

# **Curriculum Development Manual**



**Louisiana State University at Eunice**  
**Office of Academic Affairs**

October 5, 2022

## Preface

This manual is offered as a reference for Louisiana State University at Eunice faculty, staff, and academic administrators who deal with curricular changes and the [LSU Eunice Catalog](#). As such, it represents an attempt to consolidate under one cover the major policies and procedures relating to curriculum development at LSU Eunice.

The main emphasis is upon the practical aspects of curriculum development (e.g., instructions for completing forms, descriptions of procedures used in processing forms, and timetables and other considerations involved in course and curricular changes). Additional information concerning the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) [Substantive Change Policy](#)<sup>1</sup>, curriculum coordination, and the responsibilities of faculty, University and State officers, and the governing and coordinating boards may be found in the following documents:

1. Louisiana Constitution ([Article VIII](#)); [Bylaws and Regulations](#) of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College;
2. Board of Regents' [Academic Affairs Policies and Procedures](#);
  - a. 2.05 [Proposals for New Academic Programs/Research Units](#);
  - b. 2.06 [Board of Regents Reviews of Existing Academic Programs/Units](#);
  - c. 2.08 [Institutional Requests for Revision or Elimination of Existing Academic Programs and Administrative Units](#);
  - d. 2.11 [Approved Academic Terms and Degree Designations](#);
  - e. 2.12 [Delivery of Degree Programs Through Distance Learning Technology](#);
  - f. 2.15 [Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees](#), and;
  - g. 2.16 [Statewide General Education Requirements](#)
3. LSU Eunice [Employee Handbook](#), and;
4. LSU Eunice [Policy Statement Number 3](#) issued by the LSU Eunice Chancellor's Office
5. [LSU Eunice Catalog](#)

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<sup>1</sup> The URL for the SACSCOC Substantive Change Website is <https://sacscoc.org/accrediting-standards/substantive-changes/>. The current Substantive Change version is under the heading "Substantive change policy and related policies".

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## Curriculum Development Manual Louisiana State University at Eunice

### Section I: Purpose

The purpose of the Curriculum Development Manual is to define university policies and procedures concerning the adding, changing, or terminating of course offerings; the adding, changing, and terminating of curricula, certificates, and concentrations; and the charge and membership of the Faculty Senate Courses and Curricula Committee.

### Section II: Definitions

**Accreditation Liaison:** An LSU Eunice employee that facilitates communication with [SACSCOC](#) and maintaining compliance with the [Principles of Accreditation \(2020\)](#). Official communication between LSU Eunice and SACSCOC takes place between the Accreditation Liaison or the Chancellor and the President or the Vice President of SACSCOC. Faculty and deans should not contact SACSCOC directly on Courses and Curricula matters.

**Certificate:** Please see the Louisiana Board of Regents [Academic Affairs Policy 2.11](#): Approved Academic Terms and Degree Designations and [Academic Affairs Policy 2.15](#): Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees for the actual definitions and approval authority.

**Classification of Instructional Programs (CIP) Code:** According to the [National Center for Education Statistics](#), The [Classification of Instructional Programs](#) (CIP) Code provides a hierarchical classification (categorization) that supports the accurate tracking and reporting of fields of study and program completions activity. The CIP Codes for new programs at LSU Eunice are determined in cooperation with the Office of Academic Affairs.

**Clinical:** Student clinical experiences and practice learning environments are evidenced-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes. Students must demonstrate performance in a variety of situations and patient conditions as they continually refine their skills in order to achieve competency. Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

**Common Course Numbering System:** See [Course Articulation Matrix](#) below.

**Concentration:** Please see the Louisiana Board of Regents [Academic Affairs Policy 2.11](#): Approved Academic Terms and Degree Designations.

**Course Articulation Matrix:** The Louisiana Board of Regents coordinates, monitors,

and publishes the broadest areas of agreement relative to specific courses offered by Louisiana's public institutions of higher education. Courses in the [Master Course Articulation Matrix](#) have been evaluated by appropriate faculty at the institutions and are considered equivalent to each other and will be accepted for credit between institutions. Each course is identified using a Common Course Number (CCN) using a four-character "rubric" (i.e. prefix or department abbreviation) and a four-digit number. Each rubric begins with "C" to signify that it is a state "Common" number. The CCN is included with the course description in the [LSU Eunice Catalog](#) for those courses included on the matrix.

Review of individual courses to be on the matrix occurs after approval by the Courses and Curricula Committee. Updates to the matrix typically occur once per year and are handled administratively between the deans, Vice Chancellor for Academic Affairs and Provost, and the Board of Regents.

**Course Policy Sheet:** Course Policy Sheets detail specific information and policies beyond the syllabus for a course and are unique to individual faculty members. Course Policy Sheets may not conflict with any information in the course syllabus and should be given to students separately from the syllabus. Additional information is available in Section X part [C. Course Policy Sheet for an Individual Section of a Course](#) below.

**Credit Hour:** LSU Eunice defines a "credit hour" as the amount of work necessary to cover the required material in a course and to accomplish the intended student learning outcomes. This credit hour policy applies to all courses that award academic credit (i.e. any course that appears on an official transcript issued by the University) and is consistent with the Carnegie unit for contact time (750 minutes for each credit awarded) for a total of 2,250 minutes for each 3-credit hour course. A mandatory examination period of 120 minutes at the end of each semester is in addition to the 2,250 minutes of instruction (see the complete Definition of a Credit Hour in the [LSU Eunice Catalog](#), Section 4: General Information and [SACSCOC Policy Statement](#) on Credit Hours or the Code of Federal Regulations ([34 CFR 600.2 "Credit hour"](#))).

**CRIN:** Curriculum Inventory of Degree and Certificate Programs: [A Board of Regents document](#) that lists all available programs offered by an institution. A major usually consists of 25% or more of total hours required in an undergraduate curriculum. Establishment of a major requires prior approval by the Board of Regents.

**Curriculum:** A program of courses required for a degree in a particular field of study.

**Degree or Degree Title:** Please see the Louisiana Board of Regents [Academic Affairs Policy 2.11](#): Approved Academic Terms and Degree Designations and [Academic Affairs Policy 2.15](#): Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees for the actual definitions and approval authority.

**Distance Education:** Please see the SACSCOC definition per their [Policy Statement on Distance Education and Correspondence Courses](#) and the Louisiana Board of Regents [Academic Affairs Policy 2.12](#): Delivery of Degree Programs through Distance

Learning Technology.

**Full-time Equivalent (FTE):** 15 hours per semester for faculty

**General Education:** Per the Louisiana Board of Regents [Academic Affairs Policy 2.16](#), the general education outcomes are listed below. The number of credits per general education area per credential is available within Academic Affairs Policy 2.16 and is entitled [Statewide General Education Requirements](#):

- **English Composition:** Effective written communication skills are essential to prepare students to effectively and intelligently communicate in a variety of contexts.
- **Mathematics/Analytical Reasoning:** As a cornerstone for the liberal arts, engineering, and sciences, mathematical/analytical reasoning skills are an essential component of all disciplines.
- **Natural Sciences:** Natural sciences study both life and physical sciences in an approach to understanding the universe by studying objects, phenomena, laws of nature and the physical world.
- **Humanities:** Humanities offer a broad-based study of cultural traditions and the human condition, including everything from language, literature and religion to history, philosophy and communication.
- **Social/Behavioral Sciences:** Social and Behavioral Sciences study human behavior and the relationship between individuals and their societies.
- **Fine Arts:** The Fine Arts provide an opportunity to explore and to value aesthetic creation and form as an essential means of conceiving and expressing the human experience.

LSU Eunice's General Education Requirements are contained in General Education Requirements Section of the [LSU Eunice Catalog](#) (see left column menu of the current Catalog).

An LSU Eunice graduate will:

1. demonstrate effective communication of complex knowledge and ideas.
2. use processes, procedures, data, or evidence to solve problems and make effective decisions.
3. apply knowledge of natural science to the exploration and analysis of natural phenomena.
4. demonstrate an understanding of the cultural traditions and the human condition through a broad-based study of historical, cultural, and philosophical

concepts.

5. demonstrate an understanding of human behavior and the relationship between individuals and their societies.
6. demonstrate an aesthetic and historical understanding of the arts.

Note that all general education courses at LSU Eunice are required to identify the one primary general education outcome that the course satisfies in the syllabus. In addition, faculty are not to change the outcome number. For example, when referring to humanities, the outcome number should be four and when referring to the arts, the outcome number should be six.<sup>2</sup>

Next, faculty should keep in mind that SACSCOC Standard 9.3 in the [Principles of Accreditation \(2020\)](#) defines the general education competencies in a slightly different way and that all degree programs must conform to Standard 9.3 as well in order to be in compliance. Standard 9.3 states the following in the Principles of Accreditation:

The institution requires the successful completion of a general education component at the undergraduate level that:

- (a) is based on a coherent rationale.
- (b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent, for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas:
  - Humanities / fine arts,
  - Social / behavioral sciences, and
  - Natural science / mathematics.

These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (General education requirements) [CR].

The [CR] designates that the Standard is a “core requirement”. Non-compliance with a core requirement leads to automatic sanction by SACSCOC.

The SACSCOC Board of Trustees issued the following [Interpretation to Standard 9.3](#)

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<sup>2</sup> For further explanation, please use the numbers assigned for each general education outcome. Please do not allow the word processing software to change the number to one.

in June 2019:

Courses in basic composition that do not contain a literature component, courses in oral communication, and introductory foreign language courses are skill courses and not pure humanities courses. Therefore, for purposes of meeting this standard, none of the above may be the one course designated to fulfill the humanities/fine arts requirement in Standard 9.3.

**General Education Course:** A course at LSU Eunice approved by the General Education Committee and listed in the [LSU Eunice Catalog](#) as a general education course. LSU Eunice's General Education Committee operates independently and after the Courses and Curricula Committee has approved the course to be offered.

**Independent Study:** a form of study initiated by the students, which expands their knowledge in a particular area of interest and conducted under the supervision of a faculty member knowledgeable in the area of study.

**Internship:** a paid or unpaid learning experience that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships are typically one-time work or service experiences related to a student's major or career goal. The internship plan generally involves a student working in a professional setting under the supervision and monitoring of practicing professionals and faculty.

**Laboratory/Studio:** an active learning environment where students conduct research, experiments, or the application of professional techniques under the supervision of a member of the faculty.

**Lecture:** a presentation by a member of the faculty on a particular subject given to teach students about that subject.

**Major:** Please see the Louisiana Board of Regents [Academic Affairs Policy 2.11](#): Approved Academic Terms and Degree Designations.

**Minor:** Please see the Louisiana Board of Regents [Academic Affairs Policy 2.11](#): Approved Academic Terms and Degree Designations.

**MyCourses:** MyCourses is LSU Eunice's Learning Management System for online learning.

**Off Campus Instructional Sites:** Per SACSCOC, the location is where 50% or more of a program is offered.<sup>3</sup> LSU Eunice is required to disclose the Classification of Instructional Programs (CIP) Code and the sites that each program is available. LSU Eunice's Website is entitled [Instructional Locations](#) and is updated as Substantive Changes are approved by SACSCOC.

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<sup>3</sup> Note: 50% or more of a program taught online is considered as a site.



**Recitation:** a breakout session from a lecture course in which students meet in smaller groups each week for a designated amount of time.

**SACSCOC:** [The Southern Association of Colleges and Schools: Commission on Colleges](#) is the regional accreditor for LSU Eunice. Note that the college itself holds SACSCOC accreditation, not any one individual program.

**Seminar:** a form of academic teaching, involving small groups, in which students are required to engage in an advanced level of critical analysis and discussion during meetings with an instructor.

**Statewide Common Course Catalog:** See [Course Articulation Matrix](#).

**Substantive Change:** SACSCOC Policy defines a [substantive change](#) as a significant modification or expansion of the nature and scope of an accredited institution. Substantive change includes high-impact, high-risk changes and changes that can impact the quality of educational programs and services.

**Syllabus:** A syllabus is a guide to a course – an outline and summary of topics to be covered (see [Section X: Course Syllabus Guide](#)). It details what is expected of the student along with what the faculty member will teach and required texts. There is one syllabus per course and faculty members are not permitted to alter the syllabus in anyway. Faculty typically update a syllabus prior to each semester or academic year; however, student learning outcomes typically remain the same during an academic year due to the way data is collected for institutional effectiveness.

In addition, faculty typically have additional course requirements defined in a Course Policy Sheet (see Section X part [C. Course Policy Sheet for an Individual Section of a Course](#) below). As mentioned previously, a guide to creating a syllabus is contained in [Section X: Course Syllabus Guide](#) below. A blank template to use for creating a syllabus is available on the [Curriculum Development Manual's Website](#) along with examples from past semesters. Questions on syllabi and Course Policy Sheets should be addressed to the faculty member's dean.

**Undergraduate Certificates and Degrees:** Per the Louisiana Board of Regents [Academic Affairs Policy 2.15](#), definitions of undergraduate degrees and undergraduate/Graduate Certificates are established to:

- provide for the uniform use of degree terminology;
- promote uniform curricular requirements for similar programs;
- effect the ready transfer of course credits earned throughout the higher education system; and
- facilitate the development of appropriate articulation agreements between systems and campuses.

As a general guideline, the number of credit hours (SCH) required for a certificate should not exceed one-half of the SCHs required for the subsequent credential.

All required general education coursework must meet SACSCOC requirements. All undergraduate and graduate certifications must be reflected on the Board of Regents Curriculum Inventory (CRIN) before implementation. The certificates and degrees common to LSU Eunice are listed below. Please see the Board of Regents [Academic Affairs Policy 2.15](#): Definitions of Undergraduate/Graduate Certificates and Undergraduate Degrees for the actual definitions and approval authority.

- Certificate of Technical Studies (CTS)
- Certificate of Applied Science (CAS)
- Associate of Applied Science (AAS)
- Associate of Arts (AA)
- Associate of Science (AS)
- Associate (A)<sup>4</sup>
- Louisiana Transfer Associate (Associate of Arts Louisiana Transfer [AALT] or Associate of Science Louisiana Transfer [ASLT])

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<sup>4</sup> For LSU Eunice, this is the Associate of General Studies.

### Section III: The Courses and Curricula Committee

#### A. Charge

The charge of the Courses and Curricula Committee, a permanent committee of the [LSU Eunice Faculty Senate](#) is:

1. to act for the faculty to add, amend, delete, and define courses and curricula;
2. to forward such to the Office of Academic Affairs for appropriate disposition, which may include immediate implementation.

#### B. Membership and Committee Meetings

The Courses and Curricula Committee membership will be chosen as follows:

The following will be voting members:

- One full-time faculty member from Mathematics
- One full-time faculty member from Natural Sciences or Physical Sciences
- One full-time faculty member from Allied Health Sciences
- One full-time faculty member from Nursing
- One full-time faculty member from Business Technology
- Two full-time faculty members from Liberal Arts who are not chosen from the same discipline
- One faculty representative from the library
- Ex-Chairperson

The following will be non-voting members:

- SACSCOC Liaison Officer, ex officio (permanent member)
- One administrative representative nominated by Administrative Council
- One representative from Students Affairs
- Two student representatives chosen by the Associate Vice Chancellor for Student Affairs and Dean of Students, which must have a GPA of at least 3.0.
- Registrar, ex officio (permanent member)

Before or during the first week of the fall semester each faculty unit will meet to elect their representative(s) to this committee. Each representative will serve a one-year term.

The initial meeting of the Courses and Curricula Committee is to be held August/September of the academic year. At this meeting, the Vice Chancellor for Academic Affairs and Provost will charge the committee and inform them of their responsibilities. The following officers will be elected:

- A Committee Chair<sup>5</sup>
- A Committee Secretary

Calendar of meeting dates will be disseminated to the Faculty Council following the initial meeting. The Courses and Curricula Committee does not meet in the summer session unless there are extenuating circumstances.

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<sup>5</sup> The Committee Chair serves a second term as the ex-chair for the next academic year.

## Section IV: General Policy

The process by which the curriculum is established recognizes the various roles of the faculty, the administration, and the governing and coordinating boards. The faculty is responsible for recommendations concerning additions of new courses, changes in existing courses, and dropping of courses, as well as corresponding actions with respect to curricula, subject to the superior authority of the Board of Supervisors and the Board of Regents.<sup>6</sup> Faculty responsibilities and prerogatives in this area are clearly stated in Article I, Section 2, B, 2 of the [Regulations of the Board of Supervisors](#) of Louisiana State University and Agricultural and Mechanical College: “the faculty . . . shall establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to the authority of the Board” (p. 1). Faculty responsibility for the development and review of the curriculum is also covered in the LSU Eunice [Employee Handbook](#) and LSU Eunice [Policy Statement Number 3](#) issued by the LSU Eunice Chancellor’s Office.

In addition to the jurisdiction exercised by the LSU Board of Supervisors, [Article VIII](#) of the Louisiana Constitution of 1974 vests in the State of Louisiana Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs in Louisiana’s public colleges and universities. The means by which this constitutional mandate is exercised are detailed in the Board of Regents’ Academic Affairs Policies and Procedures available on the [Board of Regents’ Website](#), which includes criteria for the:

1. approval of new degree programs (see [Academic Affairs Policy 2.05](#)),
2. procedures for the periodic review of existing degree programs (see [Academic Affairs Policy 2.06](#)), and
3. revision or elimination of existing academic programs (see [Academic Affairs Policy 2.08](#)).

All additions, deletions, and modifications in courses and curricula including the use of distance education technology at LSU Eunice originate with divisional faculty. The request is processed on standardized forms by the Dean and sent to the Office of Academic Affairs. The Office of Academic Affairs forwards the proposal to the Faculty Senate Courses and Curricula Committee, which reviews the program and returns the request with recommendations to the Vice Chancellor for Academic Affairs and Provost.

Additions, deletions, and changes in courses as well as minor curricular revisions normally receive final approval from the Vice Chancellor for Academic Affairs and Provost. A new degree program or substantive changes in an existing program must be approved by the Chancellor and forwarded to LSU Office of Academic Affairs for review. If approved, the LSU Office of Academic Affairs presents the program to the Louisiana

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<sup>6</sup> The Faculty Senate Courses and Curricula Committee does not consider noncredit activities. All activities for which Continuing Education Units are awarded are the responsibility of the Office of Workforce Innovation and Continuing Education.

State University Board of Supervisors for review. If approved by the Board, then the LSU Office of Academic Affairs will forward the program to the Louisiana Board of Regents for appropriate action.

In the review of course additions, the need for the course must be thoroughly examined along with the proposed course content, required faculty resources, and any other financial and/or academic support considerations. Proposals for new degree programs must undergo an even more stringent review. At each level in the review process the need for the program, its relationship to institutional mission, the resources available to support it and overall program quality are carefully scrutinized. Additionally, new degree programs approved by the Board of Regents may receive only “conditional approval,” pending submission of additional information on the implementation of the program.

Faculty are expected to review course syllabi annually to reflect any changes in content or methodology. Updated syllabi are reviewed and filed on the divisional level. Periodically, courses not offered are reviewed; and, unless there is a demonstrable need to retain the course, the course is eliminated from the course inventory.

Proposed changes in courses or curricula may be made only after careful investigation of the educational and fiscal impact of the changes on the University’s overall program, after approval by appropriate University and State officers, and after due notification of students whose programs of study might be affected. Additionally, proposed changes in courses or curricula are made only after the SACSCOC Accreditation Liaison has confirmed compliance with the SACSCOC [Substantive Change Policy](#). The Accreditation Liaison signs the Courses and Curricula paperwork to confirm that the curricular change is or is not a substantive change. To the extent that they represent only additions to a division’s offerings and not substitutions in a curriculum, new courses may be implemented as soon as they have received necessary approval on the campus, even though they have not appeared in the [LSU Eunice Catalog](#).

Changes and dropping of existing courses may also be implemented as soon as the approval on the campus has been obtained, subject to the proviso that students who are proceeding legitimately under the rubrics of an earlier catalog must be accommodated so as not to delay completion of degree requirements.

New curricula may be implemented as soon as the approval has been obtained from the Board of Regents and compliance with the SACSCOC [Substantive Change Policy](#) has been confirmed, even though the new curriculum may not have appeared in the [LSU Eunice Catalog](#). Modifications and cancellations of existing curricula may not be considered officially implemented until the resulting changes appear in the LSU Eunice Catalog and compliance with the SACSCOC Substantive Change Policy has been confirmed. It should be noted that as much as two years might elapse between the time a division initiates action to add or drop a curriculum and the time the LSU Eunice Catalog reflects the change.

No changes other than simple editorial changes may be made below the level of the Board of Supervisors in any course or curriculum without appropriate approval by all

faculty and administrative offices concerned. Divisions must adhere to course and curricular descriptions as approved until the descriptions are formally changed and may not, for example, adjust the contact time, the credit hours, or the subject matter of any course or curriculum without prior approval.

The following forms exist to facilitate curricula development at LSU Eunice.

- [Courses and Curricula Form A](#): Request for the Addition of a New Course
- [Courses and Curricula Form B](#): Request to Drop a Course
- [Courses and Curricula Form C](#): Request to Change an Existing Course
- [Courses and Curricula Form D](#): Request to Add a New Curriculum
- [Courses and Curricula Form E](#): Request to Drop an Existing Curriculum
- [Courses and Curricula Form F<sub>1</sub>](#): Request Minor Changes to an Existing Curriculum
- [Courses and Curricula Form F<sub>2</sub>](#): Request Major Changes to an Existing Curriculum
- [Courses and Curricula Form G](#): Other Courses and Curricula Requests

Note that adding curricula (Form D) and dropping curricula (Form E) require the LSU Board of Supervisors and Board of Regents approval. If the curriculum involved is below the level of an Associate Degree, then the LSU Eunice Office of Financial Aid must be notified of the action to seek approval of the Department of Education.<sup>7</sup> Both require additional Board of Regents forms to be completed. Changing a curriculum (Form F) requires a memorandum discussing the change to Deputy Commissioner for Academic Affairs and Innovation at the Louisiana Board of Regents through the Office of Academic Affairs.<sup>8</sup> The additional Board of Regents forms are discussed in the directions for filling out LSU Eunice's Courses and Curricula documents in [Section VII: Courses and Curricula Documents](#) below.

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<sup>7</sup> Programs below the level of Associate Degree may be added or dropped prior to Department of Education Approval; however, new programs offered will not be eligible for financial aid.

<sup>8</sup> LSU Board of Supervisors approval is needed only if there is a change in the degree title.

## Section V: Substantive Change Policy

LSU Eunice recognizes the importance of the SACSCOC's [Substantive Change Policy](#) and has implemented this policy and procedure to ensure compliance with the policy and to inform SACSCOC of changes in accordance with its procedures and, when required, seeking approval prior to the initiation of the change.

Substantive changes, including those required by federal regulations, include:

1. Substantially changing the established mission or objectives of an institution or its programs.
2. Changing the legal status, form of control, or ownership of an institution.
3. Changing the governance of an institution.
4. Merging / consolidating two or more institutions or entities.
5. Acquiring another institution or any program or location of another institution.
6. Relocating an institution or an off campus instructional site of an institution (including a branch campus).
7. Offering courses or programs at a higher or lower degree level than currently authorized.
8. Adding graduate programs at an institution previously offering only undergraduate programs (including degrees, diplomas, certificates, and other for-credit credential).
9. Changing the way an institution measures student progress, whether in clock hours or credit hours; semesters, trimesters, or quarters; or time-based or non-time-based methods or measures.
10. Adding a program that is a significant departure from the existing programs, or method of delivery, from those offered when the institution was last evaluated.
11. Initiating programs by distance education or correspondence courses.
12. Adding an additional method of delivery to a currently offered program.
13. Entering into a cooperative academic arrangement.
14. Entering into a written arrangement under 34 C.F.R. § 668.5 under which an institution or organization not certified to participate in the Title IV Higher Education Act (HEA) programs offers less than 25% (notification) or 25-50% (approval) of one or more of the accredited institution's educational programs.
15. Substantially increase or decreasing the number of clock hours or credit hours



awarded or competencies demonstrated, or an increase in the level of credential awarded, for successful completion of one or more programs.

16. Adding competency-based education programs.
17. Adding each competency-based education program by direct assessment.
18. Adding programs with completion pathways that recognize and accommodate a student's prior or existing knowledge or competency.
19. Awarding dual or joint academic awards.
20. Re-opening a previously closed program or off campus instructional site.
21. Adding a new off campus instructional site/additional location including a branch campus.
22. Adding a permanent location at a site at which an institution is conducting a teach-out program for students of another institution that has ceased operating before all students have completed their program of study.
23. Closing an institution, a program, a method of delivery, an off campus instructional site, or a program at an off campus instructional site.

Other [substantive changes](#), including those required by federal regulations, include:

1. An institution is required to notify or secure SACSCOC approval prior to implementing a substantive change.
2. An institution is responsible for maintaining compliance at all times with Standard 14.2 (Substantive change) of the Principles of Accreditation and with the Substantive Change Policy and Procedures and related policies.
3. An institution is required to have a written substantive change policy and procedure. It must be approved through institutional processes and published in institutional documents accessible to those affected and to the public (see LSU Eunice [Policy Statement Number 84](#)). The purpose of the institution's substantive change policy and procedure is to ensure all substantive changes are reported to SACSCOC in a timely fashion as required by Substantive Change Policy and Procedures. Institutions are responsible for implementing and enforcing their substantive change policy and procedure.
4. An institution's fiscal and administrative capability to operate off campus instructional sites is assessed when a new site is reviewed for approval and as part of decennial and fifth-year interim reviews.
5. A new off campus instructional site is subject to a substantive change committee visit. A committee visit, when necessary, is authorized when a site is approved.

The committee visit ensures the site has the personnel, facilities, and resources identified by an institution in its application or prospectus and ensures the quality of instructional and support services offered at the site.

6. Different or additional requirements apply to an institution on Substantive Change Restriction. Restriction applies if an institution has been placed on Warning, Probation, or Probation for Good Cause over the prior three academic years, or if an institution is under provisional certification for participation in federal financial aid programs.
7. An institution placed or continued on Probation or Probation for Good Cause must submit to SACSCOC an institutional contingency teach-out plan within 30 days of the notification of the Board of Trustees action.

It is the Policy of LSU Eunice to report all [substantive changes](#) and representation to other agencies to SACSCOC (see LSU Eunice [Policy Statement Number 84](#)). The SACSCOC Accreditation Liaison is responsible for the review and reporting of substantive changes in consultation with the Vice Chancellor for Academic Affairs and Provost and the Chancellor. The Chancellor's Cabinet is responsible for approving any significant modification or expansion of the nature and scope of the University with the approval of the appropriate boards. As a member of the Cabinet, the Vice Chancellor for Academic Affairs and Provost and the SACSCOC Accreditation Liaison are expected to apprise the Cabinet of the applicability of the Substantive Change Policy to any change under consideration. The Accreditation Liaison notifies SACSCOC in a timely fashion of a substantive change and seeks SACSCOC approval by filing the appropriate documentation as required. The SACSCOC Accreditation Liaison is expected to keep abreast of changes in SACSCOC policies and procedures and to communicate them to appropriate offices across the campus, especially changes in the Substantive Change Policy.<sup>9</sup>

Faculty and deans sponsoring a curricula change should discuss the change with the SACSCOC Accreditation Liaison to determine if any aspect of the change is a substantive change. The signature of the Accreditation Liaison is required on the Courses and Curricula change forms. Note that the SACSCOC Accreditation Liaison cannot determine if the Courses and Curricula paperwork is filled out properly; the deans and faculty should contact the Courses and Curricula Committee Chair for this purpose.

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<sup>9</sup> The URL to the SACSCOC Substantive Change Webpage is <https://sacscoc.org/accrediting-standards/substantive-changes/>. In updating this manual, it was decided to not link directly to the Substantive Change Manual because SACSCOC retains the old versions on the website. The newest version is usually the first or second bullet under "Substantive change policy and related policies" on this website.

## Section VI: Procedures

The [Flowchart for Courses and Curricula](#) details the steps involved with any type of curricular change at LSU Eunice (see [Figure 1](#)). Shaded boxes indicate the three key decision-making points at LSU Eunice. The decisions (approved/not approved) are contained in the purple boxes while the black flowchart lines indicate forward progress and red lines indicate the process flowing back to the dean and faculty.

In **step 1**, the sponsoring faculty considers the curricula change and completes the appropriate paperwork for the Courses and Curricula Committee in consultation with the dean as necessary.

1. The dean and sponsoring faculty may consult with the SACSCOC Accreditation Liaison to determine if the curricular change is a [substantive change](#). Please note that the Accreditation Liaison cannot determine if the Courses and Curricula paperwork is completed properly.
2. The dean and faculty may consult with the Courses and Curricula Committee Chair with respect to paperwork completion.
3. Faculty are asked to be mindful of the directions on each of the Courses and Curricula Forms noting that more than one form may need to be submitted. For example, the submission of [Form A](#) to add a course may require that either [Form F<sub>1</sub>](#) for minor changes or [Form F<sub>2</sub>](#) major changes be submitted for a curricular change.
4. Faculty should note that any curricular change involving [Form D](#), [Form E](#), and [Form F<sub>1</sub>](#) or [Form F<sub>2</sub>](#) may take between 12 to 24 months because approval will likely involve the LSU Board of Supervisors and the Louisiana Board of Regents.
5. Curricular changes involving Form D, Form E, or Form F will require the faculty and dean to complete the appropriate Board of Regents Forms following LSU Eunice Campus approval (see Board of Regents [Academic Affairs Policy 2.08](#) and see [Section VII: Courses and Curricula Documents](#)).

In **step 2**, the dean proofs the proposed curricular change prior to sending it to the Office of Academic Affairs. There are several notes worth making at this point:

1. Incomplete proposals, forms filled out incorrectly or on the wrong form, the use of old forms, and forms not properly signed will be returned to the dean. The dean and sponsoring faculty should not assume that the Chair of the Courses and Curricula Committee will make corrections to the proposal so that it will be approved by the committee.
2. Either original signatures on hard copies or time stamped electronic signatures are acceptable on Courses and Curricula Forms. Signatures must be included from all faculty involved and the Director of the Library, if necessary. Note that the use of electronic signatures requires compliance with LSU [Permanent](#)

[Memorandum \(PM\) 39.](#)

3. The Courses and Curricula Committee recommends that the dean and/or the faculty sponsoring the proposed change attend the Courses and Curricula Committee meeting to answer questions from committee members.
4. Courses and Curricula proposals may be sent to the Office of Academic Affairs as a PDF followed up by paper copies or sent as paper copies only.
5. It is recommended that the proposals be either hand delivered or emailed to the administrative assistant in the Office of Academic Affairs.
6. The dean should ensure that the proposals arrive at least two weeks (ten working days) in advance of the Courses and Curricula Committee meeting. The dean or the sponsoring faculty member should not send the proposal or any supporting documents to the committee members directly. Proposals received in less than ten working days are examined and discussed at the Courses and Curricula Committee's discretion regardless of any perceived urgency by the sponsoring faculty or dean.

Updates to the original proposal should be sent to the Office of Academic Affairs and not given directly to the Chair or any Courses and Curricula Committee Members. This includes email attachments, syllabi, and other corrections.

7. If a special meeting is required, the committee may require up to seven working days to study the proposal before meeting to act on the proposal.

After completing **step 2**, the dean sends the proposal to the Office of Academic Affairs after reviewing the documents for accuracy. The administrative assistant in the Office of Academic Affairs may return forms with errors. If none are found, then the administrative assistant logs the receipt of the preliminary documents and uploads them to Courses and Curricula Teams. Notification that preliminary Courses and Curricula documents have been received is sent electronically to the Committee members. The original documents remain in the Office of Academic Affairs.

The Accreditation Liaison examines the curricular change proposal for a [substantive change](#) prior to committee meeting and signs the document with an explanation as to why the change is a substantive change or not. If the proposal represents a substantive change, the Accreditation Liaison notifies the Chair and the Office of Academic Affairs whether changes may be published or advertised to the public based on SACSCOC Policies.

Next, in **step 3**, the Courses and Curricula Committee meets on a date and time set by the Chair. The meeting may take place face-to-face, through Zoom, or through email. Regardless of how the committee conducts the business, there are three possible decisions.

**NOTE:** The Courses and Curricula Committee recommends that the faculty member(s)

responsible for a change attend the meeting at which it will be considered.

In **step 4**, the committee approves the change and the request moves forward to the Office of Academic Affairs.

In **step 5**, the committee asks for additional information and postpones a final decision on the change.<sup>10</sup> In this case, the Chair asks for additional information in writing through the Office of Academic Affairs. This may be through email; however, both the Vice Chancellor for Academic Affairs and Provost and the administrative assistant shall be copied on all email threads dealing with Courses and Curricula matters. The emails, memos, and other documentation that addresses the committee's questions are attached to the end of the proposal. The Chair may consult with the Courses and Curricula Committee electronically to complete the proposed change or may wait for the next scheduled committee meeting.

In **step 6**, the committee does not approve the change.

The Chair of the Courses and Curricula Committee distributes the meeting minutes via email to the Office of Academic Affairs, Deans, SACSCOC Accreditation Liaison, administrative assistants, and Faculty Council.

If the proposal is approved by the committee (**step 4**), the chair signs the original documents in the Office of Academic Affairs. If necessary, minor corrections are made in blue with the chair initialing each.

If additional information is requested (**step 5**), then that request and the response is documented in the meeting minutes. Any updates to the original proposal should be sent to the Office of Academic Affairs and not distributed directly to the Chair or any Courses and Curricula Committee Member. If the proposal is subsequently approved, then the chair signs the original document in the Office of Academic Affairs and makes minor corrections in blue ink initialing each. Note that the chair may ask for the proposal to be resubmitted so that more serious errors can be corrected. If the proposal is not approved by the committee, then it is so noted in the meeting minutes.

If not approved (**step 6**), the rationale is stated in the meeting minutes. The Office of Academic Affairs files the proposal with the meeting minutes that note why the proposal was not approved. At this point, the Courses and Curricula process ends for a proposal that was not approved.

In **step 7**, the Vice Chancellor for Academic Affairs and Provost decides on whether or not to approve the proposed curricular change. If the decision is in the negative as shown in **step 9**, the Vice Chancellor for Academic Affairs and Provost writes a memo

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<sup>10</sup> As mentioned previously, it is advised that the faculty member and dean submitting the proposal attend the Courses and Curricula Committee meeting to answer any questions so that delays in the approval process are avoided.

to the dean and sponsoring faculty noting the rationale for the disapproval with a copy sent to the Chair of the Courses and Curricula so the meeting minutes may be amended. The proposal remains in the Office of Academic Affairs with the disapproval memo attached as shown in **step 10**. The Courses and Curricula process ends for the proposal.

If the Vice Chancellor for Academic Affairs and Provost in **step 7** decides in the affirmative in **step 8** and the Accreditation Liaison has noted that the proposal involves a [substantive change](#) in **step 11**, the process stops until documents are sent and notification of approval is received from SACSCOC. Many types of SACSCOC substantive changes are handled directly by the Accreditation Liaison; however, more involved documents such as a prospectus for a new program or a new site that are often 100+ pages are written by the sponsoring department and dean with the assistance of the Accreditation Liaison.

**Step 11** may take place at the same time as **step 13** if approvals are required by LSU Eunice Academic Council, the Chancellor's Cabinet, the LSU Board of Advisors or the Louisiana Board of Regents. Faculty should note that a SACSCOC extensive substantive change prospectus may take two to three months to write (and document) and requires a [six-month lead time](#) for SACSCOC. As a result, the deadline for a change occurring in fall is due in December of the year before. Changes occurring in the spring are due in June of the year before. In addition, depending on the time of year, documents sent to LSU or the Board of Regents may take several months for approval. This includes adding, changing, or the elimination of a curriculum.

If the submitted proposal is not a [substantive change](#) as indicated in **step 12**, then the change is forwarded to the Chancellor for a decision in **step 14**. If the Chancellor does not approve the change as shown **step 15**, then the documents are sent back to the Vice Chancellor for Academic Affairs and Provost with a rationale to forward to the dean and the Chair of the Courses and Curricula Committee to append the meeting minutes. If the Chancellor approves as shown in **step 16**, the proposal is signed and sent back to the Office of Academic Affairs for distribution (**step 17**).

In **step 18**, the Registrar makes the necessary changes in the appropriate Catalog. **Steps 19 and 20** detail the process for an upcoming Catalog. The process is then complete in **step 20** when the dean and faculty verify the change in the Catalog. If the change applies to a current Catalog, the Registrar makes the change as noted in **step 21** with the dean and faculty verification in **step 22**. The process is completed once the Registrar sends out a campus-wide email (to all faculty, staff, and students) that there has been a change in current Catalog as shown in **step 23**. An "update" note is also placed on the Catalog's home page. This ends the process as shown in **step 24**.

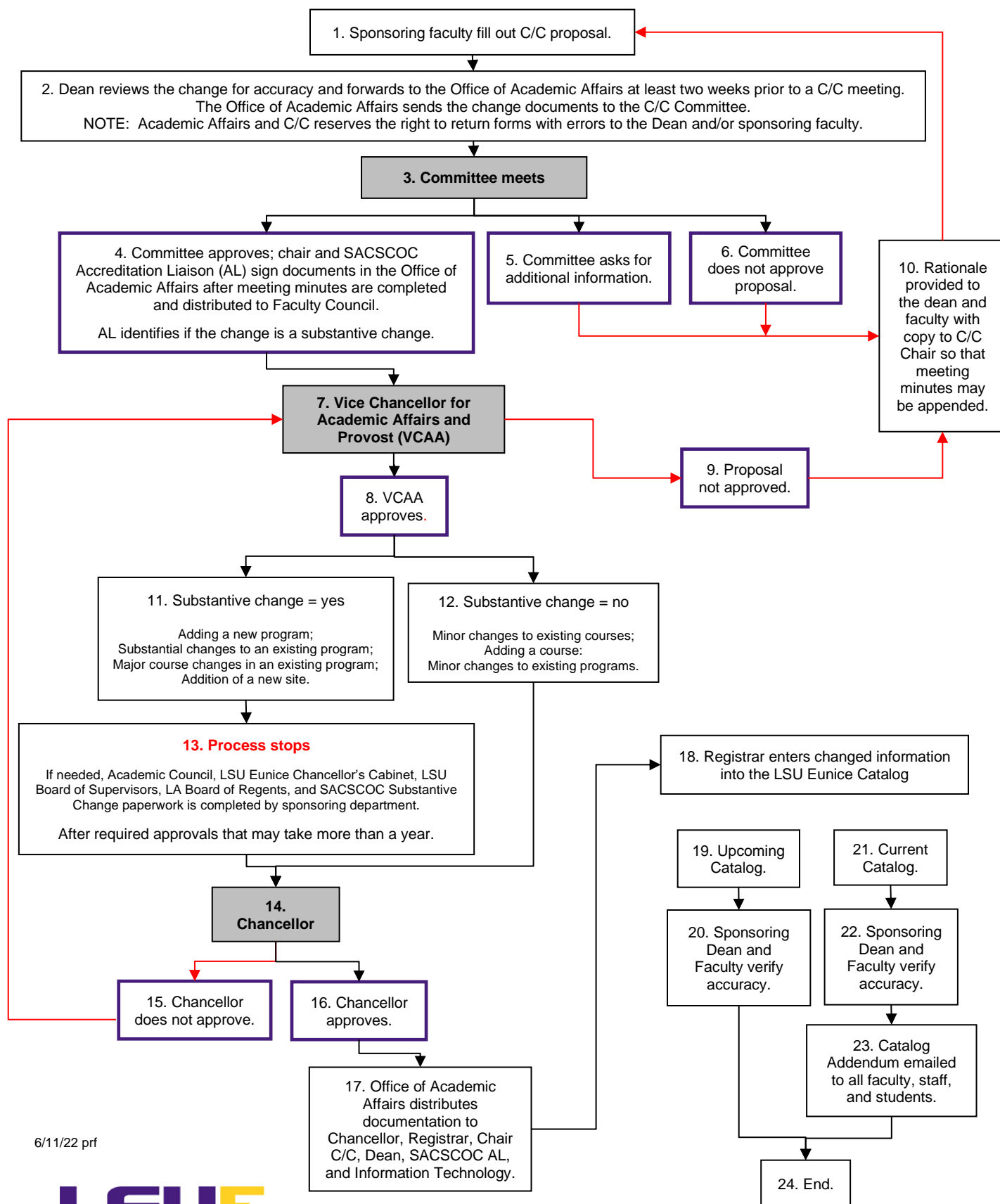
After all approvals and signatures are completed from the Vice Chancellor for Academic Affairs and Provost and the Chancellor, the original forms are sent back to the Office of Academic Affairs. The final signed curricular change documents are then scanned and uploaded to the Courses and Curricula Team by academic year and meeting date. Once the meeting minutes and the forms are finalized, the proposed curricular change

forms that came in originally are deleted from the Courses and Curricula Teams folder and are replaced by those that are signed. The hard copies are filed in the Office of Academic Affairs.

Note that the Courses and Curricula Committee does not have the authority to make determinations on the general education classification of a course. Therefore, if the request is approved, the Vice Chancellor for Academic Affairs and Provost will make a recommendation and forward the course to the General Education Committee if necessary.



Figure 1  
Flowchart for Courses and Curricula (C/C) Committee  
June 11, 2022



6/11/22 prf



## Section VII: Courses and Curricula Documents

The LSU Eunice Courses and Curricula Webpage is available at <https://www.lsue.edu/academics/cdm.php>. The Website contains this document along with links to

- the [process flowchart](#) contained in [Figure 1](#),
- the [standard syllabus layout](#),
- the [SACSCOC Substantive Change](#) Website,
- the [Louisiana Board of Regents Academic Affairs Policies and Procedures](#), and
- LSU Eunice [Policy Statement Number 84](#).

In addition, the following fillable PDF forms are posted on the Website and exist to facilitate curricula development at LSU Eunice.

- [Courses and Curricula Form A](#): Request for the Addition of a New Course,
- [Courses and Curricula Form B](#): Request to Drop a Course,
- [Courses and Curricula Form C](#): Request to Change an Existing Course,
- [Courses and Curricula Form D](#): Request to Add a New Curriculum,
- [Courses and Curricula Form E](#): Request to Drop an Existing Curriculum,
- [Courses and Curricula Form F<sub>1</sub>](#): Request Minor Changes to an Existing Curriculum,
- [Courses and Curricula Form F<sub>2</sub>](#): Request Major Changes to an Existing Curriculum, and
- [Courses and Curricula Form G](#): Other Courses and Curricula Requests

**NOTE:** The forms cannot be saved to the web. As a result, faculty and deans are asked to download the forms needed to their OneDrive or desktop so they may be saved. **Please type all information on the required forms. Handwritten forms are not accepted.**

**NOTE:** The Courses and Curricula Committee recommends that the faculty member(s) responsible for a change attend the meeting at which it will be considered.

Faculty and deans are asked to fill in the appropriate form in its entirety and double check their work prior to submitting the form(s) to the Office of Academic Affairs. File names should represent the course or curriculum being addressed in the form. For example, the use of "MATH 1021 update form C.pdf" would be appropriate if making a course change to MATH 1021. Questions on form completion may be addressed to the Courses and Curricula Committee Chair. Technical issues with forms or questions related to SACSCOC [Substantive Changes](#) may be directed to LSU Eunice's Accreditation Liaison or the Office of Academic Affairs. The next few sections detail the directions to completing each of the forms.

## A. Directions for Completing the Request for the Addition of a New Course (Form A)

The link to Courses and Curricula Form A: The Request for the Addition of a New Course is available at <https://www.lsu.edu/academics/cdm/docs/CCFormA.pdf>.

As noted on Form A, the submission of [Courses and Curricula Form D](#): The Request for Adding a New Curriculum must be completed if the new course is required as part of a new curriculum. A separate Form A is needed for each new course in the proposed curriculum. The addition of the new course should precede or occur simultaneously with the new curriculum.

In addition, the submission of [Course and Curricula Form F<sub>1</sub>](#): The Request for Minor Changes to a Curriculum is needed if the proposed change on Form A changes total number of required credit hours is altered in any program, even if the curriculum changes by one hour.<sup>11</sup>

The Section I heading information is required for the course as indicated on the form. This includes the discipline, division, date when the form is filled out, proposed course number, proposed title, semester credits along with the proposed hours per week including lecture, lab, recitation, seminar, clinical, or independent study hours (see definitions above in [Section II: Definitions](#)).<sup>12</sup>

Note that the Dean in consultation with the faculty must choose a “free” number for the course. The number of a new course must not have been used in the previous five years. The same course number and title should be used if the course is offered on another campus of LSU.

Question 1: Semester(s) normally offered – please choose all semesters that will apply to the new course. Note that choosing specific semesters or inclusion of the course in the LSU Eunice Catalog does not necessarily mean that the course will be offered every year.

Question 2: The “Effective Date” is the semester and the four-digit year (e.g., Fall, 2022) that the division is to offer the new course. While the decision to add a course is made at LSU Eunice, faculty and deans are encouraged to keep in mind that several weeks may be required to obtain final approval of a new course.<sup>13</sup> Consequently, proposals should be submitted early enough to obtain approval before the desired effective date. Some approved course requests may be implemented before they

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<sup>11</sup> If multiple courses are being added, the [Form F<sub>2</sub>](#) might be required due to the multiple changes. Faculty members are encouraged to contact the Courses and Curricula Committee Chair for clarification.

<sup>12</sup> All dates in Form A are formatted to m/d/yyyy. As a result, 12/19/2020 or 2/5/2021 is the correct formatting for their respective dates.

<sup>13</sup> The addition of a new course does not typically need LSU Board of Supervisors or the Louisiana Board of Regents Approval. Both Boards need to approve a new curriculum or major changes to an existing curriculum, if applicable.

appear in the [LSU Eunice Catalog](#).

Question 3: Enter the estimated enrollment per semester. The estimated enrollment in the course is taken as an important indication of the need for the course.

Question 4a: If the course is approved, please check either yes or no to identify whether or not new staff will be needed. If yes, attach an explanation as a PDF labeled “Response to Question 4a” using the attachment paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>14</sup> Any additional staff needed should be reflected in terms of rank, discipline, and [Full-Time Equivalent \(FTE\)](#) (e.g., Instructor in History, Part-Time (20%), Instructor in Business Administration, Part-Time (40%); Instructor in English (100%); etc.).

Question 4b: Check either yes or no to identify whether additional space, equipment, special library materials, or any major expenses are needed. If yes, attach an explanation as a PDF labeled “Response to Question 4b” using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video). An affirmative answer is required only if instructional space is not presently available or if academic support expenses are expected to exceed \$2,000.00. If either of these conditions applies, a detailed list of needs and associated costs must be attached to the proposal. Note that the approval of the course is based upon the course description and other academic considerations and does not in itself constitute approval of any additional funds or personnel.

Question 5: Type the formal catalog description in the text box provided in the Catalog format. Catalog descriptions should be a succinct declarative sentence that describes the content of the course. Care should be taken in the description that it does not describe the course material too narrowly or too broadly (see examples below).

#### Guidelines & Standard Statements for Course Descriptions

##### 1. Course Levels:

- a. Courses beginning with 000x or 00xx are developmental and carry institutional credit only
- b. Courses with 1xxx are generally first year
- c. Courses with 2xxx are generally second year

2. Credit: The number of credit hours that a course carries per semester is listed in the LSU Eunice Catalog following the course title. If the number listed is variable, (e.g. 2-4), the amount of credit that the student is to receive must be stated at the time of registration. Indication of variable credit does not mean that a course may be repeated for credit. If a course can be repeated for credit, that information must be included in the course description.

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<sup>14</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

3. Standard Statements:

- a. Credit will be given for only one of the following:
- b. Credit will not be given for this course and....
- c. May be taken for a max. of ... sem. hrs. of credit when topics vary.

4. Cross-listed Courses: When the same course is offered by more than one department, it is said to be cross-listed. Cross-listed courses have the same title, course description, course content, and course number, except in those few cases where a number is already in use in the cross-listed department and another must be chosen. Courses of different levels (e.g., 1000/2000) may not be cross listed. Only one of the courses may be taken for credit.

The department proposing a new course to be cross-listed or proposing the cross-listing of one of its existing courses is called the parent department. The entire course description will be listed in the [LSU Eunice Catalog](#) for the parent department, and the cross-listed courses are referred to by the notation “Also offered as...”; the other departments with which the course is cross-listed will show in their course descriptions only a reference to the parent course by the notation (“See...”). When the parent department drops a cross-listed course from the catalog, the parent department should inform the cross-listed department(s) beforehand. All catalog descriptions of the course are then deleted (parent and cross-listed departments). Standard Statements for cross-listed courses:

- a. Also offered as.... (Cross-listed course—parent department)
- b. See also.... (Cross-listed courses)
- c. An honors course...is also available.

5. Use the following definitions when determining pre-, co-, or concurrent requisites:

- a. Prerequisite – indicates a condition of enrollment that a student is required to meet to demonstrate readiness for enrollment in a course. A prerequisite represents a set of skills or body of knowledge that a student must possess prior to enrolling in the course and without which the student is highly unlikely to succeed. A prerequisite must be completed prior to enrolling in the course.
- b. Corequisite – indicates a condition of enrollment where the course must be taken simultaneously or prior to enrolling in another course.
- c. Concurrent – indicates a condition where a student must be enrolled in courses simultaneously.

Examples:

ECON 2035 Money, Banking and Macroeconomic Activity. Lec. 3; Cr. 3.  
Role of commercial banks, other financial institutions, and the central bank in affecting the performance of the economy; relationships of money and fiscal policy to prices, production, and employment; internal and external effects of U.S. fiscal and monetary

policy. Prerequisite: Economics 2000, 2010 and/or Economics 2030.

MATH 1552 Analytic Geometry and Calculus II. Lec. 4; Cr. 4.

Techniques of integration; applications of the integral; parametric equations, polar coordinates, sequences, and infinite series.

Prerequisite: A grade of C or better in Mathematics 1550.

RADT 1021 - Imaging Procedures I. Lec. 4; Lab. 2; Cr. 5

A study of imaging procedures related to the upper and lower extremities, shoulder girdle, pelvis and upper femora, vertebral column, and bony thorax. Course includes content on professional behavior and cultural diversity in imaging procedures.

Prerequisite(s): RADT 1001 and RADT 1091.

Corequisite(s): RADT 1011 and RADT 1092.

Question 6: Please provide an answer to the course duplication question in the text box provided. A statement must be made regarding any overlap between the proposed new course and all courses already in existence. If necessary, attach separate statements from other divisions that may offer similar or related courses as a PDF and label as "Response to Question 6" using the paperclip on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video). If significant overlap occurs, adequate justification for the new course must be attached. If no duplication exists, state "none."

Question 7: Please type the rationale for the new course including the application to new and/or existing curricula in the text box provided.

Only LSU Eunice curricula will be entered. The name of the curriculum and whether the course is required or is an elective should be indicated. If the course is designed specifically for more than one curriculum, all curricula should be cited. Catch-all phrases such as "free elective" should not be used. Also, if the course is to be required or used as an elective in another division, certification of that Dean's approval is to be attached as a PDF Form A labeled "Response to Question 7" using the paperclip on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video). The following example is given for convenience:

Required in the Computer Information Technology Curriculum, 2011-2012 Catalog, elective in the Associate of Science Curriculum, 2011-2012 Catalog.

Question 8: Please provide a complete syllabus using the standard LSU Eunice Syllabus Form indicated and attach it as a PDF to Form A labeled as "[Proposed Syllabus](#)" using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video). Additional information on the syllabus layout is available in [Section X: Course Syllabus Guide](#). Note that the course should identify only one General Education Learning Outcome if the proposal refers to a general education course (see [General Education](#) in [Section II: Definitions](#) above).

Question 9: The "Minimum Library Materials Form" is required for the creation of a new course. This form must be completed according to the directions with the Director of the Library's signature. The Director of the Library's signature is required even if no

additional library resources are needed.

Question 10: Please answer yes or no and have faculty print name and sign name using the date the form is signed along with checking approved or not approved. The request should reflect the consensus of the faculty in the discipline(s) concerned. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty. Documentation in support or dissent should be attached as a PDF to Form A labeled “Response to Question 10” using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>15</sup>

Question 11: Please answer the question yes or no. If yes, the Office of Academic Affairs will forward to the General Education Committee after all approvals are obtained for the new course. Note that the General Education Committee operates separately from the Courses and Curricula Committee and approval for the addition of a course does not necessarily mean that it will be approved as a general education course.

Question 12: Please answer yes or no if the new course is required in a new curriculum. If yes, then [Courses and Curricula Form D](#): The Request to Add a New Curriculum will need to be completed and submitted with Form A.

Question 13: Please answer yes or no if the addition of the course is changing the number of hours required for an existing certificate or degree program. If yes, then [Courses and Curricula Form F<sub>1</sub>](#): The Request for Minor Changes to an Existing Curriculum will need to be completed and submitted with Form A.<sup>16</sup>

Section III of the form begins the approval process with the dean’s signature prior to the form(s) being sent to the Office of Academic Affairs. The process for routing the documents for signatures is detailed in [Section VI: Procedures](#) (see [Figure 1](#)).

## **B. Directions for Completing the Request to Drop a Course (Form B)**

The link to Courses and Curricula Form B: The Request to Drop a Course is at <https://www.lsu.edu/academics/cdmdocs/CCFormB.pdf>.

As noted on Form B, the submission of [Courses and Curricula Form E](#): The Request to Drop a Curriculum must be completed if the course being dropped is part of an existing curriculum being dropped. A separate Form B is needed for each course being dropped from the LSU Eunice Catalog.

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<sup>15</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

<sup>16</sup> If multiple courses are being added, the [Form F<sub>2</sub>](#) might be required due to the multiple changes. Faculty members are encouraged to contact the Courses and Curricula Committee Chair for clarification.



In addition, the submission of [Course and Curricula Form F<sub>1</sub>](#): The Request for Minor Change to a Curriculum must be completed if the course being dropped changes the total number of required credit hours in a curriculum, even if the curriculum changes by one hour.<sup>17</sup>

The Section I heading information is required for the course as indicated on the form. This includes the discipline, division, date when the form is filled out, course number, title, semester credits along with the hours per week including lecture, lab, recitation, seminar, clinical, or independent study hours as appears in the current LSU Eunice Catalog (see definitions above in [Section II: Definitions](#)).<sup>18</sup>

Question 1: Semester(s) normally offered – choose all semesters that apply to the course being offered prior to the proposal being approved.

Question 2: The effective date is the beginning of the semester and four-digit year that the course is to be dropped for the first time (e.g., Fall, 2022). Courses may be dropped before the deletion is reflected in the [LSU Eunice Catalog](#), provided that students proceeding legitimately under the rubrics of an earlier catalog are accommodated so as not to delay completion of degree requirements.

Question 3: Has this request been discussed with other divisions that require the course in their curricula? An affirmative answer is required along with attaching a memo as a PDF to Form B labeled as “Response to Question 3” showing that other divisions have been consulted using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>19</sup> If any reservations concerning the requested change have been expressed by other divisions, a statement from the appropriate Dean(s) explaining the reservations should be attached to the proposal and labeled “Response to Question 3” using the method above.

Question 4: Is this course now a prerequisite for any other course(s)? Please answer yes or no. If yes, list the course(s) involved in the text box provided.

Question 5: Why is there no longer a need for this course? Please provide a brief statement in the text box provided.

Question 6: Please answer yes or no. Is the course being dropped required in any curriculum that currently exists prior to the change? Please type all curricula in the text box provided. A Courses and Curriculum [Form E](#): Request to Drop an Existing Curriculum should be submitted for each curriculum being removed and [Form F<sub>1</sub>](#):

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<sup>17</sup> While dropping a course does not require the approval of the LSU Board of Supervisors or the Louisiana Board of Regents, dropping an existing curriculum may require approval of both Boards depending on degree level. Changing a curriculum may require approval of the Board of Regents staff (or the full Board depending on the staff decision). The LSU Board of Supervisors only approves a curriculum change if a degree title is changed.

<sup>18</sup> All dates in Form B are formatted to m/d/yyyy. As a result, 12/19/2020 or 2/5/2021 is the correct formatting for their respective dates.

<sup>19</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

Request to Change an Existing Curriculum should be submitted for each curriculum affected, even if the number of credits required for the curriculum change by one credit hour.<sup>20</sup> Form F is not necessary if there are no changes in the required hours for a curriculum.

Question 7: Please answer yes or no and have faculty print name and sign name using the date the form is signed along with checking approved or not approved. The request should reflect the consensus of the faculty in the discipline(s) concerned. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty. Documentation in support or dissention should be attached as a PDF to Form B labeled “Response to Question 7” using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>21</sup>

Question 8: Does this course require review by the General Education Committee? Please answer yes if the course is a general education course and no if the course is not a general education course. If the course being dropped is a general education course, then the General Education Committee will be notified by the Office of Academic Affairs once the proposal is approved.

Section III of the form begins the approval process with the dean’s signature prior to the form(s) being sent to the Office of Academic Affairs. The process for routing the documents for signatures is detailed in [Section VI: Procedures](#) (see [Figure 1](#)).

### **C. Directions for Completing the Request to Change an Existing Course (Form C)**

The link to Courses and Curricula Form C: The Request to Change an Existing Course is at <https://www.lsu.edu/academics/cdmdocs/CCFormC.pdf>.

Only minor changes can be made in the [LSU Eunice Catalog](#) without the use of Courses and Curriculum Form C: The Request to Change an Existing Course. A minor change is one of an editorial nature only. For example, a division may choose to change a few words or restructure a sentence to provide added clarity to a course description. Divisions are authorized to make minor editorial changes in the LSU Eunice Catalog descriptions of their courses without sending Courses and Curriculum Form C: Request to Change an Existing Course through the Courses and Curricula Committee. Faculty and deans should contact the Courses and Curricula Committee Chair if there are any questions on whether a change requires Form C to be used.

Each year when the call for [LSU Eunice Catalog](#) revisions is announced, requests for

<sup>20</sup> If multiple courses are being added, the [Form F<sub>2</sub>](#) might be required due to the multiple changes. Faculty members are encouraged to contact the Courses and Curricula Committee Chair for clarification.

<sup>21</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.



minor changes in course descriptions should be sent by the Academic Deans to the Registrar's Office through the Office of Academic Affairs. The request should be in memorandum form with a separate attachment for each requested change. Each attachment must contain both the present catalog description and the proposed catalog description in formal catalog format. Upon approval, the Office of Academic Affairs will instruct the Registrar's Office to publish the change in the LSU Eunice Catalog.

If the Vice Chancellor for Academic Affairs and Provost judges the change not to be minor, the appropriate dean will be informed so that [Courses and Curricula Form C: Request to Change an Existing Course](#) may be completed.

As noted on [Form C](#) the submission of either [Form F<sub>1</sub>: Request to Make Minor Changes to an Existing Curriculum](#) or [Form F<sub>2</sub>: Request to Make Major Changes to an Existing Curriculum](#) must be completed if the course is required in any curricula and the total number of required credit hours is altered, even if a curriculum changes by one hour.<sup>22</sup>

The Section I heading information is required for the course as indicated on the form. This includes the discipline, division, date when the form is filled out, proposed course number, proposed title, existing number of semester credits along with the hours per week including lecture, lab, recitation, seminar, clinical, or independent study hours (see definitions above in [Section II: Definitions](#)).<sup>23</sup> Faculty should note that the submission of a revised syllabus for a change in an existing course is not necessary.

Question 1: Semester(s) normally offered – please choose all semesters that apply to the course being offered prior to the proposal being approved.

Question 2: Please indicate the semester and four-digit year in which the course will first be offered with the changes incorporated (e.g., Spring, 2022). Remember that several weeks may be required to obtain final approval of a change. Consequently, requests should be submitted early enough to obtain approval before the desired effective date. Approved changes may be implemented before they appear in the [LSU Eunice Catalog](#), provided students proceeding legitimately under the rubrics of an earlier catalog are accommodated so as not to delay completion of degree requirements.

Question 3: Please fill in the proposed number of credit hours per week if approved and include the number of hours lecture, lab, recitation, seminar, clinical, or independent study (see [Section II: Definitions](#)).

Question 4: Has this request been discussed with other divisions that require the

<sup>22</sup> While changing a course does not require the approval of the LSU Board of Supervisors or the Louisiana Board of Regents, major changes in a curriculum resulting from individual course changes do require notification or approval of the Board of Regents staff (or the full Board depending on the staff decision) depending on degree level. In addition, if multiple courses are being added, the [Form F<sub>2</sub>](#) might be required due to the multiple changes. Faculty members are encouraged to contact the Courses and Curricula Committee Chair for clarification.

<sup>23</sup> All dates in Form C are formatted to m/d/yyyy. As a result, 12/19/2020 or 2/5/2021 is the correct formatting for their respective dates.

course in their curricula? An affirmative answer is required along with attaching a memo as a PDF to Form C indicating that other divisions have been consulted using the paperclip icon on the left of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>24</sup> If any reservations concerning the requested change have been expressed by other divisions, a statement from the appropriate dean(s) explaining the reservations should be attached to the proposal as a PDF and labeled “Response to Question 4” using the method above.

Question 5: Is this course now a prerequisite for any other course(s)? Please answer yes or no. If yes, list the course(s) involved in the text box provided. As indicated on Form C, please do not list the prerequisite for the course being changed.

Question 6: List the present [LSU Eunice Catalog](#) description. Type the present Catalog description in the text box provided. Note that this may be a cut and paste from the current LSU Eunice Catalog.

Question 7: Please type the proposed formal catalog description in the text box provided. Catalog descriptions should be a succinct declarative sentence that describes the content of the course. Care should be taken in the description that it does not describe the course material too narrowly or too broadly (see examples below).

#### Guidelines & Standard Statements for Course Descriptions

1. Course Levels:
  - a. Courses beginning with 000x or 00xx are developmental and carry institutional credit only
  - b. Courses with 1xxx are generally first year
  - c. Courses with 2xxx are generally second year
2. Credit: The number of credit hours that a course carries per semester is listed in the LSU Eunice Catalog following the course title. If the number listed is variable, (e.g. 2-4), the amount of credit that the student is to receive must be stated at the time of registration. Indication of variable credit does not mean that a course may be repeated for credit. If a course can be repeated for credit, that information must be included in the course description.
3. Standard Statements:
  - a. Credit will be given for only one of the following:
  - b. Credit will not be given for this course and....

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<sup>24</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

- c. May be taken for a max. of ... sem. hrs. of credit when topics vary.
- 4. **Cross-listed Courses.** When the same course is offered by more than one department, it is said to be cross-listed. Cross-listed courses have the same title, course description, course content, and course number, except in those few cases where a number is already in use in the cross-listed department and another must be chosen. Courses of different levels (e.g., 1000/2000) may not be cross-listed. Only one of these courses may be taken for credit.

The department proposing a new course to be cross-listed or proposing the cross-listing of one of its existing courses is called the parent department. The entire course description will be listed in the LSU Eunice Catalog for the parent department, and the cross-listed courses are referred to by the notation “Also offered as...”; the other departments with which the course is cross-listed will show in their course descriptions only a reference to the parent course by the notation (“See...”). When the parent department drops a cross-listed course from the catalog, the parent department should inform the cross-listed department(s) beforehand. All catalog descriptions of the course are then deleted (parent and cross-listed departments).

- 5. Use the following definitions when determining pre-, co-, or concurrent requisites:
  - a. Prerequisite – indicates a condition of enrollment that a student is required to meet in order to demonstrate readiness for enrollment in a course. A prerequisite represents a set of skills or body of knowledge that a student must possess prior to enrolling in the course and without which the student is highly unlikely to succeed. A prerequisite must be completed prior to enrolling in the course.
  - b. Corequisite – indicates a condition of enrollment where the course must be taken simultaneously or prior to enrolling in another course.
  - c. Concurrent – indicates a condition where a student must be enrolled in courses simultaneously.

### Examples

ECON 2035 Money, Banking and Macroeconomic Activity. Lec. 3; Cr. 3.  
Role of commercial banks, other financial institutions, and the central bank in affecting the performance of the economy; relationships of money and fiscal policy to prices, production, and employment; internal and external effects of U.S. fiscal and monetary policy. Prerequisite: Economics 2010 and 2020; or Economics 2030.

MATH 1552 Analytic Geometry and Calculus II. Lec. 4; Cr. 4.  
Conics, arc length, transcendental functions, coordinate systems, infinite series. Prerequisite: A grade of C or better in Mathematics 1550.

NURS 2501 Nursing Concepts and Practice III. Lec. 5; Clin. 15; Cr. 10. Focuses on use of the nursing process in meeting needs of individuals experiencing multiple threats to human needs across the life span. Clinical practice provides the opportunity for development of skill in administration of safe, effective nursing care. Prerequisite: Nursing 2401. Corequisite: Nursing 2510.

Question 8: What is the rationale for the proposed change? Provide a brief statement in the text box provided.

Question 9: Please answer yes or no and have faculty print name and sign name using the date the form is signed along with checking approved or not approved. The request should reflect the consensus of the faculty in the discipline(s) concerned. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty. Documentation in support or dissention should be attached as a PDF to Form C labeled "Response to Question 9" using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>25</sup>

Question 10: Is this course currently listed as a General Education Course? Please answer yes if the course is a general education course and no if the course is not a general education course. If the course being changed is a general education course, then the General Education Committee will be contacted by the Office of Academic Affairs after all approvals have been secured. The General Education Committee will then determine if the course remains a General Education Course based on the approved changes.

Section III of the form begins the approval process with the dean's signature prior to the form(s) being sent to the Office of Academic Affairs. The process for routing the documents for signatures is detailed in [Section VI: Procedures](#) (see [Figure 1](#)).

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<sup>25</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

## D. Completing the Request to Add a New Curriculum (Form D)

### *Preliminary Information for the Request to Add a New Curriculum*

Faculty should note that no advertising may take place for a new program until all approvals have been obtained including the LSU Board of Supervisors and the Louisiana Board of Regents. In addition, offering 25-49% of a program with new content is a SACSCOC [Substantive Change](#) requiring notification. A new program offering 50-100% new content requires approval by SACSCOC and a Prospectus written by the faculty and Dean with the assistance of the Accreditation Liaison. A SACSCOC Prospectus must be sent in for approval at least six months in advance of the time that 50% or more of the new content is offered. Per the Louisiana Board of Regents and SACSCOC, LSU Eunice may offer the following degrees and certificates:

- Career and Technical Certificate (CTC),
- Certificate of Technical Studies (CTS),
- Technical Diploma (TD),
- Certificate of Applied Science (CAS),
- Certificate of General Studies (CGS),
- Associate of Applied Science (AAS),
- Associate of Arts (AA),
- Associate of Science (AS),
- Associate (A), and
- Louisiana Transfer Associate (Associate of Arts Louisiana Transfer [AALT] or Associate of Science Louisiana Transfer [ASLT]).

Faculty proposing a new curriculum should review the Board of Regents [Academic Affairs Policy 2.15](#): Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates, for requirements involving approval authority and the number of credit hours. Beyond the approval process, other considerations include general education requirements and whether the program is offered at a specific site or online. This is discussed below.<sup>26</sup>

A formal request for a new curriculum is initiated with the division's submission of a [Courses and Curricula Form D](#) for the proposed curriculum and the [Form A](#) for any new courses. LSU Eunice campus approvals are required prior to submission to the LSU Board of Supervisors or the Louisiana Board of Regents. In addition, per the Louisiana Board of Regents Academic Affairs Policy 2.05, Proposals for New Academic Programs, the [Request for Authority to Offer a New Degree Program](#) for an associate's degree or the [Proposal to Develop a New Academic Certificate Program](#) must be submitted with Courses and Curricula Form D. Note that both forms contain a budget form and a link exists for the Board of Regents [Guidelines for New Academic Program](#)

<sup>26</sup> Faculty and deans should also consider transferability while the curriculum is being developed, as transferability can become a talking point for the need of the program.

[Proposals](#) to assist in their completion.<sup>27</sup>

Faculty should also review the Board of Regents [Academic Affairs Policy 2.16: Statewide General Education Requirements](#) and the [Table of Statewide General Education Requirements](#). The proposed curriculum must include the necessary core of general education courses and conform to requirements of all accrediting agencies involved (see [Section II: Definitions](#)). Within Academic Affairs Policy 2.16, the Board of Regents lists the [requirements for courses in table form](#) that should be consulted as the curriculum for the new program is developed.

For LSU Eunice, the General Education Outcomes and courses are specified in [LSU Eunice Catalog's](#) General Education Requirements section in the left column. Please note that the courses listed in the General Education Requirements section of the LSU Eunice Catalog are approved as general education courses by the institution's General Education Committee. Courses not listed in that section may not be used as general education courses.

Faculty should also keep in mind the [SACSCOC Board of Trustees Interpretation to Standard 9.3](#) when considering general education courses. Specifically,

Courses in basic composition that do not contain a significant literature component, courses in oral communication, and introductory foreign language courses are skill courses and not pure humanities courses. Therefore, for purposes of meeting this standard, none of the above may be the one course designated to fulfill the humanities/fine arts requirement in CR 9.3. The institution is responsible for making a persuasive case that at least one of the courses it requires to meet the humanities/fine arts area does not “narrowly focus” on skills (see [Section II: Definitions](#)).

For convenience, courses labeled “pure humanities” in the General Education Requirements section of the [LSU Eunice Catalog](#) satisfy SACSCOC Standard 9.3 as being the “one” humanities or fine arts course. This is particularly important when dealing with the general education requirements for the Associate of Applied Science Degree.

Next, if the new program is to be offered through distance education technology whereby a student can earn 50% or more of required coursework, the request must comply with the Board of Regents [Academic Affairs Policies and Procedures 2.12: Delivery of Degree Programs through Distance Learning Technology](#). The form to [Request for Authority to Offer an Existing Academic Program through Distance Learning Technologies](#) must also be completed and included with Courses and Curricula [Form A](#) and [Form D](#). Submitting forms related to the Board of Regents Academic Affairs Policy 2.12 assumes that all governing boards approve the site-based program.

Once the necessary forms are submitted to the Office of Academic Affairs, the process for the curricular change is similar to that of courses as shown in [Figure 1](#). The primary

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<sup>27</sup> These Board of Regents forms assume the curriculum will be offered face-to-face.



difference is in step 11 and step 13. Most program additions involve a SACSCOC Substantive Change that must be submitted to [SACSCOC six months in advance](#). In addition, advertising may not take place until all approvals have been received from LSU Board of Supervisors and the Louisiana Board of Regents. The SACSCOC Accreditation Liaison should be consulted about program advertising and the status of the SACSCOC Substantive Change Process.

Because a new curriculum represents a sizeable investment by LSU Eunice, new curricula must be approved by Academic Council and the Chancellor's Cabinet after action is taken by the Courses and Curricula Committee and before approval by the Chancellor. Given tentative approval, the Vice Chancellor for Academic Affairs and Provost, sends the approved Courses and Curricula and Board of Regents paperwork (including the proposed budget), or a summary thereof, to Academic Council for their consideration at a regular meeting. If approved, the proposal for the new curriculum (or a summary thereof) is placed on the Chancellor Cabinet's agenda for consideration. Both Academic Council and/or Cabinet may approve, request further information, or disapprove the proposal for the new curriculum. If approved by both bodies, then the documentation is sent to the Chancellor. After approval by the Chancellor, adding a new curriculum requires the approval of the LSU Board of Supervisors and notification or approval of the Louisiana Board of Regents. Given the time to complete the forms and the number of approvals needed, it is recommended that faculty leave sufficient time to obtain all approvals – 12 to 24 months.

### ***Directions for Completing Courses and Curricula Form D: Request to Add a New Curriculum***

The link to Courses and Curricula Form D: The Request to Add a New Curriculum is at <https://www.lsu.edu/academics/cdmdocs/CCFormD.pdf>.

As noted on Form D, the submission of [Courses and Curricula Form A: The Request for the Addition of a New Course](#) must be completed for each new course being added to the LSU Eunice Catalog for the new curriculum.

The Section I heading information is required for the course as indicated on the form. This includes the discipline, division, date when the form is filled out along with the name and degree of the proposed curriculum.<sup>28</sup>

The exact designation of the proposed curriculum shall be entered (e.g., Certificate in Applied Science: Office Practices and Procedures; Associate of Science in Criminal Justice; Associate in Radiologic Technology; etc.).

Question 1: The "Effective Date" is the semester and four-digit year that the division will begin teaching the new program (e.g., Fall, 2022). Please keep in mind that 12 to 24 months may be required to secure the necessary approvals from the LSU Eunice

<sup>28</sup> All dates in Form D are formatted to m/d/yyyy. As a result, 12/19/2020 or 2/5/2021 is the correct formatting for their respective dates.

Academic Council, the Chancellor's Cabinet, the LSU Board of Supervisors, the Louisiana Board of Regents, and SACSCOC. Consequently, proposals should be submitted early enough to obtain the approvals before the desired effective date.

In addition, a new program is typically a SACSCOC Substantive Change and requires a Prospectus written by the faculty and Dean with the assistance of the Accreditation Liaison. [Deadlines](#) exist to report the change to SACSCOC. Please contact the SACSCOC Accreditation Liaison or the Office of Academic Affairs for additional information.

Question 2: Enter the estimated enrollment annually. The estimated enrollment in the proposed program is taken as an important indication of the need for the program.

Question 3: If the new curriculum is approved, please check either yes or no to identify whether new staff will be needed. If yes, attach an explanation as a PDF labeled "Response to Question 3" using the attachment paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>29</sup> Any additional staff needed should be reflected in terms of rank, discipline, and FTE (e.g., Instructor in History, Part-Time (20%), Instructor in Business Administration, Part-Time (40%); Instructor in English (100%); etc.).

Question 4: Check either yes or no to identify whether additional facility space or equipment are needed. If yes, attach an explanation as a PDF labeled "Response to Question 4" using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video). An affirmative answer is required only if instructional space is not presently available or if additional academic support is required. If either of these conditions applies, a detailed list of needs and associated costs must be attached to the proposal.

Question 5: What is the mode of delivery for the new curriculum? Please check all that apply to the new curriculum.

Question 6: Please provide the overall program concept in the text box. This includes the purpose and objectives of the proposed curriculum along with statements on the proposed student learning outcomes, the need for the program (how it is relevant to the citizens of the region that LSU Eunice serves), and how it furthers the mission and strategic goals of the institution.

Question 7 parts a – f: Please complete the tables providing the entire curriculum for the proposed program. Check the appropriate semester and enter course prefix and number, course title, and number of credit hours for each course schedule in the semester. The cells with the **red border** that total number of credit hours calculate automatically. Please add any notes needed at the bottom of each table.

Question 7 parts g – i: Enter the total number of general education hours and the total

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<sup>29</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.



number hours required in the specific program major. The total number of hours for question 7i will calculate automatically based on the numbers entered for 7g and 7h.

Question 7 part j: Enter the CIP Code agreed upon by the faculty and the Office of Academic Affairs.

Question 8: Please answer yes or no and have faculty print name and sign name using the date the form is signed along with checking approved or not approved. The request should reflect the consensus of the faculty in the discipline(s) concerned. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty. Documentation in support or dissention should be attached as a PDF to Form D labeled "Response to Question 8" using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>30</sup>

Section III of the form begins the approval process with the dean's signature prior to the form(s) being sent to the Office of Academic Affairs. The process for routing the documents for signatures is detailed in [Section VI: Procedures](#) (see [Figure 1](#)).

## E. Completing the Request to Drop an Existing Curriculum (Form E)

### *Preliminary Information to Drop a Curriculum*

Faculty should note that no advertising of a program closure may take place until all approvals have been obtained including the LSU Board of Supervisors and the Louisiana Board or Regents. Note that closing an academic program is always [SACSCOC Substantive Change](#) that requires a Teach-Out Plan.<sup>31</sup> Closing a program requires approval prior to students no longer being accepted into the program. A teach-out plan for a program closure written by the faculty and dean is submitted to the SACSCOC Accreditation Liaison when the decision is made to close the program. The teach-out plan is contained within Appendix A of the SACSCOC Substantive Change Policy and Procedures (2020) is duplicated below for convenience. Prior to responding to the Teach-Out questions, the faculty and dean should contact the Accreditation Liaison to obtain the most up-to-date version. The teach-out plan includes the following information:

1. A Substantive Change Cover Sheet completed by the Accreditation Liaison.
2. Provide the closure date, defined by SACSCOC as the date when students are no longer admitted.

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<sup>30</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

<sup>31</sup> Please note that closing a concentration within a degree program is not a SACSCOC Substantive Change.

3. An explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure.
4. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs.
5. Explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students are notified.
6. Copies of signed teach-out agreements with other institutions, if applicable.
7. A description of how faculty and staff will be redeployed or helped to find new employment.

Note: Do not submit individually identifiable student information.

Faculty and deans wishing to drop an existing curriculum will complete [Courses and Curricula Form E: Request to Drop an Existing Curriculum](#). Faculty will also need to review the Louisiana Board of Regents [Academic Affairs Policy 2.08: Institutional Requests for Revision or Elimination of Existing Academic Programs and Administrative Units](#). In addition, sponsoring faculty and deans will need to complete the Board of Regents [Request to Terminate an Academic Degree Program or Administrative/Research Unit](#) and attach it to Courses and Curricula Form E.

In [Academic Affairs Policy 2.08](#), the Board of Regents states that it “encourages campuses and their management boards to initiate self-evaluation leading to the revision or elimination of existing academic programs... [that] are under productive or of marginal quality”. In addition, in [Academic Affairs Policy 2.06](#), the Board of Regents notes that they “will periodically review and evaluate program quality and productivity at all levels of higher education. Affected institutions will be required to participate in these reviews and evaluations. Interested persons will be given an opportunity to appear before the Board of Regents prior to decisions in each particular case”.

The temporary suspension of a program does not require the approval of the Board of Regents or the LSU Board of Supervisors. While not requiring state authority, the temporary suspension of a program is considered as a closure to SACSCOC. A program closure is a substantive change requiring a Teach Out Plan.

### ***Directions for Completing Courses and Curricula Form E: Request to Drop an Existing Curriculum***

The link to Courses and Curricula Form E: The Request to Drop an Existing Curriculum is at <https://www.lsu.edu/academics/cdmdocs/CCFormE.pdf>.

As noted on Form E, the submission of [Courses and Curricula Form B](#): The Request to Drop an Existing Course must be completed for each course in the curriculum being removed from the [LSU Eunice Catalog](#). Faculty and deans should not allow the courses to remain in the LSU Eunice Catalog “because they might be offered in the future”.

The Section I heading information is required for the course as indicated on the form. This includes the discipline, division, date when the form is filled out along with the name and degree of the curriculum being dropped.<sup>32</sup>

The exact designation of the curriculum will be entered (e.g., Certificate in Applied Science: Office Practices and Procedures; Associate of Science in Criminal Justice; Associate in Radiologic Technology; etc.).

Question 1: The “Effective Date” is the semester and four-digit year (e.g., Fall, 2022) that the division will no longer admit students to the program and not when instruction will end. Please keep in mind that six to 12 months may be required to secure the necessary approvals from the LSU Board of Supervisors, the Louisiana Board of Regents, and SACSCOC. Consequently, proposals should be submitted early enough to obtain the approvals before the desired effective date.

In addition, a program closure requires approval by the SACSCOC Executive Council Teach-Out Plan written by the faculty and Dean. [Deadlines](#) exist to report the change to SACSCOC. Please contact the SACSCOC Accreditation Liaison or the Office of Academic Affairs for additional information and the most up to date version of the Teach-Out Plan from the [Substantive Change](#) Manual.

Question 2: Please enter the degree designation as shown. Note that the two typical credentials for LSU Eunice are indicated on the form. Please refer to the [Undergraduate Certificates and Degrees](#) section of [Section II: Definitions](#).

Question 3: Please list the exact title and degree as listed in the LSU Eunice Catalog.

Question 4: Please list the [Classification of Instructional Programs \(CIP\) Code](#) available from the LSU Eunice [Instructional Locations](#) webpage.

Question 5: Please provide the course prefix and number along with the course title and number of credit hours for each course being removed that is required in the curriculum being dropped. The cell with the **red borders** at the bottom of the page with the total number of credit hours being dropped will calculate automatically. Please provide any necessary notes in the text box provided.

Question 6: Please type the rationale for closing (dropping) the curriculum in the text box provided. Please provide additional details as they relate to low student demand, changing job opportunities, changing focus, program duplication, loss of funding

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<sup>32</sup> All dates in Form E are formatted to m/d/yyyy. As a result, 12/19/2020 or 2/5/2021 is the correct formatting for their respective dates.

sources, etc. as appropriate.

Questions 7 – 11 are SACSCOC related and are included in the teach-out plan.

Question 7: Please provide explanation of how affected parties will be informed of the impending closure. The response to this question must contain information on students, faculty, and staff along with documentation (with names redacted) on how each was notified. This may include PDFs of emails or postal mail sent to students, faculty, and staff.

Question 8: Please provide an explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs. The response to the question may simply involve continuing to offer certain courses over a period of time.

Question 9: Please explain whether the students subject to the teach-out plan will incur additional charges or other expenses because of the teach-out and, if so, how the students are notified. If there are no additional costs, then type “none”.

Question 10: Please provide copies of signed teach-out agreements with other institutions, if applicable. This question does not typically apply to LSU Eunice. Type “none” if there are no teach-out agreements. If teach-out agreements with other institutions do exist, then documentation must be attached.

Question 11: Please provide a description of how faculty and staff will be redeployed or helped to find new employment. Note that both – faculty and staff – must be addressed.

Question 12: Please answer yes or no and have faculty print name and sign name using the date the form is signed along with checking approved or not approved. The request should reflect the consensus of the faculty in the discipline(s) concerned. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty. Documentation in support or dissention should be attached as a PDF to Form E labeled “Response to Question 4” using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>33</sup>

Section III of the form begins the approval process with the dean’s signature prior to the form(s) being sent to the Office of Academic Affairs. The process for routing the documents for signatures is detailed in [Section VI: Procedures](#) (see [Figure 1](#)).

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<sup>33</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

## F. Completing the Request to Change an Existing Curriculum (Form F)

### *Preliminary Information to Change an Existing Curriculum*

In this addition of the Curriculum Development Manual, The Request to Change an Existing Curriculum has been split up into two Form Fs.

- [Form F<sub>1</sub>](#): The Request for Minor Changes to an Existing Curriculum and
- [Form F<sub>2</sub>](#): The Request for Major Changes to an Existing Curriculum.

Minor editorial changes in a curriculum receive final approval at LSU Eunice. Modifications of existing curricula may not be considered officially implemented until the resulting changes appear in the [LSU Eunice Catalog](#) and all approvals have been obtained. Major changes in a curriculum must be processed through the Board of Regents. Faculty and deans are encouraged to review the Board of Regents [Academic Affairs Policy 2.08](#): Institutional Requests for Revision or Elimination of Existing Academic Programs and Administrative Units. The Board of Regents has no form to request the revision of an existing curriculum. Instead, they request that a memo detailing the changes be submitted through local administration to the Deputy or Associate Commissioner for Academic Affairs. Note that the LSU Board of Supervisors approves a curriculum change only if there is a change in the title of the degree. In addition, faculty and deans should note that the Louisiana Board of Regents periodically reviews and evaluates all program quality and productivity. Participation in such reviews are mandatory. (see [Academic Affairs Policy 2.06](#): Review of Existing Academic Programs / Units).

### *Directions for Completing Courses and Curricula Form F: Request to Change an Existing Curriculum*

The link to Courses and Curricula Form F<sub>1</sub>: The Request for Minor Changes to an Existing Curriculum is at <https://www.lsu.edu/academics/cdm/docs/CCFormF1.pdf>.

The link to Courses and Curricula Form F<sub>2</sub>: The Request for Major Changes to an Existing Curriculum is at <https://www.lsu.edu/academics/cdm/docs/CCFormF2.pdf>.

As noted on Form F, the submission of [Courses and Curricula Form A](#): Request for the Addition of a New Course must be submitted if any new courses not currently in the [LSU Eunice Catalog](#) are being added to the existing curriculum. [Courses and Curricula Form B](#): The Request to Drop a Course must be completed for each course currently in the curriculum that is being removed from the LSU Eunice Catalog. Faculty and deans should not allow the courses to remain in the LSU Eunice Catalog “because they might be offered in the future”. Finally, [Courses and Curricula Form C](#): Request to Change an Existing Course must be completed if existing courses are being changed. There is no need to submit Form F for a curriculum change if course descriptions are being edited. However, [Form F<sub>1</sub>](#) must be completed if the course changes involve changing the total

number of credit hours required in the curriculum, even if it is changed by one credit hour. For more involved changes in any curriculum, faculty members should submit [Form F<sub>2</sub>](#). When in doubt on the proper Form F to submit, faculty members should contact the Courses and Curricula Committee Chair.

The Section I heading information is required for the curriculum as indicated on the form. This includes the discipline, division, date when the form is filled out along with the current name and degree of the curriculum being changed, and the proposed name of the curriculum.<sup>34</sup>

The exact designation of the curriculum will be entered (e.g., Certificate in Applied Science: Office Practices and Procedures; Associate of Science in Criminal Justice; Associate in Radiologic Technology; etc.).

Question 1: The “Effective Date” is the semester and four-digit year that the division will offer the changed (e.g., Fall, 2022). Please check the appropriate semester and enter the four-digit year. Please keep in mind that 6 to 12 months may be required to secure the necessary approvals from the LSU Board of Supervisors (only if the degree name is changing), the Louisiana Board of Regents, and SACSCOC, if required. Consequently, proposals should be submitted early enough to obtain the approvals before the desired effective date.

Question 2: Please provide a rationale for the change in the text box provided.

The next question list the changes that will take place and it is in this section that [Form F<sub>1</sub>](#) and [Form F<sub>2</sub>](#) differ. Only one of the Form Fs should be completed. Faculty should contact the Courses and Curricular Committee Chair if they have any questions. Section II (question 3) asks about the specific changes.

#### [Form F<sub>1</sub>](#):

Answer Question 3a for changes involving just a few courses. Please provide the course prefix, number, title, and number of credit hours for the existing and proposed course(s) that are being changed, but do not provide the entire curriculum. The cells with a **red border** will total automatically.

Question 3b: Please provide the current total number of credit hours required in the curriculum.

Question 3c: Please provide the proposed total number of credit hours that will be required in the curriculum.

#### [Form F<sub>2</sub>](#):

Answer Question 3a-3f in Section II for changes involving multiple courses or

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<sup>34</sup> All dates in Form F are formatted to m/d/yyyy. As a result, 12/19/2020 or 2/5/2021 is the correct formatting for their respective dates.



there is a rearrangement of the curriculum. Please list the current curriculum in its entirety by semester indicating the semester by use of the check boxes at the top of each table. If there are no changes in a given semester, then use the check box at the top to indicate “no changes” and leave the “Proposed Curriculum” blank for that semester. The cells with the **red borders** will calculate automatically.

Question 4: Please answer yes or no and have faculty print name and sign name using the date the form is signed along with checking approved or not approved. The request should reflect the consensus of the faculty in the discipline(s) concerned. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty. Documentation in support or dissention should be attached as a PDF to Form F labeled “Response to Question 5” using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>35</sup>

Section IV of the form begins the approval process with the dean’s signature prior to the form(s) being sent to the Office of Academic Affairs. The process for routing the documents for signatures is detailed in [Section VI: Procedures](#) (see [Figure 1](#)).

## **G. Processing Requests Relating to Courses and Curricula other than on Courses and Curricula Forms A-F**

### ***Preliminary Information for Other Requests***

Several matters crucial to curriculum development and control do not lend themselves to description on the Courses and Curriculum Forms. For the most part, such matters constitute policy considerations (e.g., core requirements for curricula, criteria for independent study, program prerequisites, special circumstances for program requirements other than course requirements, and topics courses, etc.).

When Courses and Curriculum Forms may not be appropriate for such a request, the sponsoring faculty, dean, academic office, committee, council, etc., will forward the request as a memorandum attached to [Courses and Curricula Form G: Other Courses and Curricula Requests](#) through channels to the Office of Academic Affairs. The memorandum shall include a description of the issue, a solution, and a rationale for the solution proposed. The request is then handled using the process flowchart like all other requests (see [Figure 1](#)).

### ***Directions for Completing Courses and Curricula Form G: Other Courses and***

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<sup>35</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.

## Curricula Requests

The link to Courses and Curricula Form G: Other Courses and Curricula Requests is at <https://www.lsu.edu/academics/cdmdocs/CCFormG.pdf>.

The Section I heading information is required for the curriculum as indicated on the form. This includes the discipline, division, and date when the form is filled out along with the current name and degree of the curriculum being changed, and the proposed name of the curriculum.<sup>36</sup>

The exact designation of the curriculum will be entered (e.g., Certificate in Applied Science: Office Practices and Procedures; Associate of Science in Criminal Justice; Associate in Radiologic Technology; etc.).

Question 1: The “Effective Date” is the semester and four-digit year that the division will recognize the change (e.g., Fall, 2022). Please check the appropriate semester and enter the four-digit year.

Question 2: Please provide a brief summary of the Courses and Curricula issue as described in the memorandum attached. Please do not reproduce the entire memorandum.

Question 3: Please provide a brief summary of the rationale for the change in the text box provided as described in the memorandum.

Question 4: Please answer yes or no and have faculty print name and sign name using the date the form is signed along with checking approved or not approved. The request should reflect the consensus of the faculty in the discipline(s) concerned. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty. Documentation in support or dissention should be attached as a PDF to Form G labeled “Response to Question 4” using the paperclip icon on the left side of the Adobe form (see directions [here](#) as a PDF or [here](#) for the video).<sup>37</sup>

Section III of the form begins the approval process with the dean’s signature prior to the form(s) being sent to the Office of Academic Affairs. The process for routing the documents for signatures is detailed in [Section VI: Procedures](#) (see [Figure 1](#)).

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<sup>36</sup> All dates in Form G are formatted to m/d/yyyy. As a result, 12/19/2020 or 2/5/2021 is the correct formatting for their respective dates.

<sup>37</sup> If the Courses and Curricula Forms are delivered to the Office of Academic Affairs using paper, please attach documents to the form in the order they appear in the questions.



## Section VIII: Program Expansion

As noted in Section IV: General Policy,

The process by which the curriculum is established recognizes the various roles of the faculty, the administration, and the governing and coordinating boards. The faculty is responsible for recommendations concerning additions of new courses, changes in existing courses, and dropping of courses, as well as corresponding actions with respect to curricula, subject to the superior authority of the Board of Supervisors and the Board of Regents. Faculty responsibilities and prerogatives in this area are clearly stated in Article I, Section 2, B, 2 of the [Regulations of the Board of Supervisors](#) of Louisiana State University and Agricultural and Mechanical College: “the faculty . . . shall establish curricula, fix standards of instruction, determine requirements for degrees, and generally determine educational policy, subject to the authority of the Board” (p. 1). Faculty responsibility for the development and review of the curriculum is also covered in the LSU Eunice [Employee Handbook](#) and LSU Eunice [Policy Statement Number 3](#) issued by the LSU Eunice Chancellor’s Office.

Given this, program expansion falls under purview of the faculty whether the expansion is at an existing site or a new off-campus instructional location. While there are no Courses and Curricula documents for a program expansion, the program director of the affected program and the dean shall write a memo to the Vice Chancellor for Academic Affairs and Provost detailing the nature of the expansion. At minimum, the memorandum shall include

1. Name of the program,
2. Name of partner, if applicable,
3. Name of the site and whether it is a new off-campus instructional location,
4. The reason for the expansion,
5. How the expansion supports the strategic goals and mission of LSU Eunice,
6. Number of prospective students,
7. Changes in staff and faculty,
8. Changes in equipment,
9. Budget statement for at least three years detailing partner’s share and LSU Eunice’s share, and
10. The potential for additional graduates.

The Vice Chancellor for Academic Affairs and Provost will then present the information

and invite the program director and dean to present the information at the next regular meeting of the Academic Council. The Academic Council may approve, ask for additional information, or disapprove the proposed expansion. If approved, then the proposal will be sent to the Chancellor's Cabinet for final approval. Program expansions do not require the approval of the LSU Board of Supervisors or the Louisiana Board of Regents.

## Section IX: Specific Issues and Clarifications

The following are specialized problems that, on occasion, arise. Any questions not covered in this manual or any explanations that are not clear should be brought to the attention of the Office of Academic Affairs for consideration and resolution.

1. Independent study:
  - a. No more than three credit hours of independent study may be offered in a discipline or included in an associate degree or certificate curriculum.
  - b. The topic pursued by a student in an independent study course will be reported to the Registrar's Office at the commencement of the semester and will be entered on the student's permanent ledger (e.g., English 2920 Independent Work – The Canterbury Tales).
2. Selected topics courses:
  - a. A course in which the topic may vary from semester to semester will be identified as "Selected Topics." Such courses may include current topics or special topics not adequately covered in existing courses.
  - b. Selected topics courses are subject to the following restrictions:
    - i. There will normally be only one selected topics course in any single discipline.
    - ii. No course may be offered on a topic which is already listed as a separate course in the [LSU Eunice Catalog](#).
    - iii. No course may be conducted on the same topic more than two successive semesters. If there is a need for a third offering of the topic, it must be submitted to the Faculty Senate Courses and Curricula Committee for approval as a regularly offered course using [Courses and Curricula Form A: Request for the Addition of a New Course](#).
    - iv. The area of study for a given semester must be reported to the Registrar's Office and will be entered on the permanent ledgers of the students enrolled (e.g., Nursing 2920 Selected Topics – Professional Ethics).
    - v. An updated course syllabus must be filed in the divisional office before a topics course is offered.
3. Repeating courses for credit:
  - a. Independent study courses and selected topics courses may be repeated for credit provided that such a provision is included in the catalog description. However, no more than three credit hours may be earned in an independent

studies course or more than six credit hours in a selected topics course.

4. Dividing a course into two course offerings:

- a. If a division wishes to divide an existing course into two course offerings, one of two options should be followed:
  - i. The old course can be dropped via [Courses and Curricula Form B](#) and the two new courses added (both with new numbers) using [Courses and Curricula Form A](#) for each new course.
  - ii. The old course can be revised (but retaining the old number) via [Courses and Curricula Form C](#) and a new course added using [Courses and Curricula Form A](#).

5. Changing a discipline designation:

- a. If a division wishes to change the discipline designation of a group of its courses (e.g., changing the “Management” courses to “Management Administration”), the dean will submit [Courses and Curricula Form C](#) with an attachment listing those courses that are to be changed (and following the instructions for completing Courses and Curricula Form C). Complete catalog descriptions are not necessary.

6. Designation of electives in a curriculum:

- a. Electives may be designated in a curriculum four ways:
  - i. General Education Electives—This is defined as courses that are required to meet general education requirements mandated by the University, the Board of Regents, and SACSCOC. They are listed as general education courses and listed in the General Education Section of the [LSU Eunice Catalog](#) (see [General Education](#) In [Section II: Definitions](#) above).
  - ii. Electives – This is defined as a free choice by the student from among all existing courses in the class schedule.
  - iii. Approved electives – This is defined as courses requiring faculty approval.

In parentheses and to the right of the term “Approved Electives” any restrictions to be imposed must be indicated:

- Approved Electives (any course in history, sociology, or political science) 6 hrs.
- Approved Electives (any course outside the Division of Business and Technology) 12 hrs.
- Approved Electives (any science course, excluding mathematics) 8 hrs.

iv. If a choice of courses within a specific field is to be allowed, only the field should be designated:

- English                    3 hrs.
- Philosophy                3 hrs.

7. Non-credit activities:

- a. The Faculty Senate Courses and Curricula Committee does not consider noncredit activities. Noncredit activities directed exclusively toward regular students or employees of the University may be planned and implemented at the discretion of the academic or administrative unit most directly concerned. Noncredit activities involving other groups will normally constitute continuing education and/or public service functions and will be coordinated by the Office of Workforce Innovation and Continuing Education unless specifically assigned to another academic or administrative unit. All activities for which Continuing Education Units (CEU's) are awarded are the responsibility of the Office of Workforce Innovation and Continuing Education.
- b. Continuing education and public service activities will be conducted in accordance with provisions published by the SACSCOC meaning that activities will be open to all that wish to attend and that events are evaluated for effectiveness. Contact the SACSCOC Accreditation Liaison for further information.

8. Requirements for short courses:

- a. Courses are normally approved on the assumption that they will be offered within the context of a regular semester or summer session. Occasionally, courses may be proposed which are designed to be offered over a shorter period. The following criteria will apply to short courses:
- i. Course content will assume an appropriate preparatory background on the part of all participants. The content must be of worth, advanced in character, and intellectually challenging.
  - ii. The course must be conducted in an academically competitive mode; grades shall be assigned based on the relative excellence of students' performances on examinations, oral presentation, written papers, and/or other evidence of mastery of subject matter.
  - iii. The course must comply with the definition of a credit hour in the LSU Eunice Catalog and SACSCOC Policy Statement on Credit Hours (see [Credit Hour](#): In [Section II: Definitions](#)).
  - iv. The content should be sufficiently demanding during the progress of the course that the average student enrolled must spend approximately two clock hours in study, drill, writing, review, or other forms of preparation for

each fifty (50) to sixty (60) minutes the class is in session.

9. Administrative approval:

- a. All Courses and Curriculum Forms call for the approval signature of appropriate administrators. LSU has carefully delineated the responsibilities of both the faculty and administration in establishing courses and curricula (see Article I of the [Regulations of the Board of Supervisors](#)). No administrator is required to sign a request that they disapprove; however, if petitioned to do so, the administration must pass the request along through normal channels provided it represents the majority view of the faculty involved. In such cases, an explanation of objections is to be attached for appropriate consideration at the next highest level.

## Section X: Course Syllabus Guide

### A. General Policy:

The course syllabus contains a comprehensive overview of the course. Since it serves the informational needs of students, faculty, administrators, and accrediting agencies, the syllabus must be complete, accurate, and clear. There is one syllabus per course and each faculty member is responsible for the preparation and maintenance of syllabi for each course taught. Syllabi are to be updated as needed and should have the current academic year and last revision date toward the top of the first page of the document. Once revisions for a syllabus are finalized for a semester or academic year, individual faculty may not change it. Errors should be reported to the dean of the division. Deans are responsible for ensuring that adjunct faculty members have access to the most recent version of the syllabus for a course being taught. A complete file of course syllabi for all courses offered in any given academic year will be maintained in the division's office. In addition, faculty are to provide each student enrolled in the course with a copy of the course syllabus.

Copies of syllabi are not only provided to all students enrolled in the course, but copies are also included in the Institutional Effectiveness documents for every course assessed as part of LSU Eunice's general education or program outcomes each academic year. It is for this reason that course syllabi must contain the current academic year and revision date. These documents are then sent to SACSCOC every five years to be reviewed for several different institutional effectiveness Standards.

Syllabi that have

- course descriptions different from the [LSU Eunice Catalog](#);
- course/general education outcomes that differ from section to section;
- student learning outcomes in the syllabus that do not match section by section, or;
- student learning outcomes at the beginning of the semester that do not match student learning outcomes stated in the end of the semester student learning outcome report

are very problematic and can lead to a finding of non-compliance in one or more of the institutional effectiveness or general education standards.

### B. Syllabus Format:

A blank syllabus for faculty to use is located on the Curriculum Development Manual Website at <https://www.lsue.edu/academics/cdm/docs/Syllabus.docx>. Course syllabi at LSU Eunice will contain the following elements.



Section I: Course prefix and number. Include the Board of Regents Common Course Number, if one exists (see [Course Articulation Matrix](#) In Section II: Definitions for additional information. This information should be the same as listed in the LSU Eunice Catalog without any abbreviations.

Section II: Course description from the current [LSU Eunice Catalog](#), including a listing of prerequisites.

Faculty should note that the course description for different sections of the same course should match the LSU Eunice Catalog Description. The course description cannot be changed by individual faculty members unless [Courses and Curricula Form C](#): The Request to Change an Existing Course is filed through the dean and the Office of Academic Affairs to the Courses and Curricula Committee to obtain approval.

Section III: Required Course Materials: The text in this section should be succinct enough to allow students to purchase the correct learning materials needed for the course. It should include the name of the textbook, edition, and author if the textbooks is used for all sections of a course. If the textbook can vary from section to section, for example, on campus, online, and dual enrollment, then the textbook should be named in the Course Policy Sheet (see [C. Course Policy Sheet for an Individual Section of a Course](#) below).

Section IV: Evaluation/grading (policy and basis; number and frequency of tests and papers; weights of particular tests or papers, etc.).

The syllabus should contain a description of assessment techniques as well as a clear statement of the department's minimum grading policy. It is a University requirement that faculty members announce to classes the general components from which the final grade will be determined, along with their approximate weights, at the beginning of each semester.

Just as the methods of instruction should be selected to facilitate progress toward specific instructional objectives, assessment techniques and instruments should be chosen that would accurately measure the degree to which individual students have achieved those objectives. Though methods of assessment will vary widely from course to course, the following guidelines should be followed:

1. Assessment should directly relate to instructional objectives.
2. All methods of assessment should be identified, (e.g., examinations, papers, reports, laboratory work, etc.).
3. The kinds of examinations to be used should be identified, (e.g., multiple choice, true/false, essay, etc.).
4. If written tests aim at the application of knowledge, the solution of problems, the ability to reason, etc., it should be so stated and explained.
5. If skills are evaluated by observation of performance, it should be stated; and the criteria used to standardize the observation or the performance should be

mentioned.

6. The method of calculating the final grade for the course should be explained.
7. The final grading scale if it applies to all sections of the same course.

Though the above discussion focuses upon the “grading” aspects of evaluation, this is by no means its only function. Properly used, evaluation constitutes a strong motivating force for students as well as a valuable learning experience within itself. More importantly, it is crucial in determining the effectiveness of the overall instructional effort and serves as a basis for future course revision.

Avoid excessive specificity as all faculty teaching the course must use the same syllabus. (For example, from a math course: Semester grades are largely determined by performance on hour exams and a comprehensive final exam. Other factors that may be used in determining grades are homework, unannounced quizzes, recitation, and attendance.

#### Departmental Grading Policy:

Examples:

Homework assignments/un-proctored assignments must be between 15%-25% of the overall score.

Tests/Proctored Assignments must be between 40% and 60% of the overall score.

The final exam must be between 25% and 35% of the overall score.

This section concludes with the grading scale for the course. Faculty should insert one of the two tables and the reference to the LSU Eunice Catalog in their syllabus. For Nursing and Allied Health courses including Nursing, Radiologic Technology, Diagnostic Medical Sonography, Respiratory Care, and Surgical Technology please add.

The grading scale for this course is:

Letter Grade	Scale
A	93% - 100%
B	85% - 92%
C	77% - 84%
D	65% - 76%
F	64% and below

Please see the LSU Eunice Catalog at <http://lsue.catalog.acalog.com/> Section 7. Campus Regulations for further information.

Or...

For all other courses, faculty should insert the following. The Grading Scale for this course is:

Letter Grade	Scale
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% - Below

Please see the LSU Eunice Catalog at <http://lsue.catalog.acalog.com/> Section 7. Campus Regulations for further information.

**Section V:** Attendance Policy: The attendance policy from Section 7 of the [LSU Eunice Catalog](#) is to be used in section V and is detailed in the [blank syllabus form](#) for faculty to use to construct a new syllabus. Specific instructions related to the attendance policy should appear in the Course Policy Sheet.

#### **Section VI:** General Education or Course Objectives

The title “General Education Objectives” should be used for this section if the course is a general education course. Faculty members must conform to the general education definitions contained in [Section II: Definitions](#) for [General Education](#); this includes using the one general education objective number as it appears in the LSU Eunice Catalog. The faculty member may “cut” the appropriate general education outcome language using the definition of [General Education](#) in [Section II: Definitions](#) above and paste it into the syllabus. For example, for English 1001: English Composition, the faculty will use the following:

According to the LSU Eunice Catalog General Education Requirements, an LSU Eunice Student will (1) demonstrate effective communication of complex knowledge and ideas.

An ART 1440: Historical Survey of the Arts course would use the following:

According to the LSU Eunice Catalog General Education Requirements, an LSU Eunice Student will (6) demonstrate an aesthetic and historical understanding of the arts.

Further, a MATH 1021: College Algebra course would use the following:

According to the LSU Eunice Catalog General Education Requirements, an LSU Eunice Student will (2) use processes, procedures, data, or evidence to solve problems and make effective decisions.

Faculty should note that the one general education outcome in the [LSU Eunice Catalog](#) that applies to the courses above has been selected in the examples above. The general education outcomes and the courses that apply to each are

listed in the General Education Requirements Section of the LSU Eunice Catalog.

The title "Course Objectives" should be used for this section if the course is not a general education course. In this case, the broad objectives for the course should be stated. Some examples from syllabi in the past are:

From CSC 2253 Systems Analysis and Design:

This course emphasizes the role of the systems analyst in a dynamic, business-related environment. Throughout the course, real-world examples emphasize critical thinking and IT skills in a dynamic, business-related environment.

From NURS 2535/2555 Nursing Clinical Practice IV:

Upon successful completion of NURS 2535 / NURS 2555, the student will:

1. Integrate principles from the natural/behavioral sciences and nursing to meet the needs of complex patients.
2. Utilize the nursing process to prioritize care to a group of individuals with complex needs across the lifespan.
3. Apply therapeutic communication to manage care of a group of individuals with complex needs.
4. Demonstrate the ability to manage the care of individuals using an interprofessional approach.
5. Accept responsibility as a member within the discipline of nursing.

From EDCI 2027 Fostering Literacy in Young Children

Course Objectives/Content Summary:

1. To introduce students to literacy theories and instruction.
2. To introduce students to early literacy development and assessment.
3. To acquaint students with the balanced literacy approach to teaching emergent and primary-grade literacy.
4. To acquaint students with research on the importance of phonemic awareness and phonics in learning to read, write, and spell.
5. To demonstrate and practice teaching letter names and word identification skills.
6. To provide students with skills in teaching graphophonic analysis.
7. To provide students with skills in teaching vocabulary and conceptual knowledge to young children.
8. To provide students with skills in assessment of early reading, spelling, and writing.
9. To familiarize students with commonly used literacy assessment devices. To introduce methods of teaching literacy skills to children

with special needs.

It is important that all sections of the same course list the same course objectives or general education objectives. Changes in Course Objectives may only occur at the beginning of the academic year with input from the dean. If necessary, the dean will contact the Director of Institutional Effectiveness and Accreditation for assistance.

Section VII: Major Learning Outcomes: Faculty members are responsible for developing major learning outcomes, often called student learning outcomes or SLOs, for each course offered. Faculty may consult with their dean for the development of the student learning objectives, program outcomes in general, and their assessment. Note that the outcomes from all sections of a course must match.

In addition, changes in student learning outcomes may take place at the beginning of the academic year with approval of dean and Director of Institutional Effectiveness. The rationale is that data is collected and reported over an academic year.<sup>38</sup> Some tips are:

1. Student learning outcomes must be measurable.
2. Develop two to four student learning outcomes per course. This may vary by course and individual program accreditation requirements.
3. Begin student learning outcomes with: Upon the conclusion of this course, the student will...
  - a. Solve equations and inequalities both graphically and algebraically.
  - b. Deliver speeches orally.
  - c. Perform operations with polynomials.
  - d. Use proper grammar and punctuation throughout their writing.
4. Please do not begin the student learning outcomes with: Upon the conclusion of this course,
  - a. Students will be able to... or
  - b. Students should...
5. Student learning outcomes in the syllabus do not include a level of achievement unless required by program accreditation. This benchmark or target is stated in the institutional effectiveness documents annually. As a result, please do not say:
  - a. 70% of the students will...
  - b. At least 80% of the students will...
6. Student learning outcome data is reported each semester to the dean using a

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<sup>38</sup> Data from summer for an individual course may or may not be reported. The definition of academic year is summer, fall, and spring if summer data is collected. The academic year is fall and spring if summer data is not collected.

divisional form or the [Standard SLO Reporting Form](#). Faculty should report student learning outcome data prior to leaving for the semester.

7. An example of the Student Learning Outcome Reporting Form with additional tips is located [here](#).

**Section VIII: Assessment Tools:** This section specifically addresses the assessment of major learning or student learning outcomes only and does not address the course assessment in general that was covered in the syllabus Section IV above. State the method that will be used to assess student learning outcomes only (not the entire course). Please note the following

1. If all faculty use the same method of assessment for student learning outcomes in a course, then that specific method may be included in the syllabus.
2. If faculty decide the method of assessment for student learning outcomes in a section of the course, then a general statement may appear in the syllabus and the specific method should appear in the Course Policy Sheet. For example, one faculty member may desire to use multiple choice to assess outcomes while another faculty member may wish to use free response.

Depending on the student learning outcomes and how faculty members assess them, part or all of the following may be appropriate in both cases:

Methods of assessment include, but are not limited to, individual chapter (or unit) assessments, the comprehensive final exam, quizzes, student projects, and a written paper on a specific topic.

Note that in no case may student learning outcomes be a course grade. SACSCOC requires direct assessment of student learning and course grades are considered as an indirect assessment of student learning. As a result, the Office of Institutional Effectiveness does not use final course grades for any assessment.

**Section IX: Brief Summary of Course Content by Major Units of Instruction:** The summary of course content should be presented as a topical outline, including the major topics and subtopics of instruction, and should be written independently of any specific textbook. The outline should reflect the sequence in which the material will be presented. As an example of the minimum amount of detail expected, a sample outline for a unit in economics is reproduced below:

Content Outline for a Unit in Economics (Money and Banking)

1. Forms and functions of money.
  - a. Types of money.
  - b. Various uses of money.
2. Operation of banks.
  - a. Services provided by commercial banks.
  - b. Other institutions offering banking services.
  - c. Role of banks in managing the flow of money.

3. Role of the Federal Reserve System.
    - a. Need for flexibility in the money supply.
    - b. Nature of the Federal Reserve System.
    - c. Regulatory policies influencing the money supply.
  4. State regulation of banks.
    - a. The state banking commission.
    - b. Laws to protect the borrowers.
- (Gronlund, p. 50.)

Additional examples of topical outlines may be obtained from the appropriate divisional office.

Section X: Methods of Instruction: The faculty member should enumerate in the syllabus the instructional methods to be used. For purposes of instructional planning, the traditional teaching methods are perhaps best viewed as strategies that are adaptable to a wide variety of purposes and conditions. Each method has characteristics that make it more or less suitable for a particular set of instructional objectives and/or a particular set of students. Each has its advantages and limitations that should be considered by faculty in planning the course of instruction. In considering any method or combination of methods, faculty should be aware that the effectiveness of any method depends crucially upon the preferences and skills of the individual faculty member. Normally, a course of instruction will include a variety of methods.

Some of the more common instructional methods are listed below:

Lecture	Skill Practice Sessions
Discussion	Individualized Instruction
Demonstration	Learning Activity Packages
Audiovisual Presentations	Independent Study
Outside Speakers	Peer Tutoring (Tutorial Center)
Laboratory Experiences	Supplemental Media (Learning Center)
Clinical Experiences	Papers
Role Playing	Written Reports/Critiques
Simulation/Games	Oral Reports/Speeches
Group Projects	Outside Readings
Field Trips	Learning Contracts
Individual Student Conferences	Computer-assisted instruction
eLearning	Web-enhanced instruction

Section XI: Brief Overview of Special Instructions: This section includes any special procedures that may pertain to the course. This includes laboratory procedures to be followed, where students may find supplementary materials, or assistance with course material.

Section XII: Bibliography of supplemental references and/or source materials.



Section XIII: Americans with Disabilities Act Statement. Obtain the correct statement from the division office at the beginning of each academic year.

Section XIV: Code of Student Conduct. Obtain the correct statement from the division office at the beginning of each academic year.

### **C. Course Policy Sheet for an Individual Section of a Course**

While the required format for course syllabi is provided in section [B. Syllabus Format](#): above, Course Policy Sheets for individual course sections also exist. Course Policy Sheets detail specific information and policies beyond the syllabus for a course and are unique to individual faculty members. The information on a Course Policy Sheet may include

1. Faculty name and contact information,
2. Division contact information,
3. Office hours for a particular semester,
4. Specifics of the grade breakdown,
5. Make-up policy,
6. Attendance policy beyond what is stated in the syllabus,
7. Expectations of students such as etiquette,
8. Important dates for students (last date to withdraw, dates campus is closed for holidays, etc.),
9. Where to obtain tutoring, if needed,
10. Tentative schedule for the semester,
11. Tentative assignments for the semester,
12. Final exam schedule and expectations,
13. The final grading scale if not stated in the syllabus, and
14. Notes about the use and what is posted in MyCourses.

Course Policy Sheets may not conflict with any information in the course syllabus and should be given to students separately from the syllabus. Both the syllabus and the course policy sheet should be clearly labeled and may be given to students in either paper or electronic form.

This document was approved by

- Academic Council on September 29, 2022.
- Faculty Senate on October 3, 2022.
- the Chancellor's Cabinet on October 4, 2022.