# CURRICULUM DEVELOPMENT

# MANUAL

**OFFICE OF ACADEMIC AFFAIRS**
**FALL 2012**

Preface


       This manual is offered primarily as a reference for faculty and academic administrators. As such, it represents an attempt to consolidate under one cover the major policies and procedures relating to curriculum development at Louisiana State University Eunice.

       The main emphasis in the handbook 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 SACS COC substantive change policy, curriculum coordination and the responsibilities of faculty, University and State officers, and the governing and coordinating boards may be found in the following documents: <u>Louisiana Constitution</u> (Article VIII); <u>Bylaws and Regulations of the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College;</u> Board of Regents' Academic Affairs <u>Policies and Procedures; LSUE Employee Handbook;</u> and "Policy Statement #3" (issued by the Chancellor's Office).

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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 perogatives in this area are clearly stated in the Bylaws and 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. 27).   Faculty responsibility for the development and review of the curriculum is also covered in the LSUE Employee Handbook and "Policy Statement #3," issued by the Chancellor's Office.

In addition to the jurisdiction exercised by the LSU Board of Supervisors, the 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 approval of new degree programs and the elements and procedures for the periodic review of existing degree programs.

All additions, deletions, and modifications in courses and curricula including the use of distance education technology at Louisiana State University Eunice originate with divisional faculty.  The request is processed on a standardized form by the division head to the Office of Academic Affairs.  This office 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.

Additions, deletions, and changes in courses as well as minor curricular revisions normally receive final approval from the Vice Chancellor for Academic Affairs.  A new degree program or substantive changes in an existing program must be approved by the Chancellor and forwarded to the President.  The proposal is reviewed by the LSU System senior staff and the LSU System Council of Chief Academic Officers.  The recommendation of the Council is then sent to the President for review and approval.  Upon approval, the President submits the request to the Academic and Student Affairs and Achievement and Distinction Committee of the Louisiana State University Board of Supervisors.  The action of this committee is subsequently reviewed by the entire Board.  Upon approval by the Board of Supervisors, the degree program is submitted to the State of Louisiana Board of Regents for final approval.

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.

In addition to the periodic review of existing academic programs by the Board of Regents, Louisiana State University Eunice conducts its own review of courses and curricula as an on-going process.  Approximately every five years, faculty members examine academic offerings in their respective academic divisions using the criteria of centrality, demand and potential demand, quality, and cost.  Faculty are expected to update course syllabi annually to reflect any changes in content or methodology.  Updated syllabi are reviewed and filed on the divisional level.  Each year, courses not offered during the preceding two-year period 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 will be made only after the SACS Liaison has confirmed compliance with the Substantive Change Policy of SACS COC.  The SACS COC Liaison must sign the Cover Sheet to confirm compliance or non-compliance with the Substantive Change Policy.  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 drops of existing courses may also be implemented as soon as necessary 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 necessary approval has been obtained from the Board of Regents and compliance with the SACS 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 SACS Substantive Change Policy has been confirmed.  It should be noted that as much as two years may elapse between the time a division initiates action to drop a curriculum, for example, 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.

## SUBSTANTIVE CHANGE POLICY AND PROCEDURES

LSU Eunice recognizes the importance of the Commission on Colleges' policy on substantive change and has implemented this policy and procedure plan to ensure compliance with the substantive change policy and to inform the Commission of changes in accord with the Commission's procedures and, when required, seeking approval prior to the initiation of the change.

Substantive change includes:
- Any change in the established mission or objectives of the institution;
- Any change in legal status, form of control, or ownership of the institution;
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated;
- The addition of courses or program of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation;
- A change from clock hours to credit hours;
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program;
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program;
- The establishment of a branch campus;
- Closing a program, off-campus site, branch campus or institution;
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution;
- Acquiring another institution or a program or location of another institution;
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution; and
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

The Vice Chancellor for Academic Affairs in consultation with the University's SACS Liaison is responsible for the review and reporting of substantive changes. 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 is expected to apprise the Cabinet of the applicability of the substantive change policy to any change under consideration. The Vice Chancellor will also notify the Commission on Colleges in a timely fashion of a substantive change, will seek SACS COC approval if necessary, and will submit a prospectus if required.

The SACS Liaison is expected to keep abreast of changes in SACS COC policies and procedures and to communicate them to appropriate offices across the campus, especially changes in the substantive change policy. The URL to the Commission on Colleges substantive change policy can be found in Appendix J.

When division heads plan to submit curricula changes to the Courses and Curricula Committee, they should discuss their proposals with the SACS Liaison to determine if any aspect of the substantive change policy is applicable. A listing of substantive changes is found in the bulleted list above. The SACS Liaison's signature is required on the Cover Form before the Courses and Curricula Committee can consider the proposal.

Below is a flow sheet that identifies key steps in the processing of Courses and Curricula forms.

<div align="center">Courses and Curriculum (C&C) Documents</div>

1. The Office of Academic Affairs will receive C&C document from division head.
2. Academic Affairs will consult with SACS Liaison regarding substantive change; the Liaison will sign the Cover Form indicating what action, if any, is required and return to the Office of Academic Affairs. The request will then be sent to the Courses and Curricula Committee.
3. The C&C Committee meets and can approve, disapprove, or request additional information. If approved, the document will be signed by the C&C Chair, the Vice Chancellor for Academic Affairs, and the Chancellor. The document will then be returned to the Administrative Assistant of Academic Affairs.
4. The Secretary or Chair of the C&C Committee will distribute the minutes via email to the division heads, SACS COC Liaison, and the Faculty Council. The division Administrative Assistant will print and file the minutes.
5. The Administrative Assistant of Academic Affairs will send a copy of the approved C&C documents to: the Chancellor's Office, Registrar, Chair of Courses and Curricula Committee, Head of the division concerned, SACS COC Liaison and Office of Information Technology. The original is filed in Academic Affairs.
6. Once the division head enters the changes in the Acalog system, the Registrar will receive email notification via the Acalog system that a change is awaiting approval.
7. The Registrar will then proof the catalog entry against the original C&C document filed in Academic Affairs.
8. Once the Registrar approves, the change will be published to the catalog for the upcoming academic year.
9. Substantive changes to the catalog must be completed by June 1st prior to the beginning of the academic year the catalog is in effect.

SECTION III:  COURSES


A.  Procedures for Establishing a New Course
(C&C Form A) or Changing or Dropping an
Existing Course (C&C Form B)


1.  When all matters pertaining to the course have been agreed upon by the faculty concerned, the C&C Form A or B will be completed in accordance with Part B or C of this section and forwarded by the division head to the Office of Academic Affairs.  Requests should be submitted at least ten working days prior to the regularly scheduled meeting of the Faculty Senate Courses and Curricula Committee at which the division wishes the request to be considered.

2.  The Office of Academic Affairs will review the C&C Form A or B and all supporting documents for completeness, coordination, and content and forward the request to the SACS COC Liaison to determine compliance with the Substantive Change for Accredited Institutions of the Commission on Colleges. If compliant, the Liaison will sign the cover sheet and return to the Office of Academic Affairs.  The request will then be sent to the Courses and Curricula Committee.

3.  The Courses and Curricula Committee may approve, disapprove, or request additional information regarding the request.  To be considered at a regularly scheduled meeting of the Courses and Curricula Committee, a proposal must be received by committee members at least five working days in advance of the meeting.  If a special meeting is required, the committee may require up to seven working days to study the proposal before meeting to act.

   a.  If the committee approves the request, the chair will sign C&C Form A or B and return the request to the Office of Academic Affairs.

   b.  If the committee disapproves the request, the chair will attach a statement of explanation or justification to the request and return it to the division head through the Office of Academic Affairs.

   c.  If the committee requires additional information, the chair will return the request to the Office of Academic Affairs with a statement of the committee's need.  Additional information may be requested from the Office of Academic Affairs, the division head, or appropriate faculty.
4.   The Vice Chancellor for Academic Affairs may approve or disapprove the request.

a.  If the request is approved, the Vice Chancellor and Chancellor will sign the C&C Form A or B and distribute copies as follows:

    Chancellor's Office
    Registrar
    Chair, Courses and Curricula Committee
    Head of the Division concerned
    Academic Affairs
    Office of Information Technology
    SACS COC Liaison

b.  If the request is disapproved, the Vice Chancellor will attach a statement of explanation or justification and return the request to the respective division head.

Heading Information for C&C Form A:

   The required heading information is self-explanatory.  However, the division head 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 "Effective Date" is the semester that the division wants to begin teaching the new course.  It should be kept in mind that several weeks may be required to obtain final approval of a new course.  Consequently, proposals should be submitted early enough to obtain approval before the desired effective date.  Approved course requests may be implemented before they appear in the LSU Eunice Catalog.

Item 1 – Description

   Separate pages must be attached to the C&C Form A for the following items:

a.      A complete description of the course in formal catalog format.  The following examples of course descriptions in catalog format are included for convenience:
**NOTE**:  Use the following definition when determining pre-, co-, or concurrent requisites:
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.
Corequisite—indicates a condition of enrollment where the course must be taken simultaneously or prior to enrolling in another course.
Concurrent—indicates a condition where a student must be enrolled in courses simultaneously.

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. Co-requisite: Nursing 2510.

b.      A concise outline of subject matter to be covered in the course.  The "outline of subject matter" is not the same as the "course syllabus."  The latter is much more comprehensive and would normally be developed only after the request is approved.

c.      A list of references including texts, laboratory manuals and/or other materials to be used, and outside reading requirements.

d.      A "Minimum Library Materials Form" (see Appendix C).  This form must be completed according to the directions on the form and be appended to the C&C Form A.

Item 2 – To what degree, if any, will the course duplicate other courses offered on this campus?

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 which may offer similar or related courses.  If significant overlap occurs, adequate justification for the new course must be attached to the C&C Form A.  If no duplication exists, state "none."

Item 3 – This course is designed for the following curricula:

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 here. 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 division head's approval is to be attached to the form.  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.

Item 4 – This course will be required for the following majors:

Both associate and baccalaureate majors will be listed in the following format: computer science (LSU; ULL); elementary education (McNeese); nursing (LSU Eunice); etc.

Item 5 – Has this course been discussed and approved by the faculty in the discipline(s) concerned?

The request should reflect the consensus of the faculty in the discipline(s) concerned. Indicate whether this prerequisite has been met. The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty.

Item 6 – Estimated enrollment expected per semester:

The estimated enrollment in the course will be taken as an important indication of the need for the course.

Item 7 – Will additional staff, space, equipment, special library materials, or any other major expense be involved?

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.

For purposes of responding to Item 7, (b), 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 appended to the C&C Form A.

It should be noted that 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.

## C. How to Complete C&C Form B
### (See Appendix B)

Only minor changes can be made without the use of C&C Form B.  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 in order to provide added clarity to a course description.  This would be a minor change.  Individual divisions are authorized to make minor editorial changes in the catalog descriptions of their courses without sending C&C Form B through the Courses and Curricula Committee.

Each year when the call for catalog revisions is announced, requests for minor changes in course descriptions should be sent by division heads to 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 in the Office of Academic Affairs, the changes will be published in the LSU Eunice Catalog.

Heading Information for C&C Form B:

When C&C Form B is used, the current course title and number, current semester credits, current hours of lecture, laboratory, etc., and current  semester(s) offered must be indicated in the spaces provided at the top of the form.

Has this request been discussed and approved by the faculty in the discipline(s) concerned?

The request should reflect the consensus of the faculty in the discipline(s) concerned. Indicate whether this prerequisite has been met.  The Courses and Curricula Committee normally will not consider proposals that have not been approved by the appropriate faculty.

Has this request been discussed with other divisions which require the course in their curricula?

An affirmative answer is required along with attaching a memo showing that other divisions have been consulted.  If any reservations concerning the requested change have been expressed by other divisions, a statement from the appropriate division head(s) explaining the reservations should be appended to the C&C Form B.

Is this course now a prerequisite for any other course(s)?

If the answer is affirmative, list the course(s) involved.

DROPPING A COURSE:

Item 1 – Why is there no longer a need for this course?

A brief statement of reasons for dropping the course should be given.

Item 2 – This course is presently required in the following curricula.

The curricula in which the course is required should be identified. A C&C Form C should be submitted for each curricula affected.

Item 3 – Effective date course to be dropped:

The effective date is the beginning of the semester in which the course is to be deleted for the first time (e.g., Fall, 2012). 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.


CHANGES OTHER THAN DROPPING:

Item 1 – List complete present and proposed catalog description on separate sheet.

See examples for formal catalog statements in Part B of this section.

Item 2 – Explanation:

A concise explanation of the change must be given. If necessary, the explanation may be given on a separate sheet and appended to the C&C Form B.

Item 3 – Change to be effective:

Indicate the semester in which the course will first be offered with the changes incorporated—e.g., Spring, 2012. 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.

SECTION IV: CURRICULA

A.  Procedure for Establishing a New Curriculum
(C&C Form C and Request for Authority to Offer
A New Program [Regents' Form])

1.    A formal request for a new curriculum is initiated with the division's submission of a C&C Form C (Appendix D) and the Request for Authority to Offer a New Program (Appendix E) to the Office of Academic Affairs.  The proposed curriculum must include the necessary core of general education courses (see Appendix G and H) and conform to requirements of all accrediting agencies involved.  The request should be submitted at least fifteen working days prior to the regularly scheduled meeting of the Faculty Senate Courses and Curricula Committee at which the division wishes the request to be considered.

2.    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 Policy 2.12:  Delivery of Degree Programs through Distance Learning Technology (Appendix F).

3.    The Office of Academic Affairs will review the C&C Form C, the Request for Authority to Offer a New Program, and all supporting documents for completeness, coordination, and content and forward the request to the SACS COC Liaison to determine compliance with the Substantive Change for Accredited Institutions of the Commission on Colleges.  If compliant, the Liaison will sign the cover sheet and return to the Office of Academic Affairs.  The request will then be sent to the Courses and Curricula Committee.

4.    The Courses and Curricula Committee may approve, disapprove, or request additional information regarding the request.  To be considered at a regularly scheduled meeting of the Courses and Curricula Committee, a proposal must be received by committee members at least five working days in advance of the meeting.  If a special meeting is required, the committee may require up to seven working days to study the proposal before meeting to act.

   a.  If the committee approves the request, the chair will sign the C&C Form C and return the request to the Office of Academic Affairs.

   b.  If the committee disapproves the request, the chair will attach a statement of explanation or justification to the request and return it to the division head through the Office of Academic Affairs.

   c.  If the committee requires additional information, the chair will return the request to the Office of Academic Affairs with a statement of the committee's need.  Additional information may be requested from the Office of Academic Affairs, the division head, or appropriate faculty.

5.  If the Courses and Curricula Committee approves the request, the Vice Chancellor for Academic Affairs will normally refer the proposal to the LSU Eunice Academic Council for consideration. After the Academic Council makes its recommendation, the Vice Chancellor will either approve the request and forward it to the Chancellor or disapprove the request and return it to the originating division. If the request is disapproved, the Vice Chancellor will attach a statement of explanation or justification.

6.  The Chancellor will either approve and forward the request to the President's Office or disapprove and return the request to the Office of Academic Affairs for return to the originating division.

7.  The President's Office will forward the approved request to the Vice President for Academic Affairs, who will distribute the forms and supporting materials to the LSU System Council of Chief Academic Officers for review. If the Council reports favorably on the proposal, it is returned to the President's Office for consideration.

8.  If the President approves, the request is forwarded to the Faculty and Student Affairs Committee of the Board of Supervisors. Requests approved by the Academic and Student Affairs and Achievement and Distinction Committee are subsequently reviewed by the full Board of Supervisors.

9.  Upon approval by the Board of Supervisors, the request is submitted to the Board of Regents. Proposals for certificate and associate programs may be submitted any time for consideration by the Board of Regents. Guidelines for Program Evaluation are attached as Appendix E.

10. Upon approval by the Board of Regents, the request is returned through channels to the Office of Academic Affairs, which will distribute the approved request as follows:

    Chancellor's Office
    Academic Affairs
    Chair, Courses and Curricula Committee
    Head of the division concerned
    Registrar
    Office of Information Technology
    SACS COC Liaison

11. Once a new degree program is approved by the Board of Regents, it may be implemented on the authorized effective date, even though the new curriculum may not have appeared in the LSU Eunice Catalog.

B.  How to Complete C&C Form C When
Requesting a New Degree Program
(See Appendix D)


When requesting a new degree program, the C&C Form C serves primarily as a cover sheet for the **Board of Regents'** Request for Authority to Offer a New Program. If the degree program is to be offered through distance education technology, then the proposal must also comply with the policy on the Delivery of Degree Program Through Distance Education Technology (Appendix  F).

Division and date:

The name of the division and the date the form is completed will be entered.

Name of curriculum:

The exact designation of the proposed 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.

Has this request been discussed with and approved by all divisions concerned:

An affirmative answer is required.  A statement of support is to be attached from each division offering required courses.

Curriculum description – Present & Proposed:

Enter "see attached sheet" in the "proposed" column.  On the attached sheet, the curriculum is to be illustrated by semester and year.

Explanation:

Background information will be provided by completing the Request for Authority to Offer a New Degree Program.

Change to be Effective:

Enter the semester and year proposed as the effective date on the Regents' form. Requests should be submitted early enough to obtain final approval before the desired effective date.

## C.  Procedure for Changing or Dropping a Curriculum (C&C Form C)

1.  The faculty of a division determines what changes need to be made.  The changes are described on the C&C Form C and submitted by the division head to the Office of Academic Affairs.

2.  The Office of Academic Affairs will review the C&C Form C and supporting documents for completeness, coordination, and content and forward the request to the SACS COC Liaison to determine compliance with the Substantive  Change for Accredited Institutions of the Commission on Colleges.  If the proposal recommends the dropping of a degree program, the SACS Liaison will ensure that LSU Eunice complies with the timeline of notification in the Substantive Change policy and a Teach Out Plan is included in the proposal.  If the proposal recommends offering an existing program through distance education technology whereby a student can earn 50% or more of the required coursework, the request must comply with the Board of Regents Academic Affairs Policy 2.12:  Delivery of Degree Programs through Distance Learning Technology (Appendix F). With the approval of the SACS Liaison, the Office of Academic Affairs will forward the request to the Courses and Curricula Committee.

3.  The Courses and Curricula Committee may approve, disapprove, or request additional information regarding the request.  To be considered at a regularly scheduled meeting of the Courses and Curricula Committee, a proposal must be received by committee members at least five working days in advance of the meeting.  If a special meeting is required, the committee may require up to seven working days to study the proposal before meeting to act.
    a.  If the committee approves the request, the chair will sign the C&C Form C and return the request to the Office of Academic Affairs.

    b.  If the committee disapproves the request, the chair will attach a statement of explanation or justification to the request and return it to the division head through the Office of Academic Affairs.

    c.  If the committee requires additional information, the chair will return the request to the Office of Academic Affairs with a statement of the committee's need. Additional information may be requested from the Office of Academic Affairs, the division head, or appropriate faculty.

4.  The Vice Chancellor for Academic Affairs may approve or disapprove the request.

    a.  If the request is approved, the Vice Chancellor will sign the C&C Form C and distribute copies as follows:

Chancellor's Office
Academic Affairs
Chair, Courses and Curricula Committee
Head of the division concerned
Registrar
Office of Information Technology
SACS COC Liaison

b.      If the request is disapproved, the Vice Chancellor will attach a statement of explanation or justification and return the request to the respective division head.

5.      Minor changes in a curriculum receive final approval on campus.  Major changes or the deletion of a curriculum must be processed through channels to the Board of Regents (see Steps 3-8 in Part A of this section and Academic Affairs Policy 2.08: Institutional Requests for Revision or Elimination of Existing Academic Programs and Administrative Units (Appendix  K).

6.      Modifications and cancellations of existing curricula may not be considered officially implemented until the resulting changes appear in the LSU Eunice Catalog.

### D.  How to Complete C&C Form C When Changing
### or Dropping a Curriculum

Division and date:

      The name of the division and the date the form is completed will be entered.

Name of curriculum:

      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.

Has this request been discussed with and approved by all divisions concerned?

      An affirmative answer is required.  A statement of support is to be attached from each division in which required courses are affected.

Curriculum description – Present & Proposed:

      If the curriculum is to be dropped, enter a statement to this effect in the "proposed" column.

      If the curriculum is to be changed, reproduce only that semester or year of the curriculum in which changes are to be made.  For those semesters or years in which no change is proposed, type "no change" in the "proposed column."  The total number of hours required in the curriculum is to be indicated in both the "present" and "proposed" columns, even if no change is involved.  An example of the format to be used is included in Appendix I.

Explanation:

      Division heads must give an adequate explanation for the requested change(s) on a separate sheet.

Change to be effective:

      In determining the effective date, the division head should take into consideration the length of time necessary to obtain final approval of the request and to publish changes in the LSU Eunice Catalog.

### E.  Review of Existing Academic Programs

      The Board of Regents periodically evaluates existing degree programs.  Affected institutions are required to participate in these reviews and evaluations.

SECTION V:
PROCESSING REQUESTS RELATING TO COURSES AND CURRICULA
OTHER THAN ON  C&C FORMS A, B, OR C


Several matters crucial to curriculum development and control do not lend themselves to description on C&C Forms A, B, & C.  For the most part, such matters constitute policy considerations—e.g., core requirements for curricula, criteria for independent study and topics courses, etc.  When C&C Form A, B, or C may not appropriately be used for request, the following procedures will be followed:

A.  The initiating faculty, division head, academic office, committee, council, etc., will forward the request in memorandum form through channels to the Office of Academic Affairs.

B.  The Office of Academic Affairs will review the request for completeness, coordination, and content and will forward it to the SACS Liaison for review of compliance with the SACS Substantive Change Policy.  When these considerations have been satisfied, an appropriate cover sheet containing the necessary approval signatures will be prepared and the request forwarded to the Faculty Senate Courses and Curricula Committee for action.

C.  The Courses and Curricula Committee may approve, disapprove, or request additional information regarding the request.  To be considered at a regularly scheduled meeting of the Courses and Curricula Committee, a proposal must be received by committee members at least five working days in advance of the meeting.  If a special meeting is required, the committee may require up to seven working days to study the proposal before meeting to act.

1.  If the committee approves the request, the chair will sign the cover sheet and return the request to the Office of Academic Affairs.

2.  If the committee disapproves the request, the chair will attach a statement of explanation or justification to the request and return it to the Office of Academic Affairs.

3.  If the committee requires additional information, the chair will return the request to the Office of Academic Affairs with a statement of the committee's need.

D.  The Vice Chancellor for Academic Affairs may approve or disapprove the request:

1.  If the request is approved, the Vice Chancellor will sign the cover sheet and further process the request as necessary.  Depending upon the issue involved, additional approval may be required by the Chancellor, the Vice

President for Academic Affairs, the President, and/or the Board of Supervisors.

2.   If the request is disapproved, the Vice Chancellor will attach a statement of explanation or justification and return it to the point of initiation.

E.   If the request receives final approval, it will be returned through channels to the Office of Academic Affairs.  The Office of Academic Affairs will distribute the approved request as follows:

Chancellor's Office
Academic Affairs
Members, Academic Council
Chair, Courses and Curricula Committee
Registrar
Office of Information Technology
SACS COC Liaison

SECTION VI:  SPECIFIC PROBLEMS

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

A.     Independent study:

No more than three credit hours of independent study may be offered in a discipline <u>or</u> included in an associate degree or certificate curriculum.

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 (<u>The Canterbury Tales</u>).

B.     Selected topics courses:

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.

Selected topics courses are subject to the following restrictions:

1.     There will normally be only one selected topics course in any single discipline.

2.     No course may be offered on a topic which is already listed as a separate course in the <u>LSU Eunice Catalog.</u>

3.     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 C&C Form A.

4.     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).

5.     An updated course syllabus must be filed in the divisional office before a topics course is offered.

C.     Repeating courses for credit:

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.

D.     Dividing a course into two course offerings:

If a division wishes to divide an existing course into two course offerings, one of two options should be followed:

1.     The old course can be dropped via Form B and the two new courses added (both with new numbers) using Form A for each new course.

2.     The old course can be revised (but retaining the old number) via Form B and a new course added using Form A.

E.     Changing a discipline designation:

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 division head will submit Form B with the appropriate attachment listing those courses which are to be changed (and following the instructions for completing Form B). Complete catalog descriptions are not necessary.

F.     Designation of electives in a curriculum:

Electives may be designated in a curriculum four ways:

1.     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 SACS COC.

2.     Electives – This is defined as a free choice by the student from among all existing courses in the class schedule.

3.     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.

4.  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.

G.  Non-credit activities:

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 Continuing Education unless specifically assigned to another academic or administrative unit. All activities for which CEU's are awarded are the responsibility of the Office of Continuing Education.

Continuing education and public service activities will be conducted in accordance with provisions published by the Southern Association of Colleges and Schools Commission on Colleges.

H.  Requirements for short courses:

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 of time. The following criteria will apply to short courses:

1.  Course content will assume an appropriate preparatory background on the part of all participants. The content must be of real worth, advanced in character, and intellectually challenging.

2.  The course must be conducted in an academically competitive mode; discriminating 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.

3.  In accordance with Board of Regents Academic Affairs Policy on seat-time, three-credit-hour classes will normally meet for at least 36 clock hours of

instruction (Appendix M).  All class periods must be of reasonable length (1-4 hrs.).  Chronologically, the course should be of such duration and with enough time between classes that the students have adequate time to reflect upon, consider, evaluate, and absorb the ideas, concepts, and values that constitute the essence of the course.  Traditionally, in American higher education, the minimum time/credit-hour ratio has been no less than one week per semester credit hour earned.

4.      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.

I.      Administrative approval:

All forms call for the approval signature of appropriate administrators.  The LSU System has carefully delineated the responsibilities of both the faculty and administration in establishing courses and curricula (see Bylaws and Regulations).  No administrator is required to sign a request which he or she disapproves; 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 VII:  COURSE SYLLABUS GUIDE

A.  General Policy:

Each instructor is responsible for the preparation and maintenance of syllabi for courses he or she teaches.  Syllabi for new courses or modifications in existing syllabi are to be turned in to the divisional office at the commencement of each semester.  A complete file of course syllabi will be maintained in the divisional office.

Instructors are to provide each student enrolled in the course with a copy of the course syllabus.

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.  The required format for course syllabi is provided below (see Appendix L for the required forms):

B.  Syllabus Format:

Course syllabi at LSU Eunice will contain the following elements.

I.      Course name and number and instructor's name.

II.     Course description from the current LSU Eunice Catalog, including a listing of prerequisites.

III.    Textbook(s) and other required materials.

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

V.      Policies pertaining to attendance, late work, make-up work, etc.

VI.     General Education Learning Objectives.

VII.    Major Learning Outcomes.

VIII.   Assessment Tools.

IX.     Brief summary of course content by major units of instruction.

X.      Methods of instruction.

XI.     Brief overview of special instructions  where appropriate)—e.g., laboratory procedures to be followed, use of tutorial assistance in the Tutorial Center, use of supplemental materials in the Learning Center, etc.

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

**Americans with Disabilities Act Statement.**

**Code of Student Conduct.**

The first six elements of the preceding outline are to be included on a standard, pre-printed LSU Eunice Course Syllabus Form (included as Appendix L).

C.      Writing Learning Objectives and Outcomes

Faculty members should consult with their division head for the development of learning objectives, outcomes, and their assessment.

D.      Summary of Course Content:

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.

E.       Methods of Instruction/Learning Strategies:

The instructor 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 which should be considered by the instructor in planning the course of instruction. In considering any method or combination of methods, a teacher should be aware that the effectiveness of any method depends crucially upon the preferences and skills of the individual instructor. 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 |

F.       Evaluation/Grading:

The syllabus should contain a description of assessment techniques as well as a clear statement of the instructor's 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 which will 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.

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.

APPENDIX A

LSU EUNICE                                                                                        C & C FORM A

REQUEST FOR ADDITION OF NEW COURSE

(If this same course is being offered on another campus of the LSU System, wherever possible the same title and course number should be used.)

Discipline _____ Division _____ Date _____

Course Number_____ Title _____

Semester Credits ___. Hrs. per week: Lec__;Lab__;Rec__;Sem__;Clin__;Ind.Study_____

Effective Date (check semester):  Fall ( ); Spring ( ); Summer Session ( ); Year _____
Semester(s) normally offered:  Fall ( ); Spring ( ); Summer Session ( )

1.      DESCRIPTION. (On separate sheet give complete information, including formal catalog statement, title of text, lab, manual, or other material to be used, list of principal reference readings to be required, and an outline of the subject matter to be covered in the course.)

2.      To what degree, if any, will the course duplicate other courses offered on this campus?

3.      This course is designed for the following curricula:

4.      This course will be required for the following majors:

5.      Has this course been discussed and approved by the faculty in the discipline(s) concerned?  Yes ( ); No ( ).

6.      Estimated enrollment expected per semester: _____

7.      If this course is approved:

        (a)      Will additional staff be needed?  Yes ( ); No ( ).

        (b)      Will additional space, equipment, special library materials, or any major expense be involved? Yes ( ); No ( ).

        (IF THE ANSWER TO ANY PART OF QUESTION 7 IS "YES," ATTACH EXPLANATION.)

APPROVED:                           (Date)                                                      (Date)

_____        _____
              Division Head                                      Vice Chancellor for Academic Affairs


_____        _____
  SACS COC Liaison                                                   Chancellor
Substantive Change  ( ) yes  ( ) no


_____
Campus Courses and Curricula Chairman

APPENDIX B

LSU EUNICE                                                      C & C FORM B

REQUEST FOR DROPPING A COURSE OR FOR CHANGING A COURSE


Discipline _____ Division _____ Date _____

Course Number _____Title _____

Semester Credits ___. Hrs. per week: Lec___;Lab____;Rec____;Sem____;Clin;__;Ind.Study___

Semester(s) normally offered:  Fall (  ); Spring (  ); Summer Session (  ).

Has this request been discussed and approved by the faculty in the discipline(s) concerned?
Yes (  ); No (  ).

Is this course now a prerequisite for any other course(s)?  Yes (  ); No (  ).
If answer is "yes," please identify the course(s).

(Add any necessary explanation or comments on a separate sheet.)

### DROPPING A COURSE

1.  Why is there no longer a need for this course?

2.  This course is presently required in the following curricula (listed on page(s) _____ of the current Catalog):

3.  Effective date course to be dropped (check semester):  Fall (  ); Spring (  ); Summer Session (  ); Year _____

### CHANGE OTHER THAN DROPPING

1.  List complete present and proposed catalog description on separate sheet.

2.  Explanation (use separate sheet if necessary):

3.  Change to be effective (check semester):  Fall (  ); Spring (  ); Summer Session (  ); Year _____



APPROVED:                           (Date)                                                    (Date)


_____          _____
           Division Head                                      Vice Chancellor for Academic Affairs


_____          _____
    SACS COC Liaison                                                  Chancellor
  Substantive Change  (  ) yes   (  ) no


_____
Campus Courses and Curricula Chairman

APPENDIX C


MINIMUM LIBRARY MATERIALS REQUIRED
(to be submitted with C & C Form A)


COURSE _____     INSTRUCTOR _____

Complete references on required books, periodicals, etc., are to be supplied by the instructor.  The librarian will indicate if the material is currently available in the library or, if not, the approximate cost of the acquisition.  The entries on this form should represent the "minimum" library resources required to conduct the course in question.  A more comprehensive "bibliography" or listing of "Supplemental References" may accompany the course outline.


| REFERENCE | AVAIL. | COST TO ACQUIRE |
|---|---|---|
| | | |

APPENDIX D

LSU EUNICE                                                                    C & C FORM C

REQUEST FOR ADDING, CHANGING, OR DROPPING A CURRICULUM


Division _____          DATE _____

Name of Curriculum _____

Has this request been discussed with and approved by all divisions concerned?
Yes  ( );  No  ( ).

When making a change do not reproduce the entire curriculum; list only that part of the present description which is to be changed and the changed proposed.
(Plain sheets may be used if the request extends beyond one page.)

| PRESENT | PROPOSED |
| --- | --- |
|  |  |

EXPLANATION:  Please give adequate explanation of requested changes on a separate sheet
                          and append to this form.

Change to be effective (check semester):  Fall  ( );  Spring  ( );  Summer Session  ( );  Year _____


APPROVED                                (Date)                                                                    (Date)


_____          _____
           Division Head                                        Vice Chancellor for Academic Affairs


_____          _____
     SACS COC Liaison                                                        Chancellor
   Substantive Change ( ) yes  ( ) no


_____
Campus Courses and Curricula Chair

**LOUISIANA BOARD OF REGENTS**

**REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM***

**SUBMIT 1 PRINTED COPY AND 1 ELECTRONIC VERSION** (EMAIL or DISK)

Name of Institution Submitting Proposal      _____

Specific Degree to be Awarded Upon Completion      _____

Recommended 2010 CIP Taxonomy      _____

Date to be Initiated      _____

Name of Department or Academic Subdivision
     Responsible for the Program      _____

Name, Rank, and Title of Individual Primarily
     Responsible for Administering the Program      _____

<u>Date Approved by Governing Board</u>      _____


Date Received by Louisiana Board of Regents      _____

Academic Affairs Committee Review      _____

Board Action (Nature of Action)*      _____

Date of Board Action      _____

---

\*      Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.

**ACADEMIC AFFAIRS POLICY 2.05 (**Revised Sept. 2011)
**Guidelines for the Proposal of a New Academic Program**

**General Information**

1. A separate proposal must be prepared for each projected program.

2. Neither a new program or elimination or revision of an existing program can be publicized or implemented prior to approval by the Board of Regents.  A new program is defined as a new major which leads to a certificate or a degree at a level or in a field not heretofore offered by the institution.  A new program may involve the addition of courses to an existing degree program or it may consist entirely of existing courses packaged in a manner which constitutes a new major.  Institutions should discuss planned curricular revisions with the Academic Affairs staff to determine the appropriate Guidelines and procedures to use in requesting Board of Regents Approval.

3. Proposals must be approved by the institution's management board before submission to the Board of Regents.

4. A Proposal may be submitted only after the Letter of Intent has been approved by the Board of Regents.  Per Academic Affairs Policy 2.04, Letters of Intent are required for each baccalaureate, master's specialist, and doctoral program. A Letter of Intent is valid for one year after approval by the Board of Regents. After a year, a new Letter of Intent must be submitted.

5. A Proposal must contain adequate information.

6. A request for a program (Letter of Intent or Proposal) that was disapproved cannot be resubmitted for one calendar year after the request was denied by the Board of Regents.

7. Factors that will be considered in assessing a proposed academic program include, but are not limited to the following:

> a. Relevance to the existing role, scope and mission of the institution;
> b. Contribution to the wellbeing of the state, region, or academy;
> c. Program duplication (existing/related programs at other institutions);
> d. Mandates of any legal settlement currently in force; and
> e. Institutional commitment to appropriately fund proposed program.

**Proposal Format**

**1. Description**

> a. Title, degree/certificate level, description, and objectives of the proposed program.

b. List and describe the program curriculum (i.e., required courses), in sequence or term by term.  Indicate new courses by asterisk (*).  Include any special requirements (internships, comprehensive examination, thesis, dissertation, etc.).

c. Describe how the proposed program will be offered, e.g. traditionally, online, via interactive video, hybrid, etc.  Discuss possibilities for a cooperative program, cross-enrollment options, or other manners of sharing/extending resources and access.

d. Furnish documentation of the approval of the proposed program by the institution's Governing Board.

## 2. Need

a. Describe how the proposed program fits within the institution's existing role, scope and mission.

b. Has the proposed program, or a similar one, been offered at the institution previously?  (If yes, give reasons for the termination of the earlier program.)

c. List similar programs offered at other institutions (public and private) in Louisiana.  If a graduate program is requested, indicate similar programs in neighboring states.

d. If similar programs exist in Louisiana, why is an additional program needed?  Indicate manpower needs, including interest on the part of industry, academia, governmental agencies, or other institutions.

e. If a graduate program is requested, indicate:

> i. State, regional, and national need in the field for more graduates. Cite any pertinent studies or national and state trends.

> ii. Are there possibilities for cooperative programs?

f. If this program is approved, will its approval result in the termination of phasing out of existing programs? That is, could this program be considered a replacement program?

## 3. Students

a. Project the enrollment and estimate the number of graduates expected for the proposed program for the first five years by level of student and with a justification for the projections.

b. Indicate the source of students from existing programs or students who might not otherwise be attracted to the institution.

c. What preparation will be necessary for student to enter the program?

d. Provide enrollment data for closely related programs currently offered at the institution. If the proposed program is an expansion of an existing program, give the past four years' enrollments in existing programs by level, and number of degrees granted.

e. If a graduate program is requested, indicate sources of financial support for students.

## 4. Faculty

a. List the present faculty members who will be most directly involved in the proposed program. Indicate for each faculty member: name; date of appointment; present rank; degrees (by field) and the institutions granting them; present credits, contact hours, and student credit hours produced; and other assignments.

b. Calculate the present student-faculty ratio in the subject matter field or department in which the proposed program will be offered. The basis for this calculation should be full-time equivalent students and faculty and should be computed based on all students taught rather than the student majors or other related groupings.

c. Project the number of new faculty members needed to initiate the proposed program for each of the first five years. If the proposed program will be absorbed in whole or part by present faculty, explain how this will be done.

d. Explain if recruiting new faculty members will require an unusual outlay of funds or unique techniques. For example, will a special chair of instruction be required to attract a nationally recognized person?

e. Describe involvement of faculty, present and projected, in research, extension and other activities and the relationship of these activities to the teaching load.

f. If a graduate program is requested, indicate:

> i. For present faculty, areas of specialized competence related to the new program. (List publications and their nature as well as direction of theses and dissertations.)

> ii. For proposed new faculty, qualifications and/or strengths needed.

## 5. Library and Other Special Resources

a. Are present library holdings in related fields adequate to initiate the proposed program?

b. Will the library holdings need to be expanded and improved to meet program needs of the program in the first five years? If so, what types will be needed: books, periodicals, reference books, primary source materials, etc.?

c. Do other institutions have library resources being used or available to faculty and students for the proposed program?

d. Indicate or estimate total expenditure for the last two completed fiscal years in library acquisitions for the subject matter fields or departments in which the proposed program will be offered, or which are related to it.

e. Project library expenditures needed for the first five years of the proposed program.

f. What additional special resources, other than library holdings, will be needed?

g. If a graduate program is requested, indicate:

   i. Special library resources needed to offer a program of quality.

   ii. How do library resources deemed desirable compare to other institutions with similar programs that are high quality? Cite specific comparisons of other institutions.

## 6. Facilities and Equipment

a. Describe existing facilities (classrooms, laboratories, offices, etc.) available for the proposed program.

b. Describe present utilization of these facilities where facilities are assigned to the department.

c. Indicate the need for new facilities, such as special buildings, laboratories, minor construction, remodeling, and fixed equipment. If special facilities and equipment will be needed, estimate cost and indicate proposed sources for financing.

## 7. Administration

a. In what department, division, school, college, or other designation will the proposed program be administered? Explain if the program is interdisciplinary and/or inter-departmental.

b. Indicate if the proposed program will affect the present administrative structure of the institution.

c. Describe any special departmental strengths and/or weaknesses and how the proposed

program will affect them.

**8. Accreditation**

    a. Is the program eligible to be accredited? If so, give the name(s) of the accrediting agency(ies), requirements for accreditation, and how the criteria will be achieved.

    b. Delineate the initial costs of accreditation and subsequent annual cost.

    c. If a doctoral program is requested, describe the use of consultants in developing the proposed program and include a copy of their report as an appendix to the proposal. The use of consultants to assist in the development of such proposal is highly recommended, if not imperative.

**9. Related Fields**

    a. Indicate subject matter fields at the institution which are related to, or will support, the proposed program.

    b. Evaluate the supporting fields and indicate if they need improvement. If so, indicate the extent of improvement needed and cost.

**10. Costs**

    a. Estimate costs of the proposed program for the first four years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any). Indicate if federal or other sources of funds are available. Are there prospects for increased income from students recruited specifically to this program who otherwise would not have enrolled?

    b. Indicate departmental costs:

        i. Show departmental operating expenditures for the last two completed fiscal years for departments involved in or related to the proposed program.

        ii. How will the proposed program affect the allocation of these funds?

    c. Indicate if additional funds for research will be needed to support the proposed program.

    d. Provide estimates of additional cost on the attached form.

## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**Institution:**                                                          **Date:**

**Unit:**

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition)

| | FIRST YEAR | | SECOND YEAR | | THIRD YEAR | | FOURTH YEAR | |
|---|---|---|---|---|---|---|---|---|
| | **AMOUNT** | **FTE** | **AMOUNT** | **FTE** | **AMOUNT** | **FTE** | **AMOUNT** | **FTE** |
| Faculty | $ | | $ | | $ | | $ | |
| Graduate Assistants | | | | | | | | |
| Support Personnel | | | | | | | | |
| Fellowships & Scholarships | | | | | | | | |
| **SUB-TOTAL** | $ | | $ | | $ | | $ | |
| | **AMOUNT** | | **AMOUNT** | | **AMOUNT** | | **AMOUNT** | |
| Facilities | | | | | | | | |
| Equipment | | | | | | | | |
| Travel | | | | | | | | |
| Supplies | | | | | | | | |
| **SUB-TOTAL** | $ | | $ | | $ | | $ | |
| **GRAND TOTAL** | $ | | $ | | $ | | $ | |
| Amount & Percentage of Total Anticipated From: | **AMOUNT** | **%** | **AMOUNT** | **%** | **AMOUNT** | **%** | **AMOUNT** | **%** |
| State Appropriations | $ | | $ | | $ | | $ | |
| Federal Grants/Contracts | | | | | | | | |
| State Grants/Contracts | | | | | | | | |
| Private Grants/Contracts | | | | | | | | |
| Other (specify) | | | | | | | | |
| **TOTAL** | $ | | $ | | $ | | $ | |

APPENDIX F

BOARD OF REGENTS ACADEMIC AFFAIRS POLICY 2.12:
DELIVERY OF DEGREE PROGRAMS THROUGH
DISTANCE LEARNING TECHNOLOGY

- Philosophy and Principles

The Louisiana Board of Regents supports and applauds efforts to offer distance education for the purpose of increasing instructional access for Louisiana citizens to courses and programs offered by Louisiana public higher education institutions. All credit offerings delivered through distance education must be appropriate to the role, scope, and mission of the institution as defined by Board of Regents. Criteria for approval of academic programs are based on qualitative consideration of the highest order. All state institutions of higher education offering distance education must either meet requirements or be accepted for candidacy by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools or the Commission on Occupational Education (COE). All institutions should be guided by the Western Interstate Commission on Higher Education Principles.

- Purpose

The purpose of this policy is to increase access to educational opportunities and to ensure quality of instruction through distance education to place- and time-bound students; enhance the ability of campuses to respond to learner needs; increase educational opportunities and encourage linkages between Louisiana educational institutions and other sectors including business, government, and the surrounding community; provide cost-effective service through cooperative development; invest in and support the development of a telecommunications infrastructure; and minimize and streamline policies for reviewing and approving flexible degree programs offered through distance education technology.

- Definition of Terms

The term **Degree Program** is defined in Academic Affairs Policy 2.11. Additional terminology relevant to this policy are defined below:

**Distance Education** is the formal education process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance Education technology is generally synonymous with mediated instruction (such as compressed video, videotape, CD-ROM, Internet, audio, audiographics, satellite, microwave, or ITFS). This policy does not regulate computer and electronically augmented traditional campus instruction or print media.

**Branch Campus** is defined by federal regulations as:

  o a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) had its own faculty and administrative or supervisory organization, (4) has its own budgetary and hiring authority; or

  o any location of an institution other than the main campus, at which the institution offers at least 50% of an educational program.

Campuses are advised to also seek further clarification of this term as prescribed by either COC or COE accreditation regulations.

**Off-Campus Learning Centers** are similar to branch campuses in that they are geographically apart and independent of the main campus of the institution, permanent in nature, and offer courses in educational programs leading to a degree, certificate, or other recognized educational credential. One or more institutions may participate in these offerings through contractual or consortial arrangements.

- Policy

This policy applies to Louisiana institutions authorized by the Louisiana Board of Regents to offer post-secondary degree or certification programs. While off-campus credit courses offered through distance education must be reported to the Board of Regents as required for data collection, coordination of program, and informational purposes, Regents approval is not required for courses to be delivered via distance education technologies. The Board of Regents reserves the right to mediate in instances where distance education coursework becomes unnecessarily duplicative.

Specifically, the policy applies to all degree or certification programs that are offered primarily through distance education technology. Only COC and COE accredited institutions will be considered for approval to offer distance education programs. Those institutions which have been accepted for candidacy by either COC or COE may be considered for approval to offer distance education coursework.

Distance Education Request Form: PDF | MS Word

Regents approval is required to electronically extend existing campus-based academic programs if 1) courses are offered in such a manner or at a location that an individual student can take 50 percent or more of the courses for the degree, or 2) the program is advertised as available in distance education technologies.

- If the Degree Program is Currently Approved by the Board of Regents: If the degree program is currently approved by the Board of Regents and if 50% or more of required coursework of a degree program will be delivered through distance education technology, the institution must request approval to deliver the program from the Board of Regents and follow COC or COE policies and standards pertaining to distance education. Required procedures for this type of request are given below:

  - First, the affected college or university shall submit through its management board to the Deputy or Associate Commissioner for Academic Affairs a completed Request for Authority to Offer an Existing Academic Program Through Distance Education Technologies. Institutions shall not apply for COC or COE approval until the Board of Regents or its staff has rendered a decision whether the Request meets concerns and requirements of the Regents.

  - If the Board of Regents or its staff grants approval for the Request, the affected college or university must then seek approval for a substantive change from either COC or COE, as appropriate.

  - Upon receipt of COC's or COE's judgement, copies of all COC or COE correspondence regarding its decision must then be sent to the Deputy or Associate Commissioner for Academic Affairs. If COC or COE grants approval, the college/university is automatically authorized to begin program implementation. If COC or COE does not grant approval, the program may not be implemented and a new request must be submitted to the Regents before reconsideration.

For the purposes of authorizing distance education arrangements for existing degree programs, the Board of Regents will consider program duplication as a critical factor.

- If the Degree Program Is Not Currently Approved by the Board of Regents: If the degree program is not currently approved by the Board of Regents, then existing Regents policies and procedures for developing new academic programs must be followed (see Academic Affairs Policies and Procedures 2.04, 2.05, and 2.11).

- Institutions must report students enrolling in courses and programs delivered via distance education technologies.

- Institutions shall ensure compliance with all applicable copyright laws concerning the use and transmission of films, videotapes, recording, or other protected works.

- Institutions shall ensure compliance with all applicable policies regulating intellectual property.

- The Board of Regents supports the position that institutions should be able to establish separate fees to cover the costs associated with electronic delivery of credit and non-credit instruction. Fees should be consistent with management board policies and state legislation. The Board of Regents will provide guidance for the establishment of fees for electronic delivery of instruction, and reserves the right to review established fee structures, and policies governing establishment of such fees.

- All courses and programs offered through distance education will not be subject to service area limitations, with the exception of specific Regents mandates (e.g., duplicated programs, programs provided by the desegregation Settlement Agreement, etc.)

- Each institution will have a single point of contact for reporting and responding to Distance Education issues and activities. It is the responsibility of each institution to make sure that the Board of Regents is notified of this point of contact.

- Upon approval, this policy supersedes any and all pre-existing Board of Regents policies, procedures, guidelines, and/or regulations governing the delivery of instruction through distance education technologies. This includes, but is not limited to Board of Regents Policy On Telecommunications, section 4.04.01-4.04.04, Board of Regents Policy and Procedures Manual, and applicable sections of the Board of Regents Policy 4.2, Mandatory Guidelines for the Conduct of Off-Campus Activities.

Seat-Time Policy for Academic Credit

# APPENDIX G

# GENERAL EDUCATION REQUIREMENTS

# FOR

# ASSOCIATE DEGREE PROGRAMS

The University's General Education Requirements represent a conviction on the part of the faculty that all students need to reason logically, communicate effectively, and relate to the world around them. General education courses are intended to foster artistic, scientific principles; to communicate effectively, to locate, evaluate, communicate information effectively; to analyze, evaluate, synthesize and apply information; and to apply the knowledge of natural science to natural phenomenon.

LSU Eunice believes that students should acquire a substantial knowledge when completing any associate degree program. All graduates of LSU Eunice degree programs are expected to demonstrate the following general education objectives.

LSU Eunice Expected Students Objectives
- Artistic, Cultural, and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and the individual's place in it
- Computational and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions.
- Communication Skills: Engage in effective interpersonal, oral, and written communication.
- Informational Literacy: Locate, evaluate, and effectively use information from diverse sources.
- Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.
- Natural Sciences: Apply the knowledge of natural science to explore and analyze natural phenomenon.

The following list shows the minimum number of general education courses that must be completed by students to earn an associate degree at LSU Eunice.

**Associate of Arts and Associate of Science Louisiana Transfer**

| | |
|---|---|
| English Composition | 6 hours |
| Mathematics | 6 hours |
| Natural Sciences | 9 hours (3 courses: 2 courses in a biological/physical science area sequence plus one in the other area.) |
| Humanities | 9 hours (3 hours must be in Literature) |
| Social Sciences/Behavioral Sciences | 6 hours (3 hours must be at the sophomore level) |
| Fine Arts | 3 hours |
| **Total** | **39 hours** |

**Associate of Science in Discipline**

| | |
|---|---|
| English Composition | 6 hours |
| Mathematics | 6 hours |
| Natural Sciences | 6 hours (Biological or Physical Sciences) |
| **Humanities | 3 hours |
| Social Sciences | 3 hours |
| Fine Arts | 3 hours |
| **Total** | **27 hours** |

**Associate and Discipline**

| | |
|---|---|
| English Composition | 6 hours |
| Mathematics | 3 hours |
| Natural Sciences | 6 hours (Biological or Physical Sciences) |
| **Humanities | 3 hours |
| Social Sciences | 6 hours |
| Fine Arts | 3 hours |
| **Total** | **27 hours** |

**Associate of Applied Science and Discipline***

| | |
|---|---|
| English Composition | 6 hours |
| Mathematics | 3 hours |
| Natural Sciences | 3-6* hours (Biological or Physical Sciences) |
| Social Sciences | 3-6* hours |
| **Humanities | 3-6* hours |
| **Total** | **21 hours** |

* A minimum of 15 credit hours is required, excluding English Composition.

**Check to assure that complies with SACS COC guidelines.

# Appendix H
# Board of Regents Statewide General Education Requirements

**Academic Affairs Policy 2.15**

Definitions of Undergraduate Degrees and
Undergraduate/Graduate Certificates

The following definitions for 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 state's higher education system; and

- facilitate the development of appropriate articulation agreements between systems and campuses.

As a general guideline, the number of hours required for a certificate should not exceed one-half of the hours required for the subsequent degree. With the exception of the C.T.A., C.T.S., and T.D., all undergraduate and graduate certifications require Board of Regents' approval for implementation. The minimum General Education core requirement for the various undergraduate degrees and certificates is described in Academic Affairs Policy 2.16, and all required general education coursework must meet SACS/CoC requirements.

## Undergraduate Certifications and Degrees

- **Technical Competency Area (T.C.A.)** - An applied course or a series of courses (1-16 hours), a T.C.A. provides a student with a specific technical competency and serves as a curricular construct. T.C.A.s are strictly limited to technical and community colleges and are often combined to form a technical certificate.
  -

Approval authority: the appropriate management board or its designated staff. T.C.A.s are not recognized by the Board of Regents as formal program certificates or degrees.

Example: Automotive Ignition Systems

- **Technical Diploma (T.D.)** - An applied, technical program (45-60 hours), often formed by combining multiple C.T.S.s and/or T.C.A.s. T.D. programs are strictly limited to technical and community colleges.
  -

Approval authority: the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents and added to the curriculum inventory. All other Regents requirements governing academic programs apply.

Example: T.D. in Automotive Technology (C.T.S. in Automotive Engine Technology, plus T.C.A.s in Automotive Body Repair, Automotive Detailing, etc.)

### Undergraduate Certificates

Degree designation abbreviations beginning with "C" will be reserved for undergraduate certificates. All certificates except the Certificate of General Studies should use only the appropriate abbreviations (e.g., C.T.S., C.A.S.) followed by the certificate subject area. The majority of the undergraduate certificates should be designated as either C.T.S. or C.A.S. In cases where professional programs require that the first letters of words in the degree subject area be used in the degree designation abbreviation, exceptions will be supported.

- **Certificate of Technical Studies (C.T.S.)** - An applied, technical program (usually 16-33 hours) to provide a student with a broad technical competency. C.T.S. programs are strictly limited to technical and community colleges. The C.T.S. is not designed for transfer to an associate or baccalaureate degree program; the C.A.S. is more appropriate for such transferability.
  -

Final approval authority: the appropriate management board, immediately reported to the Board of Regents and added to the Curriculum Inventory (CRIN). All other Regents requirements governing academic programs apply. The C.T.S. is the only certificate which does not require Board of Regents' approval.

Example: C.T.S. in Automotive Engine Technology

- **Certificate of Applied Science (C.A.S.)** - A more academically-oriented offering created by combining a C.T.S. with a limited general education component (at least 9 hours). At a minimum, the general education component

should be fully transferrable into any undergraduate academic program. C.A.S. degrees are strictly limited to technical and community colleges.

<u>Final approval authority</u>: Board of Regents.

Example: C.A.S. in Automotive Engine Technology

- **Certificate of General Studies (C.G.S.) -** An academically-oriented offering designed to provide students with a broad foundation of fundamental academic skills, primarily for personal growth or as preparation for further collegiate study. The C.G.S. framework allows students an opportunity to tailor their courses to meet admission or pre-requisite requirements of a transfer institution. The 30-hour curriculum consists of eight general education courses (24 hours) and two elective courses. C.G.S. degrees are strictly limited to technical and community colleges.

<u>Final approval authority</u>: Board of Regents.

- **Post-Associate Certificate (P.A.C.)** - an academic or technical offering that is earned after a student has already completed a recognized associate's degree, usually for additional professional or technical certification.

<u>Final approval authority</u>: Board of Regents.

Example: P.A.C. in Radiation Therapy

- **Post-Baccalaureate Certificate (P.B.C.)** - an academic offering that is earned after a student has already completed a recognized baccalaureate degree. Commonly used as a path for alternate teacher certification, graduate school admission is usually not required for this undergraduate certificate.

<u>Final approval authority</u>: Board of Regents.

Example: P.B.C. in Elementary Education Gr 1-5

<u>Associate[1] Degrees</u>

The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation requirements) they may range from 60-72 hours. Exceptions to the standard number of credits must be approved according to the respective System's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

- **Associate of Applied Science (A.A.S.)** - An applied/academic degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. A.A.S. degrees can be formed by combining a T.D. with 15 hours of required general education or can be a distinct curriculum unrelated to any preexisting program of technical studies. All general education coursework must meet SACS/CoC requirements. If technical coursework required of the degree is intended for transfer to a four-year institution, this coursework must meet appropriate SACS/CoC requirements.
- 

<u>Final approval authority</u>: Board of Regents. A.A.S. degrees are limited to technical colleges, community colleges, and two-year transfer institutions.

Example: A.A.S. in Automotive Technology

- **Associate of Arts (A.A.)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. A.A. degrees are usually offered by community colleges and two-year transfer institutions.

<u>Final approval authority</u>: Board of Regents.

Example: A.A. in English

- **Associate of Science (A.S.)[2]** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACS/CoC requirements. A.S. degrees are usually offered by community colleges and two-year transfer institutions.

<u>Final approval authority</u>: Board of Regents.

Example: A.S. in Mathematics

- **Associate (A)** - An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this particular degree designation should be limited to cases wherein other associate degree designations (A.A.S, A.A., or A.S.) have been determined to be inappropriate. All coursework must meet SACS/CoC requirements. Non-designated associate degrees are limited to community colleges and two-year transfer institutions.

Final approval authority: Board of Regents.

Example: Associate of General Studies

- **Louisiana Transfer Associate (AA/LT or AS/LT)** - an Associate of Arts or Associate of Science degree that follows a prescribed curriculum (providing both structure and flexibility) and assures transfer of the 60 hours in the degree plus credit for completion of the required general education block at any public university.

Final approval authority: Board of Regents.

<u>Baccalaureate</u>

The standard number of credits required for baccalaureate degrees is 120. Institutions with compelling reasons (e.g., the academic program is defined as a 5-year baccalaureate program; professional accreditation or certification requirements; etc.) for exceeding the 120 credit hour standard may request an exception to this standard according to their respective system's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 120-hour standard.

Baccalaureate degrees are limited to four-year institutions.

- **Bachelor of Applied Science (B.A.S.)** - An applied/academic degree program designed to prepare students for technical employment and generally not intended as preparation for further graduate study. The B.A.S. routinely combines technical/general education courses gained in an A.A.S. program with additional university requirements. All coursework completed via the B.A.S. program must meet SACS/CoC requirements for transferability.

Final approval authority: Board of Regents.

Example: B.A.S. in Allied Health

- **Bachelor of Arts (B.A.)** - An academic degree program with a significant general education core. The B.A. degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents.

Example: B.A. in English

- **Bachelor of Science (B.S.)** - An academic degree program with a significant general education core. The B.S. degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents.

Example: B.S. in Mathematics

- **Bachelor (B)** - An academic degree program with a significant general education core, designed primarily as a first professional degree, but which also may serve as preparatory education for transfer to a related graduate program. The use of this particular degree designation should be limited to cases wherein other baccalaureate degree designations (B.A.S., B.A., or B.S.) have been determined to be inappropriate.

Final approval authority: Board of Regents.

Example: Bachelor of General Studies

### **Graduate Certificates**

Graduate certificates provide a shortened, condensed and focused course of study that supplements an existing bachelor's, master's, or doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline, and they usually are offered by the Graduate School.

Final approval authority: Board of Regents.

- **Graduate Certificate (G.C.)** - a graduate-level academic offering that is earned after a student has already completed a recognized baccalaureate degree. The number of required courses varies, but the typical range is 12-18 credits.

Example: G.C. in Communications Systems

- **Post-Masters Certificate (P.M.C.)** - an academic offering that is earned after a student has already completed a recognized master's degree, usually related to additional licensure or certification.

Example: P.M.C. in Family Nurse Practitioner

- **Post-Doctorate Certificate (P.D.C.)** - an academic offering that is earned after a student has already completed a recognized doctoral degree.

- **Post-Professional Certificate (P.P.C.**) - an academic offering that is earned after a student has already completed a recognized professional degree.

Example: P.P.C. in Endodontics

Degree designation abbreviations for any graduate certificates would be only those specified above.

- A. Exceptions

Exceptions to degree definitions and standard number of credit hours are to be considered on a case-by-case basis, in accordance with System policy, for recommendation to and consideration by the Board of Regents.

- B. General Education Requirements

Refer to Academic Affairs Policy 2.16 for specific information regarding statewide general education requirements for undergraduate degree and certificate programs.

- C. Proposals for New Degrees or Certificates

Proposals for certificate and associate degree programs may be submitted at any time by a management board for consideration by the Board of Regents. Baccalaureate and graduate level degrees must adhere to policies regarding Letters of Intent (in Academic Affairs Policy 2.04).

Proposals for any new academic programs should address the elements outlined in the Guidelines for the Proposal of a New Academic Program (in Academic Affairs Policy 2.05).

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[1] *There are select circumstances when A.A.S., A.A., A.S., and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents' Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.*

[2] *Associate degree programs that contain the words Engineering Technology in the title will be considered as preparatory programs for baccalaureate study and will be designated as Associate of Science (A.S.) degrees.*

**STATEWIDE GENERAL EDUCATION REQUIREMENTS**

| | | |
|---|---|---|
| **CTS  -  Certificate of Technical Studies** | **AA  -  Associate of Arts** | **BA  -  Bachelor of Arts** |
| **CAS  -  Certificate of Academic Science** | **AS  -  Associate of Science** | **BS  -  Bachelor of Science** |
| **TDIP -  Technical Diploma** | **A    -  Associate (non-designated)** | **B    -  Bachelor (non-designated)** |
| **AAS  -  Associate of Applied Science** | **BAS – Bachelor of Applied Science** | |

| | **CTS** | **CAS** | **TDIP** | **AAS** | **AA** | **AS** | **A** | **BAS** | **BA** | **BS** | **B** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ENGLISH[1] (Composition) | 0 | 3 | 0 | 3 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| MATHEMATICS[2] (College-Level Algebra) | 0 | 3 | 0 | 3 | 3 | 6 | 3 | 6 | 6 | 6 | 6 |
| NATURAL SCIENCES[3] | 0 | 0 | 0 | 3 | 6 | 6 | 6 | 9 | 9 | 9 | 9 |

[1]   English- CAS and AAS degrees shall require the successful completion of at least three hours of English composition.  AA, AS, A (non-designated), BAS, BA, BS, and B (non-designated) degrees shall require the successful completion of at least six hours of English composition.

[2]   Mathematics-CAS, AAS, AA, and A (non-designated) degrees shall require the successful completion of at least three hours of Mathematics, beginning at a level no lower than college algebra.  BAS degrees shall require at least the successful completion of at least three hours of Mathematics, beginning at a level no lower than college algebra, plus an additional three hours of either Mathematics above college algebra.  Statistics, Computer Science, or Logic (a pre-requisite for enrollment in any of these courses shall be the successful completion of the required college algebra course).  AS, BA, BS, and B (non-designated degrees shall require the successful completion of at least six hours of Mathematics at a level no lower than college algebra.

[3]   Natural Sciences-Biological (e.g., Biology, Biochemistry, Botany, Zoology) and Physical Sciences (e.g., Chemistry, Geology, Physics, Astronomy/Meteorology).  AAS degrees shall require the successful completion of at least three hours of any biological or physical science.  AA, AS, and A (non-designated) shall require the successful completion of at least six hours of natural science in any biological or physical science.  BAS, BA, BS, and B (non-designated) degrees shall require the successful completion of at least nine hours of natural science, as follows: six hours shall be earned in a single biological or physical science; the remaining three hours must be earned in a natural science area other than that previously selected (both biological/physical sciences must be taken to fulfill this requirement).

## STATEWIDE GENERAL EDUCATION REQUIREMENTS

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CTS** - Certificate of Technical Studies | | | | **AA** - Associate of Arts | | | | **BA** - Bachelor of Arts | | | |
| **CAS** - Certificate of Academic Science | | | | **AS** - Associate of Science | | | | **BS** - Bachelor of Science | | | |
| **TDIP** - Technical Diploma | | | | **A** - Associate (non-designated) | | | | **B** - Bachelor (non-designated) | | | |
| **AAS** - Associate of Applied Science | | | | **BAS** – Bachelor of Applied Science | | | | | | | |

| | CTS | CAS | TDIP | AAS | AA | AS | A | BAS | BA | BS | B |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Humanities[4] | 0 | 0-3 | 0 | 3 | 3 | 3 | 3 | 3 | 9 | 9 | 9 |
| Fine Arts[5] | 0 | 0-3 | 0 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Social/Behavior Sciences[6] | 0 | 0-3 | 0 | 3 | 6 | 3 | 6 | 6 | 6 | 6 | 6 |
| Computer and Informational Literacy[7] | | | | | | | | | | | |
| **TOTAL** | **0** | **9** | **0** | **15** | **27** | **27** | **27** | **33** | **39** | **39** | **39** |

---

[4]     Humanities (e.g., Literature, Foreign Languages, History, Communications, Philosophy, Classical Studies, Religious Studies, Interdisciplinary).  The CAS degree shall require the successful completion of three hours of either Humanities, Fine Arts, or Social/Behavioral Sciences.  The AAS, AS, A (non-designated) and BAS degrees shall require the successful completion of at least three hours of Humanities.  The BA, BS, and B (non-designated) degrees shall require the completion of at least nine hours of Humanities.

[5]     Fine Arts (e.g., Music, Visual Arts, Applied Arts, Theatre, Dance, Interdisciplinary).  The CAS degree shall require the successful completion of three hours of either Humanities, Fine Arts, or Social/Behavioral Sciences.  The AA, AS, A (non-designated), BAS, BA, BS, and B (non-designated) degrees shall require the successful completion of at least three hours of Fine Arts.

[6]     Social (e.g., Economics, Geography, Anthropology, Political Science, International Studies, Interdisciplinary) and Behavioral (e.g., Psychology, Sociology) Sciences.  The CAS degree shall require the successful completion of three hours of either Humanities, Fine Arts, or Social/Behavioral Sciences.  The AAS and AS degree shall require the successful completion of at least three hours of Social/Behavioral Sciences.  The AA, A (non-designated), BAS, BA, BS, and B (non-designated) shall require the successful completion of at least six hours of Social/Behavioral Sciences; three of these hours must be at the sophomore level or above.

[7]     Computer and Informational Literacy-Colleges/universities shall insure that each degree student has achieved basic computer and informational literacy before graduation.  The method for determining whether this standard has been met shall be left to the discretion of the affected institution.

# APPENDIX I

## FORMAT FOR INDICATING CURRICULAR CHANGES
## ON C & C FORM C

| PRESENT | | PROPOSED | |
|---|---|---|---|
| Freshman Year: | 33 | Freshman Year: | 35 |
| | | | |
| Sophomore Year: | | Sophomore Year: | |
| | | | |
| Psychology 2060 | 3 | Psychology 2000 | 3 |
| Psychology 2076 | 3 | Psychology 2060 | 3 |
| Education 2020 | 3 | Psychology 2076 | 3 |
| Education 2027 | 3 | Education 2020 | 3 |
| Education 2700 | 3 | Education 2027 | 3 |
| Education 2028 | 3 | Education 2700 | 3 |
| HPRE 2601 | 1 | Education 2028 | 3 |
| HPRE 2602 | 3 | HPRE 2601 | 1 |
| HPRE 2507 | 4 | HPRE 2602 | 3 |
| Education 2900 | 3 | HPRE 2507 | 3 |
| Art 2271 | 3 | Education 2900 | 3 |
| | | Art 2271 | 3 |
| | 65 | | 69 |

# APPENDIX J

SUBSTANTIVE CHANGE FOR ACCREDITED INSTITUTIONS OF THE
COMMISSION ON COLLEGES

http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf

APPENDIX K

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 encourages campuses and their management boards to initiate self-evaluation leading to the revision or elimination of existing academic programs and administrative units which are under productive or of marginal quality.

Requests for termination of existing academic programs and administrative/research units should be submitted using the form below.  Institutions should obtain  approval of their management board prior to submission of the request to terminate to the Board of Regents.  Requests may be submitted at any time, and a response will be given within ninety (90) days of receipt.

Requests for revision of existing programs and/or administrative units should be submitted in writing to the Deputy or Associate Commissioner for Academic Affairs and should outline the specifics of the change(s) along with an appropriate rationale.  The Deputy or Associate Commissioner for Academic Affairs may, without Board review, approve those requests for revisions of existing academic programs and administrative units which would not affect the nature of the program or the degree being offered.

# *Request to Terminate an Academic Degree Program or Administrative/Research Unit*

| |
|---|
| **1. Institution** |

| |
|---|
| **2. Type of Termination (check one)**<br><br>_____ A. Academic Program (If A, complete *all* remaining sections)<br>_____ B. Administrative Unit (If B, skip sections 3, 4, 5, and 6)<br>_____ C. Research Unit – Center or Institute (If C, skip sections 3, 4, 5, and 6) |

| |
|---|
| **3. Degree Designation (e.g., B.A., Ph.D., etc.)** |

| |
|---|
| **4. Title and CIP Code** |

| |
|---|
| **5. Semester/year at which no new enrollments will be accepted** |

| |
|---|
| **6. Semester/year at which reporting of degrees shall cease** |

| |
|---|
| **7. Approval date for termination from management board (append any documentation to this sheet)** |

| |
|---|
| **8. Reason for request (e.g., lack of student demand, lack of job opportunities, program duplication, funding sources no longer available, etc.)**<br><br><br>**Explanation:**<br><br><br><br><br><br>*\* In the explanation include statements which address the impact of the termination upon remaining programs/units (if applicable). For example, a request to terminate the Department of Chemistry should also include information about the academic programs in that Department – will they be maintained or terminated as well? If maintained, where will they reside? Will the department maintaining these programs be re-named? How will this further affect the administrative structure at the institution?* |

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| **9. If collaboration with other institutions is involved, identify partners. Each participating institution must submit a separate request form.** |

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| **10. Program/Unit Contact (name, title, email address, telephone number)** |

APPENDIX L

LSU EUNICE COURSE SYLLABUS

I.       Course: _____   Instructor: _____

II.      Course description from the current LSUE Catalog:

III.     Textbook(s) and other required materials:

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

V.      Policies pertaining to attendance, late work, make-up work, etc.:

VI.     General Education Learning Objectives:

VII.    Major Learning Outcomes:

VIII.   Brief summary of course content by major units of instruction:

IX.    Methods of instruction:

X.    Brief overview of instructions:

XI.      Bibliography of supplemental references and/or source materials:

XII.    Americans with Disabilities Act Statement:

XII.    Code of Student Conduct:

# APPENDIX M

## BOARD OF REGENTS SEAT-TIME POLICY
## FOR ACADEMIC CREDIT
*Adopted January 25, 2001*

State system institutions have long recognized that college-level learning may be acquired in a variety of settings and can be documented objectively and comprehensively through written or performance examinations and other academically sound procedures.  A traditional example used to determine course length has been that three semester hour classes have met for not less than 36 clock hours of instruction.  With the growth in recent years in distance education, the introduction of technology in delivering instruction, and the increase in the number of readings/special topic courses and independent study courses, the nature of contact hours has changed and requires greater flexibility.  All classes must be of reasonable length and include both content and contact sufficient to maintain high academic quality and standards commensurate with credit hours awarded for a "traditional" three-semester hour lecture class.  The basis for such certification of learning is a valid, credible assessment system which reliably determines whether a student possesses clearly identified, standards-based knowledge, skills, and abilities.