REQUEST FOR ADDING, CHANGING, SUSPENDING OR DROPPING UNDERGRADUATE MINOR

<table>
<thead>
<tr>
<th>Department</th>
<th>Environmental Sciences</th>
<th>College</th>
<th>Coast &amp; Environment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Minor</td>
<td>Environmental Toxicology</td>
<td></td>
<td></td>
<td>3-11-2016</td>
</tr>
</tbody>
</table>

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).

ACTION (check appropriate box):

(X) ADDING:

( ) CHANGING:

List present catalog description which is to be changed (left column) and the changes proposed (right column). In proposed column use strikeout and bold to indicate deletions and additions. Explain all changes adequately on attachment.

( ) SUSPENDING:

Provide an adequate explanation for suspending the minor on plain sheets and attach.

( ) DROPPING:

Provide an adequate explanation for dropping the minor on plain sheets and attach.

MINOR

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total semester hours in current minor:</td>
<td>Undergraduate Minor in Environmental Toxicology</td>
</tr>
<tr>
<td></td>
<td>The minor in Environmental Toxicology provides students with a background in the basic science of chemical, physical, and environmental hazards immediately relevant to problems facing modern society and human health risks. Students majoring in diverse fields of study will gain an understanding of the field of Environmental Toxicology.</td>
</tr>
<tr>
<td></td>
<td>Students majoring in Coastal Environmental Sciences may not choose environmental toxicology as a minor.</td>
</tr>
<tr>
<td></td>
<td>To graduate with a minor in Environmental Toxicology, students must complete 12 hours of coursework as follows:</td>
</tr>
<tr>
<td></td>
<td>Required core courses (12 hrs): ENVS 4101, ENVS 4477, and two courses from the following list:</td>
</tr>
<tr>
<td></td>
<td>ENVS 4007, 4010, 4035 (or 4036), 4045, 4500 and 4113.</td>
</tr>
<tr>
<td></td>
<td>All ENVS courses must be passed with a &quot;C&quot; or better.</td>
</tr>
<tr>
<td></td>
<td>A residency requirement of 9 hours of credit must be earned at this University to receive a minor in Environmental Sciences.</td>
</tr>
</tbody>
</table>

APPROVALS:

Department Faculty Approval Date  April 8, 2016  College Faculty Approval Date  May 9, 2016

Department Chair’s Signature  (Date)  College Dean’s Signature  (Date)

Chair, FS C & C Committee  (Date)  Academic Affairs Approval  (Date)

Department Contact:  (Please print name.)  Contact Email:  

Justification

A minor in Environmental Toxicology will enable students majoring in almost any field of study, including those offered by Arts & Sciences, Basic Sciences, and Engineering to receive a basic understanding in environmental toxicology and topics immediately relevant to the world in which we live. Students majoring in Coastal Environmental Sciences are not eligible for this minor.
### Request for CHANGING an Existing Course

<table>
<thead>
<tr>
<th>PRESENT COURSE DESCRIPTION</th>
<th>PROPOSED COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Applied Ecology</td>
</tr>
<tr>
<td><strong>Semester Hours of Credit</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>If combination course type, # hrs. of credit for</strong></td>
<td>Lecture: 2</td>
</tr>
<tr>
<td><strong>Repeat Credit Max. (if repeatable):</strong></td>
<td>Lab/Sem/Rec:</td>
</tr>
<tr>
<td><strong>Graduate Credit?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td><strong>Contact Hours Per Week: (Indicate hours in appropriate course type.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lecture</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Lab</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Seminar</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recitation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Res/Ind</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clin/Pract</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Weekly Contact Hours:</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Grading System:</strong></td>
<td>Letter Grade x</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Include course number, title, etc, exactly as it appears in the General Catalog</td>
</tr>
<tr>
<td>Applied Ecology (2) Prereq.: minimum of 10 sem. hrs. of biological and/or physical science. Also offered as EMS 4010. The biosphere, air, land, and aquatic environments; development of alternative techniques for correcting environmental pollution; environmental risk assessment analysis and management.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

### JUSTIFICATION/EXPLANATION: Use separate sheet.

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

### APPROVALS

<table>
<thead>
<tr>
<th>Department Chair Signature</th>
<th>College Dean Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 8, 2016</strong></td>
<td><strong>5/1/2016</strong></td>
</tr>
<tr>
<td>Michelle A. Massé</td>
<td>John B. Hugel</td>
</tr>
<tr>
<td>(date)</td>
<td>(date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean Signature</th>
<th>College Faculty Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7/1/16</strong></td>
<td><strong>5/1/2016</strong></td>
</tr>
<tr>
<td>(date)</td>
<td>(date)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Affairs Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7/1/16</strong></td>
</tr>
<tr>
<td>(date)</td>
</tr>
</tbody>
</table>
Curricula and Concentrations listing ENVS 4010:
Coastal Environmental Science degree program, both Applied Coastal Environmental Science and Environmental Science and Research concentrations list ENVS 4010 / EMS 4010 as a CES Elective under the Biology Area category.

ENVS 4010 is also cross-listed with EMS 4010.

Justification
The contents of the course have changed. In order to be truly applied, a laboratory component involving field experiments has been added to the course. Weekly laboratory exercises will be conducted and the semester will culminate in group field-based experiment and write-up.
Instructions for Form C · Request for Changing a Course

ENVS/EMS 4010 Applied Ecology
Spring 2014
Mon 2:30-4:20; 116 Tureaud Hall
Dr. Linda M. Hooper-Bui, 225-578-5427, Cell 225-572-0267

Office Hours: Monday afternoon by appointment; Wednesday 2:00-3:00

Course Objectives: Students will be able to practice real-world applications of ecological knowledge and techniques to environmental problems. The theme is application and critical evaluation of scientific work. To this end, students will develop a broad knowledge of the discipline and the ability to understand the importance of the field of ecology to environmental science and relate the field of ecology with natural and anthropogenic impacts. This will be achieved with three Learning Objectives:

1) Demonstrate knowledge of a broad survey in the discipline, including underlying principles that govern ecology and the complex interactions of humans and ecological systems in the natural world.
2) Demonstrate the ability to apply hands-on technical skills in problem solving for ecosystem sustainability, particularly when dealing with environmental pollution issues (either natural or of anthropogenic origin).
3) Demonstrate the ability to analyze, interpret, and synthesize scientific information and present in both written and oral communication.

How this course works: Teaching techniques may be very different from what you are accustomed to: I will guide you in constructing your own knowledge. I don’t present formal lectures with PowerPoint. I expect you to read the material before class and we will have a discussion with different people leading the discussions. Come to class prepared and I will randomly select someone (or two or three) to speak about portions of the reading. You will be graded. If you are chosen and are not present without a valid excuse (via email before) you will lose points. The first two hours will be spent on the Beeby book. The lab section on projects also includes discussion. You are responsible for both sets of material. This is a communication intensive course.

Communication-Intensive Course:
This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU’s Communication across the Curriculum program, including
- instruction and assignments emphasizing informal and formal [mode 1] and [mode 2];
- teaching of discipline-specific communication techniques;
- use of draft-feedback-revision process for learning;
- practice of ethical and professional work standards;
- 40% of the course grade rooted in communication-based work; and
- a student/faculty ratio no greater than 35:1.
Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit www.cxc.lsu.edu.
Instructions for Form C • Request for Changing a Course

Important Dates:
Last day to drop without a “w”: 24 January
Class first meets: 27 January
Mid-term Exam: March 10
deliverable: March 17th (drop-dead deadline – I will not accept it after this date)
Mid-Semester: Grades due: March 18
April 4, 4:30pm: final day for dropping a course.
Spring break: 14-18 April
Last day of class: 28 April
Final Exam: Thurs 8 May 7:30-9:30am

Grading: There will be written or visual or oral, collaborative assignments and written exams. There will be a midterm on 10 March (before midterm grades are due). Collaborative assignments will be given a group grade and an individual grade with equal weight. I grade on participation. You must be present to participate.

Points earned:
Participation: 50 (5 points per chapter)
Field project 1: 100
Field project Community Ecology: 100
Midterm: 100
Final (comprehensive): 150
Total 500

483 - 500 = A+
463 - 482 = A
448 - 462 = A-
433 - 447 = B+
413 - 432 = B
398 - 412 = B-
383 - 397 = C+
363 - 382 = C
348 - 362 = C-
333 - 347 = D+
313 - 332 = D
298 - 312 = D-
299 & below = F

Cheating: Don’t. I’ll report you to the Dean of Students and press for an investigation.

Missed Lab Sessions
Labs are an integral component of this course and provide training in both observation and technical skills. Students must attend all lab sessions. Absences due to circumstances beyond the student’s control will only be excused for appropriate reasons, such as a note for a physician for a medical condition. Missed labs due to excused absences will be required to be made up.
Instructions for Form C · Request for Changing a Course

Topic Outline:
Week 1: General Ecology:
Organization, scale, stress and stability, theory and application. (Beeby Chap 1)
Lab Activity: Create and deploy field project on campus (water quality or similar).

Week 2: Pollution:
Sources & sinks, adaptation, accumulation, toxicity, biological monitoring, soil communities, measures of stress. (Beeby Chap 2)
Lab Activity: Finish campus project.

Week 3: Variability:
Adaptation, specialists & generalists, tolerance, resilience, & resistance as pollution indicators, micro-organisms for remediation, GEM in remediation, release of GEM and other modern technologies. (Beeby Chap 3 and selected recent readings).
Lab Activity: process data for campus project.

Week 4: Populations:
Growth, stability, exploitation, agricultural managements for yield, conservation, genetic variation. (Beeby Chap 4).
Lab Activity: process data for and create informational deliverable on campus project results.

Week 5: Pests:
Predator-prey, biological control, IPM. (Beeby Chap 5)
Lab Activity: The rest of the semester we will spend working on a community ecology activity that we will develop as a class (Community ecology activity).

Week 6: Communities:
rare species, fragments, islands, reserves. (Beeby Chap 6)
Lab Activity: (Community ecology activity)

Week 7: Ecosystems:
succession, disturbance, restoration, erosion. (Beeby Chap 7)
Lab Activity: (Community ecology activity)

Week 8: Modeling Ecosystems:
Modeling basics, nutrients & pollutants, eutrophication, microcosms, bioaccumulation. (Beeby Chap 8)
Lab Activity: (Community ecology activity)

Week 9: Exploiting Ecosystems:
Sewage and effluent, sustainable forestry, landfills, composting. (Beeby Chap 9)
Lab Activity: (Community ecology activity)

Week 10: Ecosystem Change:
Large scale, stability, diversity; landscape, regional, & global ecology. (Beeby Chap 10)
Lab Activity: (Community ecology activity)

Weeks 11-13: Real world disturbances:
Natural: hurricanes, earthquakes, tsunamis, fire, flooding, volcanoes, sink holes
Anthropogenic: oil releases and spills, nuclear accidents, sink holes, ship wrecks (Costa Concordia), Molasses leaks, chemical spills into drinking water systems.
Instructions for Form C: Request for Changing a Course

Lab Activity: (Community ecology activity)

Week 14: Scientist must speak (and write): How we communicate our science effectively
Lab Activity: (Community ecology activity)

There will be an optional field trip. It involves LUMCON, an overnight trip, a big boat and kayaks too. More details later.

A word about professionalism: My goal is to teach you how to further conduct yourself as a scientific professional - individually and in group projects. In this discussion-based class, I require professionalism at all times. You must respect me and your colleagues when they speak, no matter what they say. Please silence your phones (including the vibrations). If you are not respectful, I will ask you to leave for the day.

Also, I have been lax on deadlines in the past. I realize this is not teaching you how to meet deadlines professionally. In this class, deadlines are deadlines. Periodically, I may revise a deadline. If I do so, I will do so in writing on Moodle. But consider any deadline posted as drop-dead deadlines. Don’t miss them. If you miss them, there will be severe penalties.
### PRESENT COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Environmental Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Sem/Rec:</td>
<td>Lecture: 3</td>
</tr>
<tr>
<td>Repeat Credit Max. (If repeatable):</td>
<td></td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes X</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Include course number, title, etc. exactly as it appears in the General Catalog</td>
</tr>
</tbody>
</table>

**ENVS 4101 Environmental Chemistry (3) See CHEM 4150.**

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Environmental Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ENVIRONMENT CHEM</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Sem/Rec:</td>
<td>Lecture: 3</td>
</tr>
<tr>
<td>Repeat Credit Max. (If repeatable):</td>
<td></td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes X</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Include course number, title, etc. exactly as it appears in the General Catalog</td>
</tr>
</tbody>
</table>

**ENVS 4101 Environmental Chemistry (3) Prereq: CHEM 2001 and CHEM 2261 or 2461 or 2660. Chemical principles applied to the study of the distribution, reactivity and toxicity of chemical species in the environment.**
Justification for Changing ENVS 4101

**Curricula and Concentrations listing CHEM 4150 as an Alternate to ENVS 4101:**
Coastal Environmental Science – CHEM 4150 is listed as alternate to ENVS 4101 in the chemistry area
Coastal Environmental Science with Applied Coastal Environmental Science and Environmental Science and Research concentrations – CHEM 4150 listed as alternate to ENVS 4101 in chemistry area of Approved coastal environmental science elective category

**Curricula and Concentrations listing both CHEM 4150 and ENVS 4101:**
*These programs are not affected as both courses are listed as options*
Biochemistry – CHEM 4150 & ENVS 4101 are listed as choices in the Group 1 area
Disaster Science & Management BA –CHEM 4150 and ENVS 4101 are listed as courses in the Environment and Ecology category of approved electives.
Disaster Science & Management Minor – both CHEM 4150 and ENVS 4101 are listed as elective courses
Geology with Environmental Geology Concentration –CHEM 4150 and ENVS 4101 are listed in footnote 2 (useful free electives in Environmental Geology).

**Justification:**
In response to the request of the Department of Chemistry to uncouple CHEM 4150 and ENVS 4101 (presently cross-listed courses), this form was prepared to remove the statement of cross-listing in the catalog course description. No other change in ENVS 4101 is requested: ENVS 4101 will retain the existing course description and course title. The Department of Chemistry is requesting significant changes in the catalog description of CHEM 4150, while ENVS 4101 has been and continues to be taught according to the presently existing catalog description under the cross-listed CHEM 4150 course. To reiterate the Department of Chemistry’s statements to this effect, “Currently CHEM 4150 and ENVS 4101 are different courses having different faculty, different content, different books and different times, even when both are offered the same semester. Their scopes of coverage are different from each other. The two courses no longer meet the definition of a cross-listed courses (same course & content just listed under different rubrics).” Chemistry’s justification indicates that, “The course description has been modified to emphasize the chemistry background used in this course to understand the chemical processes in the environment. There will not be any changes to the actual CHEM 4150 course”. Thus, it is apparent that CHEM 4150 has been taught for some time in a very different manner than intended by the original course offering as reflected in that course description. This may be appropriate for the academic programs supported by the Department of Chemistry.

However, the existing course title, course description and course content as taught in ENVS 4101 appropriately accommodates the academic programs supported by the Department of Environmental Sciences. This course has been taught by Environmental Sciences since the mid-1980s according to the original course description with curricular updates to reflect advances in the sciences. It has been extremely popular and relevant to the academic base of students in many other departments and disciplines in addition to our own students. With two sections offered each semester and enrollment of over 100 students/semester in ENVS 4101 is testimony to this statement.
ENVS 4101 Environmental Chemistry

Dr. Ralph J. Portier, Distinguished Professor of Environmental Sciences
Room 1165 Energy Coast & Environment Bldg,
School of the Coast & Environment
Department of Environmental Sciences, LSU
Baton Rouge, La. 70803

4101 Environmental Chemistry (Prereq: One course each in quantitative analysis and/or organic chemistry and/or permission of instructor. Also offered as CHEM 4150.)

Course is designed to put an "environmental perspective" into chemistry covered in earlier courses in chemistry. Subject matter will include first an overview of key concepts in environmental chemistry. Three general theme areas, namely aquatic chemistry, atmospheric chemistry and terrestrial environments will follow. Chemical principles and knowledge from the perspective of environmental transport, change and toxicological impacts, and appropriate current events pertinent to environmental chemistry will be covered. The semester will conclude with an overview on hazardous waste and waste remediation strategies, environmental biochemistry and bioterrorism, and risk assessment strategies from a sustainable environment perspective.

Important Numbers:
- Phone: (225)-578-8521 Department
- My Office: (225)-578-4287 Cell: 225-921-1518
- Laboratory: (225)-578-4288
- Office Hours: MWF: 1:30-3:00PM or by appointment T&Th
- E-mail: rportier@lsu.edu
  Email: rportie@lsu.edu

Text: Environmental Chemistry, 9th Edition
(Stanley E. Manahan, CRC Press)

All lecture materials, power points, notes, study guides, reading materials are on MOODLE.
The Course:
Lecture: 3 x 1 hour periods weekly (All lecture materials are on Moodle)
Exams: 4 one hour exams (100 pt. each) Class participation (20 pts) will also be calculated into your grade. Total Points: 420
Grade Scale: Grading scale using the +/- system (Default Moodle System):

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.00% - 100.00%</td>
</tr>
<tr>
<td>A</td>
<td>93.00% - 96.99%</td>
</tr>
<tr>
<td>A-</td>
<td>90.00% - 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87.00% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83.00% - 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80.00% - 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77.00% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73.00% - 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70.00% - 72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67.00% - 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63.00% - 66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60.00% - 62.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00% - 59.99%</td>
</tr>
</tbody>
</table>

Grading scale applies to graduates and undergraduates.
A+ grade must be ≥ 407.4 points
B+ grade must be ≥ 365.4 points
C- grade must be ≥ 294 points
Exam dates will be posted in Moodle and via e mail after the semester begins and a final class list is issued.
Course Outline: Tentative

Part One: Introductory

Environmental Science Review
Cycles, Chemical Fate & Transport (Chapter 1)
Fundamentals of Aquatic Chemistry (Chapter 3)
Green Chemistry (Chapter 2)
The Nernst Equation and L.A. Wetlands (Chapter 4)
Phase Interactions (Chapter 5)
Exam #1 (Blue Book needed)

Part Two: Aquatic Environment

Aquatic Microbial Biochemistry (Chapter 6)
Water Pollution (Chapter 7)
Chemical Analysis of Water and Wastewater (Chapter 24)
Water Treatment (Chapter 8)
Aquatic and Marine Toxicology (Chapter 23)
Exam #2 (Blue Book needed)

Part Three: Terrestrial Environments

Environmental Chemistry of Hazardous Waste (Chapter 18 & 19)
Soil and Agricultural Chemistry (Chapter 16)
Petroleum & Ecosystem Restoration
Exam #3 (Blue Book needed)

Part Four: Atmospheric Chemistry

The Atmosphere (Chapter 9)
Analysis of Atmosphere and Air Pollutants (Chapter 27)
Particulates and Atmospheric Pollution (Chapter 10)
Organic and Inorganic Air Pollutants (Chapters 11 & 12)
Photochemical Smog (Chapter 13)
Climate Change (Chapter 14)

Exam #4 Final Exam (Blue Book needed)

Other Source Materials:
Journal Articles from the following journals:
Environmental Toxicology and Water Quality
Water Environment Research, Ambio, Environmental Toxicology and Chemistry
**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** Oceanography & Coastal Science  
**College:** Coast & Environment  
**Date:** April 15, 2016

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>OCS2020</th>
<th>Title</th>
<th>Introduction to Marine Science: Field and Laboratory Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>F I E L D L A B M E T H O D S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>2</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? Yes</td>
<td>X No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Type (Indicate hours in the appropriate course type.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
</tbody>
</table>

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

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

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

**Course Description:**

**OCS 2020 INTRODUCTION TO MARINE SCIENCE: FIELD AND LABORATORY METHODS (2)** Prereq: OCS 2007 and 2008 or permission of instructor. Course designed to familiarize student with sample collection, sample processing, analytical methods, and instrumentation commonly used in marine science, as well as techniques relevant to biological, chemical, physical, and geological oceanographers.

### 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:** April 29, 2016  
**College Faculty Approval Date:** May 9, 2016

**Department Chair Signature:**  
**Date:**  
**Graduate Dean Signature:**  
**Date:**  
**College Contact:** E-mail

**College Dean Signature:**  
**Date:**  
**Chair, FS C&O Committee:**  
**Date:**

**Academic Affairs Approval:**  
**Date:**
Justification

Two current courses: OCS2007 Introduction to Marine Sciences: Geological and Physical; and OCS2008 Introduction to Marine Sciences: Life Processes, each include a 1 credit laboratory component. Both are required courses for the Coastal Environmental Sciences curriculum. Due to increasing enrolment and demand for these courses, the Department of Oceanography and Coastal Sciences has begun to offer OCS2007 and OCS2008 during both the spring and fall semesters with enrolment caps of 25 students. The laboratory component of these courses has become problematic because of the number of students in the limited existing laboratory space and because of logistical constraints on the number of students that can be transported to the LUMCON laboratory in Cocodrie, Louisiana for some field trip activities.

The Department of Oceanography and Coastal Sciences has prepared a request to remove the laboratory component from both OCS2007 and OCS2008, which would change them to 3 credit hour, lecture only courses. This request is to create a new laboratory course that combines the labs from OCS2007 and OCS2008. The new course OCS2020 will be for 2 credit hours and will have prerequisites of OCS2007 and OCS2008. Removing the labs from OCS2007 and OCS2008 and incorporating them into OCS2020 will not change the number of ours required for the CES Minor.

Two sections of OCS2020 will be offered each semester with an enrolment cap of 15 students per section for a total of 30 students. The curriculum has been redesigned to provide a more holistic learning experience for students that combines biological, chemical, physical, and geological oceanographic topics.

There will not be a final examination in this class because both OCS2007 and OCS2008 had final exams that focused on the lecture material rather than the labs and those two courses will retain their final examinations. Instead, OCS2020 will require students to prepare and defend a poster summarizing aspects of their research conducted during the laboratory activities.
OCS 2020 SYLLABUS

1.0 Course Description
Introduction to Marine Science: Field and Laboratory Methods is designed to familiarize you with, sample collection, sample processing, analytical methods, and instrumentation commonly used in marine science. The course will emphasize techniques relevant to biological, chemical, physical, and geological oceanographers. Demonstrations and practical exercises will focus on the University Lakes as a surrogate for estuarine/coastal waters. A field trip to LUMCON will provide additional experience. The class requires pre-requisites of OCS2007 and OCS2008. The course has an enrolment cap of 30 students and two parallel sections of 15 students each will be offered during each of the spring and fall semesters. All students must complete LSU’s online safety, defensive driving, and safe boating training prior to the first class.

http://sites01.lsu.edu/wp/ehs/online-laboratory-safety-training/
http://wwwprd.doa.louisiana.gov/orm/Online_Courses/Defensive_Driving_313/player.html
https://www.boat-ed.com

2.0 General Information
Instructor: TBA
TA: TBA

3.0 Office Hours
By appointment.

4.0 Class Times
Refer to schedule.

5.0 Textbook
There is no text for this class. You will be provided with hand-outs and online reference materials.

6.0 Moodle
Our class Moodle page will be operational by the end of the first week of the Semester. You can use Moodle to check your grades, upload assignments/data, communicate with the instructor, and share interesting items relating to the course with the other students. Moodle uses your official LSU email address for communication. Please ensure you check your LSU email regularly or have it forwarded to your preferred email account so that you do not miss important communications.

7.0 Grading
LSU is now using a +/- grading system. The letter grades A, B, C, and D will have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of the letter grades. The grade F (<60.0%) will not have the plus/minus distinction.

100 – 97.0 A+  <90.0 – 87.0 B+  <80.0 – 77.0 C+  <70.0 – 67.0 D+
<97.0 - 93.0  A     <87.0 - 83.0  B     <77.0 - 73.0  C     <67.0 - 63.0  D  
<93.0 - 90.0  A-   <83.0 - 80.0  B-   <73.0 - 70.0  C-   <63.0 - 60.0  D-

A+ to A− indicates distinguished mastery of the course material.
B+ to B− indicates good mastery of the course material.
C+ to C− indicates acceptable mastery of the course material.
D+ to D− indicates the minimally acceptable achievement in the course.

Your grade will be based on the following assignments/activities
In-class quizzes  10 quizzes @ 3% per quiz = 30%
Lab reports 5 reports @ 10% per report = 50%
Presentation 1 class presentation @ 20% = 20%

Total 100%

Quizzes will consist of short questions (short answers, diagrams, fill-in-the-blanks, interpretation of a graph or data). There will be no multiple-choice questions and a scantron will not be required. If you miss a quiz, you will only be allowed to make it up if your reason for being absent is documented in a manner that is acceptable to LSU. Lab reports will utilize data collected in the class. Your presentation will be in the form of a poster that will be presented during the last week of class. You will be provided with a template for the report. All reports must be submitted as PDF documents via Moodle. Late assignments lose an exponentially increasing percentage point. 1 day late = 1%, 2 days = 2%, 3 days = 4%, 4 days = 8% ...

8.0 Class Schedule

Week 1 Essentials of sampling design: 10 principles.
  • Be able to state concisely to someone else what question you are asking. Your results will be as coherent and comprehensible as your initial conception of the problem.
  • Take replicate samples within each combination of time, location, and any other controlled variable. Differences among can only be demonstrated by comparisons to differences within.
  • Take an equal number of randomly allocated replicate samples for each combination of controlled variables. Putting samples in “representative” of “typical” “places is not random sampling.
  • To test whether a condition has an effect, collect samples both where the condition is present and where the condition is absent but all else is the same. An effect can only be demonstrated by comparison with a control.
  • Carry out some preliminary sampling to provide a basis for evaluation of sampling design and statistical analysis options. Those who skip this step because they think they do not have enough time usually end of losing time.
• Verify that your sampling device or method is sampling the population that you think you are sampling, and with equal and adequate efficiency over the entire range of sampling conditions to be encountered. Variation in efficiency of sampling from area to area biases among area comparisons.

• If the area to be sampled has large-scale environmental pattern, break the area up into relatively homogeneous subareas and allocate samples to each in proportion to the size of the subarea. If it is an estimate of total abundance over the entire area that is desired, make the allocation proportional to the number of organisms in the subarea.

• Verify that your sample unit size is appropriate to the size, densities, and spatial distribution of the property you are sampling. Then estimate the number of replicate samples required to obtain the precision you want.

• Test your data to determine whether the error variation is homogeneous, normally-distributed, and independent of the mean. If it is not, as will be the case with most field data, then (a) appropriately transform the data, (b) use a non-parametric procedure; (c) use an appropriate sequential sampling design; or (d) test against simulated $H_0$ data.

• Having chosen the best statistical method to test your hypothesis, stick with the result. An unexpected or undesired result is not a valid reason for rejecting the method and hunting for a better one.

---

Week 2  Mapping the University Lakes using GPS.

Week 3  Mapping the bathymetry of a subsection of the University Lakes with an echosounder.

Week 4  Sampling sediments and grain size analysis.

Week 5  Waves and currents: using a wave tank and the principles and operation of an acoustics Doppler current profiler.

Week 6  Hydrography: Principles and operation of a CTD and rosette. Use of a YSI sonde, measuring salinity with a refractometer.

Week 7  Water Quality: Collecting water samples from the Lakes. Analysis for nitrate, nitrite, ammonium, phosphate, pH.

Week 8  Dissolved Oxygen: polarographic oxygen meters, Winkler titrations.

Week 9  Microbial Measurements: fecal coliform measurements.

Week 10 Phytoplankton Ecology: collecting, identifying, and enumerating phytoplankton.
Week 11  Primary Production: measuring phytoplankton primary production rates using light-dark bottles, fast repetition fluorometry, and $^{14}$C.

Week 12  Sampling and preserving zooplankton.

Week 13  Data analysis and statistical techniques.

Week 14  Poster Session

9.0  **Class Preparation**
Please come to class on time and prepared to learn and contribute. Most labs will require field work at the University Lakes. Arrive on time and be prepared to get wet and muddy.
REQUEST TO RENUMBER A COURSE OR CHANGE RUBRIC

School of Human Resource Education and
Department: Workforce Development
College: Human Sciences and Education
Course Title: Philosophy of Human Resource Education

Date: 04/12/2016

CURRENT course rubric & no. HRE 7003
PROPOSED course rubric & no. AEEE 7003

List all pages in the LSU General Catalog where the course appears: (attach extra sheets if necessary)
&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=HRE+7905

NOTES:
* This form may only be used to change a course number and/or rubric.
* New course numbers cannot have been used for any other course during the previous 10 years.
* The first digit of a course number may not be changed. For example, a 4000-level course cannot be given a number at any level other than the 4000-level.
* This form CANNOT be used to make changes to course titles, descriptions, contact or credit hours, prerequisites, or any other substantive characteristics of a course.
* This form authorizes the replacement of the old course rubric and number with the new course rubric and number wherever the old rubric/number appears, including all:
  - Course descriptions (prerequisites, co-requisites, cross-listings, etc.)
  - Curricula, descriptions of curricula and degree audits.
  - Concentrations, descriptions of concentrations and degree audits.
  - Minors, descriptions of minors and degree audits.
  - The General Education course list.

ATTACH JUSTIFICATION FOR REQUEST TO CHANGE COURSE NUMBER AND/OR RUBRIC

APPROVALS:
Department Faculty Approval Date 4/15/16

Department Chair's Signature 4/15/16

Graduate Dean's Signature 7/19/16

College Faculty Approval Date 4/29/16

College Dean's Approval Date 4/29/16

Chair FS C & C Committee 7/19/16

(Please print name.)
Rubric Change Justification HRE 7003 – AECE 7003

As a result of course changes in the Human Resource and Leadership Development PhD program of study, the School of Human Resource Development is planning to remove several courses from their list of requirements. Given AECE’s interest in continuing to offer these courses to our students and given that our faculty currently teach these courses this change is warranted to reflect faculty instruction and student enrollment.
March 30, 2016

To: Michael F. Burnett, Associate Dean and Department Head

Re: Rubric Change

With the anticipated change in the Human Resource and Leadership Development PhD program of study, the School of Human Resource Development is planning to remove several courses from our list of requirements. Given your department’s interest in continuing to offer these courses to your students and given that your faculty currently teach these courses, I support the following rubric changes:

Change from HRE 7003 – Philosophy of Human Resource Education to AEEE 7003 – Philosophy of Agricultural and Extension Education
Change from HRE 7905 – Advanced Research Design to AEEE 7905 – Advanced Research Design
Change from HRE 7909 – Application, Interpretation and Reporting of Research Results to AEEE 7909 – Application, Interpretation and Reporting of Research Results

Sincerely,

Reid Bates
Interim Director
School of Human Resource Education & Workforce Development
HRE 7003 Philosophy of Human Resource Education (3)

Major philosophies that have influenced human resource education; philosophical approaches to problems in human resource education.
LECTURE TIME AND LOCATION:
Tuesday 4:30 – 7:20 102 Knapp Hall

COURSE DESCRIPTION:
Major philosophies that have influenced agricultural and extension education; philosophical approaches to problems in agricultural and extension education.

COURSE OBJECTIVES:
Upon completion of this course, the student will be able to:
1. To give the student the opportunity to think. (The study of philosophy includes a great deal of gray, rather than just black-and-white. It’s a far cry from a just-only rote-memory discipline).
2. To establish the meaning of philosophy, its purposes and its uses.
3. To familiarize students with the major Western educational philosophers and their philosophies.
4. To trace the influence of the different philosophies upon educational theory, development and practice, particularly in agricultural and extension education.
5. To acquaint the students with major events and factors which have contributed to the foundation and development of agricultural and extension education.

COURSE EXPECTATIONS
Students will be expected to complete the assigned readings and review additional resources provided prior to the appointed class time in order to properly contribute to in-class discussion and assimilate concepts. As a general policy, for each hour you are in class, the student should plan on spending at least two hours doing work outside of class time.

Each student is expected to be punctual and present to all classes and to participate in class activities and discussion. Assigned papers and assignments are expected to be neat and correct mechanically and grammatically. ALL ASSIGNMENTS MUST BE TYPED. Unless specified otherwise, a hard copy of all assignments will be turned in at the beginning of the class period on the date due. Late assignments will be docked 10% for each day after they are due.

CREDIT HOUR STATEMENT
There is a new definition of a “credit-hour” at LSU. For every hour spent in class, students are expected to spend a minimum of two hours outside of class.

REQUIRED ACTIVITIES AND MATERIALS:
- 6th edition APA manual
RECOMMENDED ACTIVITIES AND MATERIALS:

- Join the Louisiana and National Association of Agricultural Association of Agricultural Educators (LATA & NAAE) for access to *The Agricultural Education Magazine*

ASSIGNMENTS

The assignments of this course are designed to assess your knowledge of the foundations of agricultural/extension education as well as to develop, refine, and challenge your personal philosophy. Specific assignment instructions will be handed out in class.

1. Initial Philosophy of Agricultural Education
2. Educational Philosophy Statement/Philosophy Inventory Reaction
3. Eight Literature Summaries
4. Two Research Article Critiques
5. Educational Philosopher Report
6. Educational Practitioner Report
7. Agricultural Education Philosophy Statement
8. Participation/Course Discussions

General Assignment Instructions

Assignments must:

1. Contain no typographical errors;
2. Contain no misspelled words;
3. Contain no grammatical errors.
4. Have correct margins (1"), double spaced, etc.
5. Be of letter quality (USE A COMPUTER)

Specific Assignment Instructions

All assignments must be typed in APA format and submitted through the course webpage. Assignments should be typed in a standard, 12-point font (i.e., Times New Roman or Arial), double-spaced with 1-inch margins. File formats must be either Microsoft Word (.doc or .docx) or Adobe PDF (.pdf).
Initial Agricultural/Extension Education Philosophy Statement
The goal of this assignment is to present your thoughts on the purpose of agricultural education. No more than 1 page is required. Citations are not required or suggested for this assignment. The statement should be what YOU believe to be true.

Educational Philosophy Statement/Inventory
For this assignment you will write a short (< 1 page) statement of your personal educational philosophy after our discussion of different schools of thought (i.e., philosophies). Indicate which school(s) of thought resonate(s) with you. After completing the initial statement, complete the educational philosophy inventory and discuss what philosophy(ies) the inventory identified for you. Discuss if these philosophies were the same or different from your initial statement.

Literature Summaries
You will be assigned a literature summary each week (total of 9) we have a reading assignment. The purpose of these assignments is to allow you the opportunity to utilize and reflect upon course concepts. This assignment should be no more than 2 pages in length and summarize the weekly reading assignments.

Two Research Article Critiques
A vital component of graduate education is the consumption and production of new knowledge in the form of research. These assignments require you to locate quality, peer-reviewed research articles (which are not a part of weekly reading assignments) related to the history, philosophy, policy, and/or practice of agricultural education. A digital copy of the article must be uploaded with your critique.

The first critique should be completed for an article about the history or philosophy of agricultural/extension education. The second critique will be completed for an article dealing with policy or practice of agricultural/extension education.


Philosopher and Practitioner Report
You will be assigned an educational philosopher and an educational practitioner and you will write a short report over each. These reports should be no more than 2 pages and include his/her educational views and what legacy/influence this individual had on education and/or agricultural education. You should include at least 2 references.

Agricultural Education Philosophy Statement
This assignment should be 3–5 pages in length and follow the formatting guidelines. This is not a personal teaching philosophy, but rather your philosophy of what the total agricultural education program should be. You should focus your writing efforts on all three components of the total agricultural education program (i.e., classroom/laboratory teaching, SAE, FFA). This paper should include at least 5 quality references to support your views.

Participation/Course Discussion
Learning from the experience of your peers is a valuable component of any course, especially in distance education. You will be assessed on the timeliness of your discussion/response posts as
well as quality of the posts. Think deeply about your posts and responses. It is acceptable (and expected) that some of you will have different views based on your past experiences. However, please be courteous and tactful in your responses. I will not tolerate posts that attack the views of another student.

I reserve the right to enact a word minimum for discussion and responses to peer posts at any point during the semester, if I feel quality is low.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignments &amp; Readings</th>
<th>Class Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions&lt;br&gt;b. Finding credible sources – LSU library, textbooks, peer-reviewed journals, etc.&lt;br&gt;c. APA style and formatting</td>
<td>Initial Philosophy of Agricultural Education</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Agricultural Education through Cooperative Extension and other Non-formal venues</td>
<td>Literature Summary&lt;br&gt;Phipps et al. (2008) Chapter 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Purpose of Agricultural Education in Schools – Early years and today</td>
<td>Literature Summary&lt;br&gt;Secondary Agricultural Science as a Content and Context for Teaching – Roberts &amp; Bail (2009)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Smith Hughes Act of 1917&lt;br&gt;b. Fundamentals of vocational education per the Smith-Hughes Act</td>
<td>First Article Critique</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Current Developments in Agricultural and Extension Education</td>
<td>Literature Summary&lt;br&gt;Questioning Our Purposes – Dr. R. Terry, Jr.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Philosophy&lt;br&gt;b. Major Schools of Thought of Philosophy</td>
<td>Literature Summary&lt;br&gt;Educational Philosophy Statement&lt;br&gt;Philosophical Inventory&lt;br&gt;A Philosophy Primer – Dr. G. Moore&lt;br&gt;A Blind Man, Elephant, and Agricultural Education – Dr. G. Moore&lt;br&gt;Phipps et al. (2008) Chapter 1&lt;br&gt;Seevers &amp; Graham (2012) Chapter 1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Philosophy II</td>
<td>Literature Summary&lt;br&gt;Teaching Philosophies of Career &amp; Technical Education – Dr. G. Petty&lt;br&gt;Agricultural Education: Building Upon Our Roots</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Overview of Educational Philosophers/Practitioners</td>
<td>Educational Philosopher/Practitioner Report Due</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Philosophy of School-based Agricultural Education and Extension Education</td>
<td>Second Article Critique</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Experiential Learning and Supervised Agricultural Experience</td>
<td>Literature Summary&lt;br&gt;Stimson &amp; Lahrop (1954) Chapter 11</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Purpose and Mission of Local Programs – Impact on Students, School, and Community</td>
<td>Philosophy of Agricultural Education</td>
<td></td>
</tr>
</tbody>
</table>

Note. Course schedule is subject to change pending unexpected circumstances.
Grading Criteria

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Agricultural Education Philosophy/Purpose Statement</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Educational Philosophy Statement and Philosophy Inventory</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Literature Reviews (9)</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Article Critiques (2)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Philosopher/Practitioner Report</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Agricultural Education Philosophy Statement</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Participation/Discussion</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>260</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale (Percent)

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% - 100%</td>
<td>A+</td>
</tr>
<tr>
<td>93% - 96%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60% - 62%</td>
<td>D-</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

POLICIES

LSU Commitment to Community:

Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment. It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates.

To demonstrate my pride in LSU, as a member of its community, I will:

- Accept responsibility for my actions;
- Hold myself and others to the highest standards of academic, personal, and social integrity;
- Practice justice, equality, and compassion in human relations;
- Respect the dignity of all persons and accept individual differences;
- Respect the environment and the rights and property of others and the University;
- Contribute positively to the life of the campus and surrounding community;
• And use my LSU experience to be an active citizen in an international and interdependent world.

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles.

**Academic Integrity**
All cases of alleged academic misconduct will be referred to the Office of the Dean of Students. More information about the Code of Student Conduct can be found at the Judicial Affairs website at this link: [http://saa.lsu.edu/code](http://saa.lsu.edu/code).

**Accessibility Statement**
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services (112 Johnston Hall) or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Counseling Services**
Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

Career Services, 1502 CEBA Building, 578-2162
Sexual Assault Victim's Advocates, Student Health Center, 578-6271
Tutoring, Peer Mentoring and Counseling, 150 Himes Hall, 578-2873
LSU Center for Academic Success Tutorial Center, B-31 Coates Hall, 578-2872
LSU Writing Center, B-18 Coates Hall, 578-4439

**Nondiscrimination Statement**
The classroom environment should encourage student respect for others and their opinions, regardless of race, color, religion, national origin, ancestry, gender, age, veteran status, and sexual orientation. Faculty and staff in the School of Human Resource Education and Workforce Development are committed to cultural diversity and nondiscrimination towards all students.
**Request for CHANGING an Existing Course**

<table>
<thead>
<tr>
<th>Department</th>
<th>CHEMISTRY</th>
<th>College</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>CHEM 4150</td>
<td>Date</td>
<td>11/7/2014</td>
</tr>
</tbody>
</table>

### PRESENT COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Environmental Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: ____, Lab/Sem/Rec: ______</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>Graduate Credit?</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Include course number, title, etc. exactly as it appears in the General Catalog</td>
</tr>
</tbody>
</table>

**CHEM 4150 Environmental Chemistry (3)** Also offered as ENVS 4101. Prereq.: CHEM 201 and CHEM 2261 or 2461 or 2600. Chemical principles applied to the study of the distribution, transport, reactivity and toxicity of chemical species in the environment.

### PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Title</th>
<th>Environmental Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ENVIRONMENTAL CHEM</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture:</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>Graduate Credit?</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week: (Indicate hours in appropriate course type.)</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Lab</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Total Weekly Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Include course number, title, etc. exactly as it appears in the General Catalog</td>
</tr>
</tbody>
</table>

**CHEM 4150 Environmental Chemistry (3)** Prereq.: CHEM 201 and CHEM 2261 or 2461 or 2600. Credit will not be given for both this course and ENVS 4101. Applying the fundamentals of quantitative analysis and organic chemistry to understand the natural and human influenced chemical processes that occur in the environment.

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

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

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

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

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

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

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

### APPROVALS

**Department Faculty Approval Date**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. M. Taylor</td>
<td>02/23/16</td>
</tr>
<tr>
<td>Michelle A. Massé</td>
<td>4/20/16</td>
</tr>
</tbody>
</table>

**College Faculty Approval Date**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krista Baron</td>
<td><a href="mailto:kbaron5@isu.edu">kbaron5@isu.edu</a></td>
</tr>
<tr>
<td>Harlan K. Baron</td>
<td>2/23/16</td>
</tr>
</tbody>
</table>

**College Dean Signature**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John B. Hoyle</td>
<td>11/11/16</td>
</tr>
</tbody>
</table>

**Academic Affairs Approval**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hauf</td>
<td>11/11/16</td>
</tr>
</tbody>
</table>
Justification for Changing CHEM 4150

**CURRICULA and CONCENTRATIONS listing CHEM 4150:**
Chemistry with Chemistry Concentration - listed as a Chemistry elective
Chemistry with Environmental Chemistry Concentration - listed as required course
Chemistry with Secondary Education Concentration - listed as a Chemistry elective

**CURRICULA and CONCENTRATIONS listing CHEM 4150 as an Alternate to ENVS 4101:**
Coastal Environmental Science - CHEM 4150 is listed as alternate to ENVS 4101 in the chemistry area
Coastal Environmental Science with Applied Coastal Environmental Science and Environmental Science and Research concentrations - CHEM 4150 listed as alternate to ENVS 4101 in chemistry area of Approved coastal environmental science elective category

**CURRICULA and CONCENTRATIONS listing both CHEM 4150 and ENVS 4101:**
*These programs are not affected as both courses are listed as options*
Biochemistry - CHEM 4150 & ENVS 4101 are listed as choices in the Group 1 area
Disaster Science & Management BA -CHEM 4150 and ENVS 4101 are listed as courses in the Environment and Ecology category of approved electives.
Disaster Science & Management Minor - both CHEM 4150 and ENVS 4101 are listed as elective courses
Geology with Environmental Geology Concentration -CHEM 4150 and ENVS 4 xxx are listed in footnote 2 (useful free electives in Environmental Geology).

**Justification:**
The CHEM 4150 course description is changed by removing the statement that this is a cross-listed course and that credit will not be given for this course and ENVS 4101. The course description has been modified to emphasize the chemistry background used in this course to understand the chemical processes in the environment. There will not be any changes to the actual CHEM 4150 course - this form is to remove the cross-listing between CHEM 4150 & ENVS 4101 and to slightly change the course description.

Currently CHEM 4150 and ENVS 4101 are different courses having different faculty, different content, different books and different times, even when both are offered the same semester. Their scopes of coverage are different from each other. The two courses no longer meet the definition of a cross-listed courses (same course & content just listed under different rubrics).

Initially, the course of CHEM 4150, Environmental Chemistry, was cross-listed with ENVS 4101, as a way to offer the same course on a regular basis (typically Fall and Spring semesters instead of only once a year). With the growth of an Environmental emphasis in the Chemistry Department (now offering a concentration in Environmental Chemistry) and the development of the Coastal Environmental Science degree, there is enough demand to offer BOTH courses on a regular basis and to tailor each course towards each curriculum.
Justification for Changing CHEM 4150

------------------------ EMAILS: ------------------------

Jan. 21, 2016
Dr. Armbrust and Dr. Wilson,

The Environmental Chemistry course, CHEM 4150, is cross-listed with ENVS 4101, with CHEM as the “home” department. (The course and its course description is listed under the Chemistry rubric in the General Catalog.) Initially, the course of CHEM 4150 was cross-listed with ENVS 4101 as a way to offer the course on a more regular basis. Currently the two courses are no longer meet the definition of a cross-listed courses. We have different faculty, different content, different books and different times. The scopes of coverage are different from each other. With the creation of an Environmental Concentration in Chemistry and the creation of the Coastal Environmental Science degree, there is enough demand to offer BOTH courses on a regular basis. Having CHEM 4150 and ENVS 4101 as separate courses (not cross-listed) will allow each course to be tailored more towards their own department’s curriculum and specialty.

The Chemistry Department is sending a Request for CHANGING an Existing Course (Form C) to the College of Science and then to the Faculty Senate Courses & Curriculum committees which will remove the cross-listing reference in the course description. I have attached a copy of this form to this email. The changes are to remove the statement, Also offered as ENVS 4101, in the course description, and to include the statement Credit will not be given for both this course and ENVS 4101. Students can’t earn credit in both CHEM 4150 and ENVS 4101. We have also slightly alter the course description to emphasize the chemistry background used to understand the chemical processes in the environment.

The net effect on the Chemistry Department will be that students pursuing a Chemistry major or minor will no longer be able to take ENVS 4101 to meet the requirements. However, since the programs in Biochemistry and Disaster Science & Management (BA and minor) list both CHEM 4150 and ENVS 4101, these students will still have a choice between the two courses.

The Environmental Sciences Departmental will also need to submit a Form C. With the form, your department will need to create your own prerequisites and course description.
The Coastal Environmental Science program will also need to decide if you wish to continue to list courses as ENVS 4101 or CHEM 4150 or only as ENVS 4101 in the curricula and in the Applied Coastal Environmental Science and Environmental Science and Research concentrations.

As part of the C&C process, we will need an email back acknowledging this change in CHEM 4150.
I will be happy to answer any questions you may have.

Linda Allen

LSU

Linda R. Allen, PhD
Director of Undergraduate Laboratories,
Undergraduate Chemistry Office
Department of Chemistry
Louisiana State University
105 Choppin Hall, Baton Rouge, LA 70803
office 225-578-2940
lallen3@lsu.edu | lsu.edu | www.lsu.edu/science/chemistry/
Justification for Changing CHEM 4150

- - - - - - - - EMAILS - - - - - - - -

Linda,

A OK with G&G. We will make note of this change.

Carol M. Wicks, PhD
Chair and Frank W. and Patricia Harrison Family Professor
Department of Geology and Geophysics
Louisiana State University
E235 Howe-Russell-Kniffen Geoscience Complex, Baton Rouge LA 70803
225-578-2692 (office) | 225-223-8187 (cell)
cwicks@lsu.edu

From: Linda Allen  
Sent: Monday, January 25, 2016 11:19 AM  
To: Carol Wicks  
Subject: Course Change in CHEM 4150 - Geology/Environ. Geology Concentration

Dear Dr. Carol Wicks,

This email is to notify you that the Chemistry Department is changing CHEM 4150. We are removing the cross-listing of this course with ENVS 4101. These two courses will now be separate courses. The Environmental Geology concentration lists both CHEM 4150 and ENVS 4xxx in footnote 2, we want to notify you of the change. While your concentration doesn’t specify both CHEM 4150 and ENVS 4101, the ENVS 4101 would count in the general ENVS 4xxx.

The CHEM 4150 course description is changed by removing the statement that this is a cross-listed course and that credit will not be given for this course and ENVS 4101. The course description has been modified to emphasize the chemistry background used in this course to understand the chemical processes in the environment. There will not be any changes to the actual CHEM 4150 course – this form is to remove the cross-listing between CHEM 4150 & ENVS 4101 and to slightly change the course description. See the proposed new course description below.

CHEM 4150 Environmental Chemistry (3) Prereq.: CHEM 2001 and CHEM 2261 or 2461 or 2060. Credit will not be given for both this course and ENVS 4101. Applying the fundamentals of quantitative analysis and organic chemistry to understand the natural and human influenced chemical processes that occur in the environment.

Please email me back with any concerns or with your approval.

Thanks,

Linda Allen
Justification for Changing CHEM 4150

Linda,

We will not challenge the change. I think Chemistry is in charge of what is required for your minor. I think we will uncouple also but we have not as yet decided that change.

Dave

From: Linda Allen  
Sent: Tuesday, February 02, 2016 6:33 PM  
To: David J Longstreth

We talked briefly about CHEM’s proposed un-cross listing of CHEM 4150 & ENVS 4101 in our C&C meeting last week. Just a reminder, that CHEM 4150 and ENVS 4101 are currently cross-listed courses. However, in practice the two courses are not alike at all anymore. ENVS 4101 is offered the same semester as CHEM 4150 but with different faculty, different times and different content. Currently both the CHEM 4150 & ENVS 4101 are listed as Group 1 Electives for the Biochemistry curriculum. So your BCH students would still be able to take either course to satisfy a Group 1 Elective. Where it might affect your students, is that the ENVS 4101 would no longer count towards a Chemistry minor.

You can check out the formal email I sent you back on 1/25. If you need me to come discuss this with you and/or Joe – I would be happy to do so.

Linda

On 1/25/2016 11:30 AM, Linda Allen wrote:
Dear Dr. Joseph Siebenaller and Dr. David Longstreth,
This email is to notify you that the Chemistry Department is changing CHEM 4150. We are removing the cross-listing of this course with ENVS 4101. These two courses will now be separate courses. This doesn’t actually affect your Biochemistry curriculum since you list both CHEM 4150 and ENVS 4101 as choices in the Group 1 area courses.

The CHEM 4150 course description is changed by removing the statement that this is a cross-listed course and that credit will not be given for this course and ENVS 4101. The course description has been modified to emphasize the chemistry background used in this course to understand the chemical processes in the environment. There will not be any changes to the actual CHEM 4150 course – this form is to remove the cross-listing between CHEM 4150 & ENVS 4101 and to slightly change the course description. See the proposed new course description below.

**CHEM 4150 Environmental Chemistry (3)**  
*Prereq.: CHEM 2001 and CHEM 2261 or 2461 or 2060. Credit will not be given for both this course and ENVS 4101. Applying the fundamentals of quantitative analysis and organic chemistry to understand the natural and human influenced chemical processes that occur in the environment.

However, this will affect some of your students who are also pursuing a Chemistry minor. By removing the cross-listing, the ENVS 4101 will no longer count towards a Chemistry minor.

Please email me back with any concerns or with your approval.  
Thanks,  
Linda Allen
Justification for Changing CHEM 4150

Dear Dr. Barry Keim, Director of the Disaster Science & Management Program

This email is to notify you that the Chemistry Department is changing CHEM 4150. We are removing the cross-listing of this course with ENVS 4101. These two courses will now be separate courses. This doesn't actually affect the Disaster Science & Management BA curriculum since both CHEM 4150 and ENVS 4101 are listed as courses in the Environment and Ecology category of approved electives. Also, the Disaster Science & Management Minor lists both CHEM 4150 and ENVS 4101 as elective courses. If you are not the correct person to see if the change will affect the Disaster Science and Management programs, please forward this email to the appropriate person.

The CHEM 4150 course description is changed by removing the statement that this is a cross-listed course and that credit will not be given for this course and ENVS 4101. The course description has been modified to emphasize the chemistry background used in this course to understand the chemical processes in the environment. There will not be any changes to the actual CHEM 4150 course – this form is to remove the cross-listing between CHEM 4150 & ENVS 4101 and to slightly change the course description. See the proposed new course description below.

CHEM 4150 Environmental Chemistry (3) Prereq.: CHEM 2001 and CHEM 2261 or 2461 or 2060. Credit will not be given for both this course and ENVS 4101. Applying the fundamentals of quantitative analysis and organic chemistry to understand the natural and human influenced chemical processes that occur in the environment.

Please email me back with any concerns or with your approval.
Thanks,
Linda Allen
Request for **CHANGING** an Existing Course

<table>
<thead>
<tr>
<th>Present Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Painting Seminar</td>
</tr>
<tr>
<td><strong>Semester Hours of Credit</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

If combination course type, # hrs. of credit for:  
Lecture: 3  
Lab/Sem/Rec:  
Repeat Credit Max. (if repeatable): 18  
Graduate Credit? Yes No

Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
Lecture Lab Seminar Recitation Intern Res/Ind Clin/Pract  
Total Weekly Contact Hours: 3  
Grading System: Letter Grade Pass/Fail x

Course Description:  
(Include course number, title, etc. exactly as it appears in the General Catalog)  
ART 7881 Painting Seminar (3): Prereq.: students currently enrolled in the graduate painting program. Pass/fail grading. May be taken for a max. of 18 sem. hrs. of credit. 3 hrs. seminar. Discussion of formal and conceptual issues related to the medium.

<table>
<thead>
<tr>
<th>Proposed Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Reading Seminar</td>
</tr>
<tr>
<td><strong>Short Title</strong></td>
<td>READING SEMINAR</td>
</tr>
<tr>
<td><strong>Semester Hours of Credit</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

If combination course type, # hrs. of credit for:  
Lecture:  
Lab/Sem/Rec:  
Repeat Credit Max. (if repeatable): 9  
Graduate Credit? Yes No

Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
Lecture Lab Seminar Recitation Intern Res/Ind Clin/Pract  
Total Weekly Contact Hours: 3  
Grading System: Letter Grade Pass/Fail  
Course Description:  
(Include course number, title, etc. exactly as it appears in the General Catalog)  
ART 7881 Reading Seminar (3): Prereq.: students currently enrolled in the graduate program. May be taken for a max. of 9 sem. hrs. of credit. 3 hrs. seminar. Readings and discussion of formal and conceptual issues in the visual arts.

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.  
Has this change been discussed with and approved by all departments/colleges affected? Yes No N/A X  
Is this course included in any curricula, concentrations, or minors? Yes X No  
If yes, please list on a separate sheet.  
Is this course a prerequisite or corequisite for other courses? Yes No X  
If yes, list courses; use separate sheet.  
Is this course on the General Education list? Yes No X

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

<table>
<thead>
<tr>
<th>Approvals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Faculty Approval Date</strong></td>
<td>4/1/16</td>
</tr>
<tr>
<td><strong>College Faculty Approval Date</strong></td>
<td>5/5/16</td>
</tr>
</tbody>
</table>

Department Chair Signature:  
(date)  
Michelle A. Harris  
Graduate Dean Signature:  
(date)  
Tom Sofranko tsofrank@lsu.edu

<table>
<thead>
<tr>
<th>Academic Affairs Approval</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Dean Signature</strong></td>
<td>5/1/16</td>
</tr>
<tr>
<td><strong>Chair FS C&amp;C Committee</strong></td>
<td>7/15/16</td>
</tr>
</tbody>
</table>

Note: When topics vary.
Justification for Art 7881 changes:

The current content of the Graduate Painting Seminar is being broadened to include reference to all Areas offering an MFA in Studio Art.

The title change from Graduate Painting to Reading Seminar is to reflect that Art 7881 will now be open to students in other studio art disciplines beyond painting and will address a wider range of readings and discussions in contemporary art.

The Pass/Fail designation of Art 7881 is an anomaly. It is the only 7,000-level class in the School of Art without a regular A-F grading scale. The course is a rigorous one that includes extensive reading and writing. Students deserve credit in the form of a grade for the work this class demands.

Reduced hours from 18 to 9 are due to the fact that there are additional 7000 level seminar offerings for graduate students to take within their specified disciplines.

This course is a requirement for the MFA degree in Studio Arts.

New Course description:
ART 7881 Reading Seminar (3) Prereq.: students currently enrolled in the graduate program. May be taken for a max. of 9 sem. hrs. of credit. 3 hrs. seminar. Readings and discussion of formal and conceptual issues in the visual arts.
Art 7881, Reading Seminar, Spring 2015
6:30 – 8:30 Tuesdays, Wetlands building

Everything has been said. But nobody listens. Therefore it has to be said all over again—only better. In order to say it better, we have to know how it was said before.

Roger Shattuck

Course Objectives
The painting seminar supplements studio practice with selected readings and discussions that help students think and write critically about what they are making.
This semester the painting seminar is divided into five thematic blocks that explore the relations of painting to perception, imagination, and the world of ideas. Class time is devoted almost exclusively to discussion of the readings below, though this conversation may also be complemented by short supplementary readings and by presentations by visiting artists and scholars.

Requirements and Grading
• Class Participation 60%. This figure is high because informed, engaged discussion of the readings is key to the success of the class. Due at the beginning of every session devoted to a reading is a list of three questions or topics of discussion that you consider significant.
• Review of a fellow student’s work 20%. The review should follow the form and length, 850 words, of those found in a typical art journal. Not only do you need to study closely the work of one of your peers, but you also need to apply the ideas from our readings. A draft of this review is due February 11, the final version April 29.
• Artist’s Statement 20%. You probably already have this important document, but it can be refined by the readings we will be doing together. A first draft is due February 18, a second draft March 11, and the final version due at the time of graduate reviews. Length: 650 words. (In addition to paper copies, all written work should be submitted electronically.)

Plus/Minus Grade System
The cut points for the various grades are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

A: This constitutes the highest mark one can receive. Demonstrating ambitious and focused projects that are technically mastered and conceptually driven. Personal growth over the semester and full participation during class critiques, lectures, and readings.

B: Above average work. This means all work was turned in on time, with a good regard for technique and intention. The level of comprehension in the work is good. Some refinement of ideas and aesthetics are needed. Participation is consistent.

C: Student maintains average work. Work is completed, but it is technically inconsistent and there are unresolved ideas. Minimal class participation.

D: Unsatisfactory work, barely meeting any requirements given in course. Little to no participation. Poor conceptual and analytical skills. Lack of technical craft.

F: Student produces little work or consistently does not have work ready at the time it is due, shows little motivation to progress as a student/artist. Little to no class participation.
Learning Outcomes

Through reading, writing, and discussion students put their work and that of their peers into a critical context that includes aesthetics, social issues, and the relation of painting to other art forms.

Thu. 1 – 16 potluck

I. The Artist’s Life: Guston; Rouseau, Satie, Jarry, Appollinaire
Tue. 1 – 21 discussion of Musa Mayer, Night Studio; Roger Shattuck, The Banquet Years, Chaps 1-6
Tue. 1 – 28 classes canceled due to weather
Tue. 2 – 4 School of London, Gallery Boisvert
Tue. 2 – 11 discussion of Musa Mayer, Night Studio; Roger Shattuck, The Banquet Years, Chaps 1-6
Tue. 2 – 18 Roger Shattuck, The Banquet Years, Chaps 7-12; Satie, Jarry, Appollinaire

II. From Perception into Form
Thu. 2 – 20 discussion of E.H. Gombrich, Art and Illusion, Intro, Chaps I – IV
Tue. 2 – 25 discussion of E.H. Gombrich, Art and Illusion, Chaps V – VIII
discussion of E.H. Gombrich, Art and Illusion, Chaps IX – Retrospect

III. From Form to Intuition
Tue. 3 – 4 Mardi Gras holiday
Tue. 3 – 11 discussion of Paul Klee, On Modern Art

IV. Dreaming into Form
Tue. 3 – 18 discussion of Freud, The Uncanny.
Tue. 3 – 25 discussion of Gaston Bachelard, The Poetics of Space, Chaps 1 - 5
Tue. 4 – 1 discussion of Gaston Bachelard, The Poetics of Space, Chaps 5 - 10

V. The Artist in Society
Tue. 4 – 8 discussion of Guy Debord, The Society of the Spectacle
Tue. 4 – 22 discussion of Guy Debord, The Society of the Spectacle
Tue. 4 – 29 discussion of Guy Debord, The Society of the Spectacle

texts: