character, it will still be necessary to draw from and fully cite course materials.*

NOTE: This assignment is an alternative to the interview project (below). You may choose to complete whichever you please. The prison trip, itself, is entirely optional.

**Interview** Conduct an in-person or telephone interview with a person with a direct connection to the prison system. This person might be a formerly incarcerated individual, a family member of someone presently or previously behind bars, a crime victim, a prison guard, an activist, a criminal defense attorney, or a prosecutor. Whomever you choose, the person must have a convincing connection to the system we are spending the semester studying (i.e. someone who unceremoniously got a speeding ticket last fall won’t cut it). In addition to turning in an audio recording of the interview (the person you interview may wish to assume a pseudonym and must verbally express their willingness to be recorded), you must submit a written summary of the interview that does the following:

- Summarizes the content of your discussion
- Provides biographical background on the person you are interviewing
- Reflects on how the language and content of their comments reflects a specific attitude about the prison system
- Speculates, based on their responses and outside scholarship, how different cultural discourses and experiences have shaped their relationship about the criminal justice system
- Describe how your conversation resonates with course material

**Participation** While I will spend some time lecturing on material, a significant amount of time will also be dedicated to discussion and activities. Therefore, participation is of the utmost importance for a successful semester. My understanding of participation includes taking part in class discussion, making use of office hours, coming to class prepared, attendance, etc. We will discuss what constitutes good participation more concretely in class.

---

2 However, someone who received a speeding ticket and believed she/he was a victim of racial profiling or some other mistreatment at the hands of law enforcement will.
### AVAILABLE POINTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Actual Points</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Quiz 1</td>
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<td>25</td>
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<td>Quiz 2</td>
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<td>Quiz 3</td>
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<td>25</td>
</tr>
<tr>
<td>Quiz 4</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Prison Visit Essay/Interview</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Exam 1</td>
<td></td>
<td>50</td>
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<tr>
<td>Exam 2</td>
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<td>50</td>
</tr>
<tr>
<td>Term Paper</td>
<td></td>
<td>100</td>
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<tr>
<td>Participation</td>
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<td>30</td>
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<tr>
<td>Extra Credit</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

**REGARDLESS OF YOUR POINT TOTAL, YOU CANNOT PASS THIS CLASS IF:**
1) You fail to complete the interview or prison reflection essay
2) You fail to take both exams and complete the research paper
3) You fail to complete at least three quizzes

### Grading Key

**Outstanding achievement** relative to requirements
354-380 = A
340-353 = A-

**Above average** relative to requirements
331-339 = B+
316-330 = B
302-315 = B-
Meeting basic course requirements
293-301 = C+
278-292 = C
264-277 = C-

Worthy of credit without meeting full requirements
255-263 = D+
240-254 = D
226-239 = D-

Failing to meet basic requirements
225 and below = F
Sounds like a great class. So far, no objection here. Please give me 24 hours more. But I think we’re looking good. If you don’t hear from me by Friday afternoon 4:30, then consider this note as the official “we have no objection” in sociology.

Best,

Ed

Edward S. Shihadeh  
Professor of Sociology and Criminology  
Chair, Department of Sociology, LSU  
Coordinator, Crime and Policy Evaluation Research Lab

From: Bryan McCann  
Sent: Thursday, January 22, 2015 2:55 PM  
To: Edward S Shihadeh  
Subject: Fwd: Crime and Public Culture  
Importance: High

Hi Ed,

Just reaching out to see if you got this earlier email. If you could give me any feedback before I submit the paperwork for adding the class, that would be excellent.

Thanks!

B

Bryan J. McCann, PhD  
Assistant Professor  
Department of Communication Studies  
Women’s and Gender Studies (Affiliate)  
136 Coates Hall  
Louisiana State University  
Baton Rouge, LA 70803
Dear Ed,

I hope your semester is off to a nice start. I’m contacting you on the recommendation of my department chair, Renee Edwards. I’m preparing to propose making a special topics course I’ve taught the past two springs a regularly listed class. Its focus is on the rhetorical dimensions of crime and criminality in public culture. I, of course, don’t want to duplicate anything your department is doing with your sociology curriculum, so I’m sharing my current syllabus for your feedback. I’m hoping you can give it a look and let me know whether you think the course inappropriately overlaps with any of your undergraduate courses like Sociology of the Criminal Justice System or Gender and Crime (I’ve guest lectured in the latter and Sarah Becker has guest lectured in the current version of my class).

Thanks!

Bryan
Okay, heard from the last one. We’re good.

Thanks for reaching out – and good luck with the class!

Ed

Edward S. Shihadeh
Professor of Sociology and Criminology
Chair, Department of Sociology, LSU
Coordinator, Crime and Policy Evaluation Research Lab

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Sent: Thursday, January 22, 2015 2:55 PM
To: Edward S Shihadeh
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Thanks!

B

Bryan J. McCann, PhD
Assistant Professor
Department of Communication Studies
Women’s and Gender Studies (Affiliate)
136 Coates Hall
Louisiana State University
Baton Rouge, LA 70803
Web: http://bit.ly/1yWM3nh
Begin forwarded message:

From: Bryan McCann <bryanm@lsu.edu>
Subject: Crime and Public Culture
Date: January 15, 2015 at 5:10:42 PM CST
To: Edward Shihadeh <edsoc@lsu.edu>

Dear Ed,

I hope your semester is off to a nice start. I’m contacting you on the recommendation of my department chair, Renee Edwards. I’m preparing to propose making a special topics course I’ve taught the past two springs a regularly listed class. Its focus is on the rhetorical dimensions of crime and criminality in public culture. I, of course, don’t want to duplicate anything your department is doing with your sociology curriculum, so I’m sharing my current syllabus for your feedback. I’m hoping you can give it a look and let me know whether you think the course inappropriately overlaps with any of your undergraduate courses like Sociology of the Criminal Justice System or Gender and Crime (I’ve guest lectured in the latter and Sarah Becker has guest lectured in the current version of my class).

Thanks!

Bryan
REQUEST FOR **ADDITION** OF NEW COURSE

**PROPOSED COURSE DESCRIPTION**

- **Rubric & No.:** HORT 4060
- **Title:** Plant Growth and Development

<table>
<thead>
<tr>
<th>Short Title (≤ 19 characters)</th>
<th>PLAN T</th>
<th>DEV E L O P M E N T</th>
</tr>
</thead>
</table>

- **Semester Hours of Credit:** 3
  - **Lecture:** __________
  - **Lab/Sem/Rec:** __________

- **Repeat Credit Max. (if repeatable):** __________
- **Credit hours:** __________
- **Graduate Credit?** Yes [ ] No [ ]

- **Credit will not be given for this course and:**
- **Course Type (Indicate hours in the appropriate course type):**
  - Lecture __________
  - Lab __________
  - Seminar __________
  - Recitation __________
  - Lec/Rec __________
  - Lec/Sem __________
  - Lec/Lab __________
  - Res/Ind __________
  - Clin/Pract __________
  - Intern __________

- **Maximum enrollment per section:** (use integer, e.g. 25 not 20-30) __________
- **75**

- **Grading System:** Letter Grade [ ] Pass/Fail [ ]
  - **Final Exam:** Yes [ ] No [ ]

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

**Course Description:**

HORT 4060 Plant Growth and Development (3) Prereq.: HORT 2860 or equivalent. This course is part of ACCEPtS. Structure of plant developmental processes; how environmental factors interact to affect and control plant growth and development and how production practices are used to regulate, control, and increase or improve crop production. Topics include embryogenesis, structure of the shoot apex, organogenesis of the leaf and shoot system, reproductive development, fruit development, dormancy, influence of light on growth, and tropisms.

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

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

**Academic Affairs Approval:** (Date)

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

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

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(FOR 4000-LEVEL, SPECIFY GRADUATE STUDENT GRADING CRITERIA IF REQUIREMENTS DIFFER FOR GRADUATE AND UNDERGRADUATE STUDENTS)

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/15</td>
<td>6/29/15</td>
</tr>
</tbody>
</table>

**Department Chair Signature:** __________

**Graduate Dean Signature:** __________

**College Contact:** Jennifer Neal [ ] shaw165@ufl.edu

**Chair, FS C&C Committee:** __________

**Academic Affairs Approval:** (Date)

**College Dean Signature:** __________

**Effective:** 5/2015
Justification
HORT 4060. This course provides students more in depth treatment of plant growth and addresses a deficiency in understanding how plant growth is impacted by environmental stress. It also covers topics sometimes found in plant anatomy classes. Students currently do not have a plant anatomy class available to them. The course content is rigorous and suitable for graduate students and thus our request to permit graduate student credit. It also provides coursework in an often researched area. We anticipate only graduate school bound undergraduates would take this course. This is part of the ACCEPtS course share program between Oklahoma State University, Mississippi State University, LSU, and Arkansas State University. The syllabus meets approval under MSU standards. The ACCEPtS course program is approved by LSU.
PLANT GROWTH AND DEVELOPMENT SYLLABUS

Students in this course will focus on environmental and developmental processes of plant growth and development. A student completing this course should have an understanding on the development processes of plant growth, and how environmental factors interact to affect and control plant growth and development.

Primary Instructor:

Dr. Richard Harkess
Department of Plant and Soil Sciences
Box 9555
117 Dorman Hall
Mississippi State University
Mississippi State, MS 39762
e-mail: harkessr@ra.msstate.edu
phone: 662-325-4556
Office Hours:

Dr. Harkess is available by appointment. Appointments should be scheduled via telephone or email. Students may also contact Dr. Evans by e-mail.

Prerequisites: None

Course Description and Objectives:

This is an online course offering and is part of the Alliance for Cooperative Course Exchange in the Plant Sciences (ACCEPtS). It is available through University of Arkansas, Louisiana State University, Mississippi State University and Oklahoma State University. This course focuses on environmental and developmental processes of plant growth and development. A student completing this course should have an understanding of the developmental processes of plant growth and how environmental factors interact to affect and control plant growth and development.

Expected Learning Outcomes:

1. The successful student will have an understanding of how the specific plant organs develop as the plant grows from an embryo to a flowering plant.
2. The successful student in this course will know how photoperiod, temperature, light, wind, and other environmental factors affect plant growth and development.
3. The graduate students in this course will develop skills in collecting information on a specific plant growth practice and relaying it in written form for use by laymen.
4. The graduate students in this course will develop skills in constructing a review of current literature on a specific research topic.

There will be no formal scheduled classroom meeting time for this class.
Credits:
You will receive 3 semester credits for this course.


This syllabus, related course information, and announcements can be also be found on the internet at the following location: [http://mycourses.msstate.edu](http://mycourses.msstate.edu)

**Course Policies:**

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component &amp; Point Value</th>
<th>Grade scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Quizzes - 120</td>
<td>Undergrad/Grad</td>
</tr>
<tr>
<td>Assignments/Discussion - 100</td>
<td>90/92% = A</td>
</tr>
<tr>
<td>Exam I - 100</td>
<td>80/82% = B</td>
</tr>
<tr>
<td>Exam II - 100</td>
<td>70/70% = C</td>
</tr>
<tr>
<td>Final Exam - 150</td>
<td>60/60% = D</td>
</tr>
<tr>
<td>Fact Sheet (graduate students only) - 50</td>
<td>All exams will be comprehensive!</td>
</tr>
<tr>
<td>Research Paper (graduate students only) - 100</td>
<td></td>
</tr>
</tbody>
</table>

**Total points = 570/720 (graduate students)**

**Class time/organization:** This class is administered online. Lectures are recorded and stored on MyCourses; lecture topics are provided on a weekly basis. Students are responsible for following posted lectures, quizzes and assignments each week. MyCourses (Blackboard) will be used as the course management system and those students at other ACCEPts Universities will be provided a guest account to access the MSState MyCourses system. All course materials necessary for this class will be posted on MyCourses. All quizzes and exams will also be administered through MyCourses unless otherwise specified.

Class modules that include various activities, assignments and methods of testing will be accessed using the Mississippi State University MyCourses website. You will need your MsState user ID and password to access MyCourses. If you have difficulties logging in, you can get help through the IT Help Desk [http://www.its.msstate.edu/Services/report-problem.php](http://www.its.msstate.edu/Services/report-problem.php) or (662) 325-0631.

**Course Progress and Participation:** It is especially important that students treat this course as a regular course by setting aside a regular time to study the course content and complete weekly quizzes as well as participate in the discussion questions. Students who do so learn more and perform better on exams than students who fail to regularly read and work on the course content. Be sure to pay attention to weekly quiz deadlines and exam dates as well as deadlines for assignments and discussion questions. These will help to keep you moving through the course material and up to date.

**Failure to complete assignments on time** will result in a 0% grade for those activities. Unless an advisor's (in the case of a conflicting university-sponsored activity) or physician's statement (in the case of illness) is provided regarding such failures. **NO late work will be accepted.**
**Discussion Board and Email netiquette:** Please be courteous in your correspondence for this course. Note that USING ALL CAPITAL letters is the net equivalent to shouting and should not be used. The use of profanity or inappropriate language will not be tolerated. Pointers about flaming, using capital letters, acronyms and emoticons can be found at the following address: http://www.learnthenet.com/english/html/09netiqt.htm

Always include a subject in the subject line to identify the purpose of your message. The lack of a subject may result in deletion of the message as possible spam. Keep in mind we are all busy people and I may not be online at the same time you are. I will make a reasonable effort to respond to your messages within one working day of your posting / emailing.

**Cheating and Plagiarism (Honor Code):**
There will be zero tolerance for cheating, plagiarism, or other academic misconduct as defined in the Mississippi State University Academic Honesty policy http://www.msstate.edu/dept/audit/1207A.html. This policy will pertain to all students enrolled in Plant Growth and Development.

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."
– Mississippi State University Honor Code

**Quizzes and Exams:**
There will be online quizzes for each topic which every student must complete. This is designed so that students must keep up with lecture topics. Quizzes are administered online through MyCourses and can be taken at any time during the day within the given time slot (quizzes will be open for a 24 h period unless specified otherwise). Students will have only one attempt per quiz.

In addition, there will be 3 online proctored exams for the course. The exams will be time limited and available for a specific period of time. The exams will include multiple choice, true/false, matching, and short answer essay questions. All exams will be comprehensive. Failure to complete exams during the scheduled time period will result in 0 points unless previously discussed with the instructor. See course schedule for quiz and exam dates.

**Assignments/Discussion:**
Each topic covered will have short assignments to assist the learning process. Many of these assignments will involve posted discussion questions using the discussion board.

**Discussions:** Discussions will cover specific questions, ideas or concepts that relate to the lecture topic of that week. Each specific discussion is designed to enhance learning. Each discussion will be open for the period of time we are on that topic, usually for that lecture week. Students MUST participate in online discussions. Students are required to post a response to the discussion question AND review and discuss another classmates' response as well. You will be graded for your initial response and your discussion of your peers' responses. You are expected to address the topic in a meaningful way. An example of input that is NOT meaningful is "I agree with John's comments". Your comments should expand our way of thinking or our knowledge of the topic.
Other Important Notes:
Students should plan to set aside specific study times for this class. Students who are most successful with this type of class typically have established times that they devote to the class. Don't wait until the day before assignments and quizzes are due to study the content. Students should be sure to stay on schedule.

Examinations will be proctored by the home institution. Students will be notified as to the date, time and location of the examinations.

No hats or caps are allowed during examinations. Students wearing hats or caps during examinations will not receive a grade for that examination.

Any student found to be using materials during an examination (i.e. notes, text, etc.) not specifically permitted by the instructor or assisting other students during examinations will receive a grade of "0" for that examination and may be subject to further disciplinary actions by the University.

If you need an accommodation due to a disability, please make arrangements to discuss this with me during the first two weeks of class.

We will follow each University's inclement weather policy in regards to the written examinations. However, weather will not affect the schedule for learning units and self exams. Students know the schedule in advance and should plan accordingly.

All policies of each student's home institution shall be followed.

GRADUATE STUDENTS:
You will be responsible for collecting information and organizing that information into the following 2 written assignments. Both written assignments must be turned in via the Turnitin website. http://www.turnitin.com/static/index.html Due dates are posted on the course calendar. Grading rubrics for the two assignments are included at the end of the syllabus.

Written Assignments:

1. Fact Sheet
Objective: To learn how to take information from the published literature and translate it into information in a usable form for distribution to farmers, producers, or homeowners.

Assignment: Describe a specific procedure for regulation of plant growth and development. The fact sheet should include a brief introduction describing a crop production practice to be manipulated. Explain how the procedure will improve production. Then, in adequate detail, provide all necessary information for any person working in that phase of plant production to be able to apply the information described in the fact sheet.

Give detailed information on how to implement the procedure. Include information on preparation and application of the material making sure to include the application rates,
safety precautions that should be indicated, possible environmental interactions, and anticipated results.

It is not necessary to do an extensive literature search for this fact sheet. You may be able to locate one or a select few papers that provide all the necessary information. It is expected that you will use scientific literature to back up the information used to write your paper. The information used to write the fact sheet should be from literature published within the last 10 years. You should not use existing fact sheets or spray bulletins as your information source when writing your fact sheet. The objective is for you to demonstrate that you can take information presented in a scientific journal (NOT A TRADE MAGAZINE) and translate it such that a lay-person can understand and apply the information.

The fact sheet should be short, no longer than 3 to 4 double spaced, typewritten pages. Although not normally done in professional fact sheets, provide a bibliography of the specific articles used in writing the fact sheet at the end of the fact sheet. The list of articles used should not be counted as one of your pages. Remember, you are to write a fact sheet, not a summary of research results.

2. Research Paper
   Objective: To assimilate the research literature on a specific topic area into a single paper summarizing the literature into one “story”.

   Assignment: Each graduate student will be expected to write a research review paper based on growth regulators or examining a specific growth and development topic.

   The majority of the articles reviewed should be from within the last 10 years. It is expected that you will go beyond writing a simple summary for each of the papers you review. You should critically read the respective papers on your topic and offer an interpretation and explanation of the significant merits and limitations of the various research efforts which you are reviewing. The purpose of the review paper is for you to demonstrate that you can gather the significant scientific research papers on a given topic and to present and discuss the important points of the reviewed papers. The literature reviewed should be from scientific journals. Be sure to correctly cite all literature used in writing the review paper and properly cite all author(s) for each fact reported. The length of the term paper should be between seven (7) and twelve (12) pages maximum.

Paper format information:
Both the fact sheet and research paper should be typed double spaced with 1 inch margins on all sides in a 12pt or equivalent font. You are expected to carefully proof your papers for grammar and spelling. A copy of the papers you turn in will be retained for my records.

Due dates for the papers are posted on the course calendar and must be turned in by 5:00pm on the day they are due. Those papers not turned in by the due date will lose 5% of their respective possible grade unless arrangements have been made with the instructor before the due date. Any paper not turned in within one week of the due date will lose 10% of the possible grade. Papers
not turned in within two weeks of the due date will not be accepted for credit but must still be completed and turned in to the instructor in order to pass the course.

**Learning Units**
1. Course Introduction
2. Embryogenesis
   - Dicots
   - Monocots
   - Gymnosperms
3. Seed Germination
   - Stages of germination
4. The Shoot Apex
   - Functional organization
   - Patterns in elongation
   - Annual, Biennial, Perennial growth
5. Organogenesis of the Leaf
   - Initiation
6. Development of the Shoot System
   - Shoot expansion
   - Regulation of elongation
   - Light quality on elongation
   - Dormancy - daylength effects
7. Dormancy
   - Types
   - Seed dormancy
   - Bud dormancy
   - Control of dormancy
8. Reproductive Development
   - Morphology
   - Development of the floral apex
   - Stages of reproductive development
     - Induction
     - Initiation
     - Development
9. Juvenility
10. Photoperiodicity
11. Fruit growth
12. Light influence on growth
    - Morphology
    - Physiology
13. Tropisms
    - Phototropism
    - Thigmotropism
    - Gravitropism
Fact Sheet grading sheet

Student Name: __________________________

All pertinent information for implementing the practice presented ________/15

Applicability and clarity of the information ________/10

References or information sources ________/5

Grammar, spelling, neatness, readability, organization

Demonstrated understanding of topic/assignment ________/10

Total points: ________/50

Comments:
PLANT GROWTH AND DEVELOPMENT

Review Paper grading sheet

Student Name: ________________________________

Interpretation and explanation of the significant merits and limitations of research reviewed (Justification for this research) _______/20

Synthesis of reviewed studies into one complete “story” (Train of thought) _______/20

Discussion and interpretation of the literature (Summary and conclusions of the research) _______/30

Literature cited, sources of information _______/15

Miscellaneous

Grammar, spelling, neatness, readability, organization _______/5

Demonstrated understanding of topic _______/10

Total points: _______/100

Comments:
REQUEST FOR ADDITION OF NEW COURSE

Department: SPESS  College: AGRICULTURE
Date: 5/5/15

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>HORT 4055</th>
<th>Title</th>
<th>Temperature Stress Physiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>TEMPERATURE STRESS PHYSIOLOGY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
<td></td>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: 3</td>
<td></td>
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<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td></td>
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</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
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<tr>
<td>Lecture 3</td>
<td>Lab</td>
<td>Seminar</td>
<td>Recitation</td>
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<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>15</td>
<td></td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
<td>Pass/Fail</td>
<td>Final Exam:</td>
</tr>
<tr>
<td><strong>(Attach justification if the proposed course will not hold a final exam during examination week.)</strong></td>
<td></td>
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</table>

Course Description:

HORT 4055 Temperature Stress Physiology (3) Prereq.: HORT 2860 or equivalent. This course is part of ACCEPTs. Principles of plant physiology and biochemistry as affected by abiotic stress with a focus on temperature. Basic principles of plant physiology, thermodynamics, temperature, and its effects on the growth and development of horticultural plants including specialty crops, ornamentals, and turfgrasses. Mechanisms of plant response to heat, chilling, and freezing stress including injury, acclimation, protection, and resistance.

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

If this course is approved, will additional staff be needed? Yes | No
Will additional space, equipment, special library materials or other major expense be involved? Yes | No
Academic Affairs Approval: (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: 5/5/15  College Faculty Approval Date: 5/18/15
Department Chair Signature: (date)  Graduate Dean Signature: 6-12-15
Director of Undergraduate Studies: 6/29/15
College Contact: Jennifer Neal, jshen1@lsu.edu
HORT 4055 Temperature Stress Physiology offers undergraduates and graduates a unique perspective on plant stress in suboptimal temperatures. Most undergraduates taking this class will be going on to a graduate program. This course is part of the ACCEPtS course share program between Oklahoma State University, Mississippi State University, LSU, and Arkansas State University. The syllabus meets approval under OSU standards. The ACCEPtS course program is approved by LSU.
Syllabus
Temperature Stress Physiology

Course Overview:

The instructor will cover principles of plant physiology and biochemistry as affected by abiotic stress with a focus on temperature. The course will include a brief review of the basic principles of plant physiology, thermodynamics, temperature, and its effects on the growth and development of horticultural plants including specialty crops, ornamentals, and turfgrasses. Mechanisms of plant response to heat, chilling, and freezing stress including injury, acclimation, protection, and resistance will be discussed. This course is available as an online only course offered through Oklahoma State University and is available for students at the University of Arkansas, Louisiana State University, Mississippi State University, and Oklahoma State University as part of ACCEPtS (The Alliance for Cooperative Course Exchange in the Plant Sciences).

Primary Instructor:

Dr. Justin Quetone Moss
Oklahoma State University
Department of Horticulture and Landscape Architecture
358 Agricultural Hall
Stillwater, OK 74078
Phone: 405.744.5729
Email: justin.moss@okstate.edu

Office Hours:

Dr. Moss is available by appointment. Appointments can be scheduled via email or phone for time slots during normal working days, Mondays – Fridays (excluding University recognized holidays), between 8AM and 5PM Central.

Prerequisites:

Survey of Biochemistry (BIOC 3653) and either Plant Physiology (BOT3463) or Horticultural Crop Physiology (HORT 4963), or permission from the instructor. In addition, students must have basic computer skills and be able to proficiently use word processing, spreadsheet, presentation software, and the current OSU course content provider website(s) such as Desire2Learn (D2L) or similar.

Credit Hours: 3
Course Objectives:

Upon completion of the course, students should be able to:

1. Understand the basic concepts of thermodynamics, temperature, and temperature measurement techniques in the plant sciences.
2. Understand plant morphological and physiological responses to both high and low temperature stress.
3. Understand plant physiological responses to temperature stress when combined with other abiotic stress factors including drought and salinity.
4. Conduct a scientific literature utilizing refereed journal sources and to critically evaluate and understand temperature stress physiology technical knowledge and research techniques.
5. Formulate research hypotheses, goals, objectives, and methods related to plant temperature stress physiology.
6. Understand basic concepts of phenotypic, genomic, and molecular strategies to improve temperature stress resistance in plants.

Course Progress and Participation:

It is important that students properly manage their time in this online course. Since there is no set lecture schedule, students must use their time wisely to reach lecture notes, watch online lectures and associated digital media content, study, participate in online discussion sessions. It is important to log in to the course website on a regular basis each week to view course content, and regular updates and announcements. Late work or assignment submission will not be accepted for a grade. Failure to complete and submit assignments prior to any stated deadlines will result in a 0% grade on that assignment unless prior permission is given to the instructor prior to the assignment due date for a University-sponsored activity or for an illness or injury as stated by a licensed physician.

University Information and Resources:

Information concerning enrollment, assistance, alerts, academic integrity, copyright and fair use, attendance, pre-finals week, final examinations, accessibility, equal opportunity, and other important information can be found in the Oklahoma State University Syllabus Attachment available online at: http://academicaffairs.okstate.edu/faculty-a-staff

Course Schedule Changes or Updates:

While not expected, the instructor reserves the right to modify the course syllabus or schedule as necessary due to scheduling conflicts, internet or D2L connectivity issues, or extenuating circumstances. Students will be notified prior to any changes.
Required Text:


Supplementary Texts:


Grading Policy:

The course grading scale is based on the percentage of total points where:

- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = 60-69%
- **F** = ≤59%

For all students, there will be five homework assignments, five quizzes, two exams, and one final exam. There will be no extra credit/points available. For students enrolled in the graduate credit section, there will be an additional project required consisting of a literature review, research paper, and presentation. Topics will be assigned by the instructor and further assignment details will be provided during the semester.

The following table shows the total available points for the course:

<table>
<thead>
<tr>
<th>Task</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td><strong>Total Possible Points for Undergraduate Students</strong></td>
<td><strong>600</strong></td>
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<tr>
<td>Graduate Project (only for graduate students enrolled in the graduate section)</td>
<td>200</td>
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<tr>
<td><strong>Total Possible Points for Graduate Students</strong></td>
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<tr>
<td>Date (Week)</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Introduction, Syllabus, Course Website, Thermodynamics, Temperature, Abiotic Stress Factors</td>
</tr>
<tr>
<td>2</td>
<td>Proteins</td>
</tr>
<tr>
<td>3</td>
<td>Membranes</td>
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<tr>
<td>4</td>
<td>Lipids</td>
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<td>5</td>
<td>Signal Transduction</td>
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<tr>
<td>6</td>
<td>Signal Transduction</td>
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<tr>
<td>7</td>
<td>Plant Stress Response - Physiology</td>
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<td>8</td>
<td>Plant Stress Response - Genes</td>
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<td>9</td>
<td>High Temperature Stress Response</td>
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<td>10</td>
<td>High Temperature Stress Resistance</td>
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<td>11</td>
<td>Spring Break</td>
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<td>12</td>
<td>Low Temperature Stress – Chilling Response</td>
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<td>13</td>
<td>Low Temperature Stress – Chilling Resistance</td>
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<td>14</td>
<td>Low Temperature Stress – Freezing Response</td>
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<td>15</td>
<td>Low Temperature Stress – Freezing Avoidance and Acclimation</td>
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<tr>
<td>16</td>
<td>Temperature Stress Combined with Drought or Salinity Stress</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Cumulative Final Exam</td>
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